

ACTS

Acknowledging Creative
Thinking Skills
2015 - 2018

SWSF

Project Partners Handbook



Erasmus+

Contents

	Page
Events Calendar.....	3
Executive Summary.....	4
SWSF Commitment.....	6
Description of Project and Rationale.....	8
Project Organisation.....	12
Partners, Tasks and Responsibilities.....	12
Co-operation and Communication.....	13
Risk Assessment Strategy.....	14
Expected Results.....	17
Preparation.....	18
Project Management Group Meetings.....	19
Transnational Activities.....	22
Indicators of Success.....	26
Implementation.....	28
Intellectual Outputs - Qualification.....	30
Intellectual Outputs – Handbook.....	31
Multiplier Events.....	33
Impact.....	34
Dissemination.....	36
Sustainability.....	39
Erasmus+ Assessor’s Report.....	40

ACTS

Acknowledging Creative Thinking Skills

Event Timetable

Erasmus Project: *Acknowledging Creative Thinking Skills*

September 2015 to August 2018 inclusive

	Sept	Oct	Feb	Apr	Jul
2015 -2016 Year 1	PM (UK)	C1 (D)	C2(F)		C3(N)
2016 - 2017 Year 2	PM (D)	C4 (UK)	C5(D)	C6 (UK)	C7(F)
2017 - 2018 Year 3	PM (F)	E1 (UK)	E2(F)	PM (N) and E3(N)	E4 (D)

PM - Project Management Group Meeting

C - Transnational Activity (Curriculum Development and Assessor Training)

E - Multiplier Event (conferences etc)

UK - United Kingdom

D - Denmark

N - Norway

F - Finland

ACTS

Acknowledging Creative Thinking Skills

Executive Summary

There are five partners working together on this project: the Steiner Waldorf Schools Fellowship (UK), Sammenslutningen af frie Rudolf Steiner skoler i Danmark (Denmark); steinerskoleforbundet (Norway); Steinerkasvatuksen liitto (Finland) and Crossfields Institute (UK).

Our project 'Acknowledging Creative Thinking Skills' aims to contribute to the development of a European area of Skills and Qualifications, thereby raising attainment for all students and reducing the numbers of early school leavers.

We want to facilitate creative thinking and maximise potential in all students through a holistic approach to curriculum development and implementation combining the highly-focused, analytic thinking and memory training involved in formal education with the softer focus, non-verbal, experience of interconnections and context that is often found in non-formal and informal learning.

We have identified a need, raised repeatedly by schools across Europe, for qualifications at Levels 3 and 4 (EQF) that recognise and validate learning gained through an integrated variety of formal, non-formal and informal learning styles. In an increasingly mobile Europe, these qualifications and the elements within them need to be portable.

We recognise that in order to enable the successful embedding of this approach in schools, a parallel activity developing suitable CPD and assessor training will be needed, and most effective if Learning Support specialists are available from the outset. It is in this context that development of Level 2 and 3 qualifications (ENQF) equivalent to Level 3 and 4 (EQF) can be realised.

There are therefore three strands to the proposed SWSF project:

- Curriculum Development
- Upper School Teacher Training/CPD

- Establishing a Qualification on the National framework recognising and validating an integrated approach to Formal, non-formal and informal learning. Also the associated Assessor Training

The methodology for this three year project will be collaborative and involve:

4 Project Management meetings to plan and disseminate results relating to:

4 Curriculum Development Transnational Activities facilitated by the Crossfields Institute. These will develop an innovative integration of formal, non-formal and informal learning within school provision to reduce the number of early school leavers, and raise the attainment of all including low and high achievers, by enhancing creative thinking skills. Layers of creative thinking will be studied across the entire curriculum. Qualification meetings will write up the diploma priorities with subject specialists and in a cross curricular context, also in consultation with learning support specialists. The participants will all be experienced teachers, teacher trainers and educationalists.

3 Assessor Trainer Transnational Activities lead by Crossfields will train experts to cascade down the necessary assessment training to teachers in the schools. Assessor training will include holistic assessment using a range of integrated methods, observation skills, working cross curricular, with past, present and future and conscious reflective practice.

An interactive Information Hub website with conferencing and virtual learning facility will be set up.

Crossfields will work collaboratively with the partners on the detailed development of the units including an innovative unit, making explicit the creative thinking skills so valued in Higher Education, employment and business. Once completed, the diploma will be launched at the end of the three year project.

Alongside this, an invaluable overview of approaches, methodologies and case studies discussed at the Transnational Activities will be synthesised into an easily understood and digestible publication suitable for practical use and wider dissemination in the form of the SWSF intellectual output: 'Creative Thinking: the integration of formal, non-formal and informal learning in schools'. This will be made freely available on the SWSF Information Hub website, along with articles, reports, forums and information about the diploma.

Steiner Waldorf Schools Fellowship Commitment

Project Management Group: *Meetings will be in late September of each year, with a final meeting in April 2018. (see event timetable attached)*

- SWSF will be funded €18,000 to administer its part of the project. Travel and subsistence for participants will be funded separately.
- SWSF will provide two members of staff or two representatives to be part of the Project Management Group (PMG) with overall responsibility for the smooth running of the project as outlined in the handbook.
- These two people would be asked to attend four two-day PMG meetings during the course of the three-year project.
- SWSF will host a pre-project meeting (August 2015) from the €18,000 budget and be funded €575 per person per meeting for representatives to attend the three PMG Meetings which will be hosted by other partners. The first will be in the UK.
- SWSF will also host one Curriculum Development Transnational Activity and one Assessor Training Transnational Activity. Exact details can be agreed at a later date.
- SWSF PMG representatives will be asked to attend and report on the progress made in one of the four Curriculum Development Transnational Activities.
- SWSF will be funded for this as per the other participants in the Transnational Activities. These reports will contribute directly to the handbook that is part of the Intellectual Output, which allows us to get funding for the Curriculum Development Multiplier Events in our own countries. This is where SWSF can go into particular national interests in greater depth (see below for funding).

There will be four Curriculum Development/CPD Transnational Activities: *These will be in October, February April (2017 and 2018 Only) and July each year Each Activity will last 7 days.*

- SWSF send 12 advisors. These can be teachers, teacher trainers, staff members or persons with appropriate expertise and experience. They should be working for SWSF, either as paid staff or voluntary advisors for the duration of the Activities. Travel and subsistence for each of the 4 seven-day Activities will be funded (it is in our interests to keep the costs down for each other). Participants will be asked to help develop curriculum, teacher training and contribute to the development of the qualification.
- SWSF will send 1 learning support advisor among the 12 UK participants
- SWSF will not be asking for extensive reports from the advisors, and will keep questionnaires and feedback surveys as simple as possible.

Morning sessions - Integrating formal, non-formal and informal learning within the seven strands:

- Language and literature
- Foreign languages
- Global awareness

- Mathematics
- Natural sciences
- Art, Craft and Movement
- Independent Project

Afternoon Sessions – transcurricular study exploring the layers of creative thinking:

- Written and Verbal Articulation
- Building Imaginative Non-Linguistic Thought Pictures
- Volume, Texture and Inner Structure
- Resonance and Pattern in Thinking
- Heuristic Thinking and Co-ordinated Thinking
- Observational Thinking: the commonplace in novel terms
- Contemplation and Critical Analysis
- Perception and Reflection
- Thought as Self-Created Anchor

3 Assessor Training Transnational Activities:

- SWSF will provide 3 teacher trainers, teachers or suitable persons to train as Assessor Trainers. This will include one learning support advisor. These people will become capable of training staff in schools to assess student work for the purposes of the qualification, should that be required and to contribute to the development of assessor training. This will be funded as per the Curriculum Development Transnational Activities.

Dissemination

- SWSF will host one Multiplier Event funded €100 per local participant (other than those attending Transnational Activities or Project Management Group Meetings) and €200 for every international participant.

ACTS

Acknowledging Creative Thinking Skills

Project Details

Description of Project / Project Rationale (p.15)¹

This project is intended to contribute to the development of a European area of Skills and Qualifications, thereby raising attainment for all students and reducing the numbers of early school-leavers. Steiner schools typically experience a high number of students who come feeling disaffected by their previous education system and in need of a more integrated, holistic educational approach; one that recognises them as individuals.

We have identified a need, raised repeatedly by our member schools, and other schools across Europe, for school qualifications at (UK) Levels 2 and 3 that recognise and validate learning gained through an integrated variety of formal, non-formal and informal learning styles. In an increasingly mobile Europe, these qualifications and elements within them need to be portable.

Numerous and extensive attempts have been made to find a suitable qualification template including OCNs, which unfortunately were not widely recognised and remained only regionally portable within small areas of the UK.

The fragmentary nature of these previously investigated and trialled qualifications convinced us that an integrated approach was essential. A ‘portfolio only’ entrance to Higher Education was successfully adopted in Norway and Denmark, but is however not widely possible across Europe and has not yet been fully accepted in Denmark for HE subjects such as Maths and Science without a further qualification. Specialist diplomas have also been explored. Many hundreds of hours have been devoted by concerned teachers and teacher trainers in association meetings, conferences and unofficial groups in the UK and on the continent to clarify the integrated approach required. It is now clear that what is needed is a widely relevant and portable qualification supported by curriculum development and CPD. The ultimate aim is to have the diploma established in schools across Europe so that an exchange student can attend a school abroad and study, for example, a Physics module, there and return home with the credits for that module to add to their portfolio. This will give real mobility opportunities and a sense of educational community across borders.

The need is pressing. Having to currently focus so heavily on formal learning for summative, exam-based assessment, in order to achieve a qualification, our schools find that their students are not being best served. The pressures to achieve within the exam system

¹ Page numbers in parentheses reference page numbers in the application document.

inevitably devalue time spent on integrating other important non-formal or informal learning opportunities. Those students whose learning styles do not sit well with formal learning and summative exam assessments are at greater risk of becoming disillusioned, disengaged, stressed and even disruptive. We have many such students who come to our schools for this reason. We are eager to find ways to help them engage again with education and achieve their potential in a way that makes their learning visible and able to be evaluated - whatever their learning style. Those who are suited to formal learning in the teenage years are also not best served in an exam driven environment, in that exam-based assessment is necessarily backward looking and based upon what was important some years previously when the exam criteria were set. Some knowledge in the Sciences, for example, is obsolete by the time the students find themselves in Higher Education. More damaging is the way that it places undue reliance upon finite fact regurgitation rather than creative understanding and engagement with principles as continually developing concepts. A modern, forward-thinking diploma is needed.

This problem is a wider global issue which has been highlighted by leading universities such as the Perimeter Institute for Theoretical Physics, as reported by Michael Brookes in his article for the New Scientist December 2013, Invest in Minds Not Maths. The Global Science Initiative Learning 2030 summit in Ontario on the future of secondary education concluded that "creating students that can think broadly will not be easy. It will involve abandoning the culture of grades and exams and moving to assessments centred on a student's portfolio of projects...letting the students find and study what they are good at, once they have mastered a broad range of basic competencies".

We want to facilitate creative thinking and maximise potential in all students through a holistic approach to curriculum development and implementation combining the highly-focused, analytic thinking and memory training involved in formal education with the softer focus, non-verbal, experience of interconnections and context that is often found in non-formal and informal learning. We recognise that in order to enable the successful embedding of this approach in schools, a parallel activity developing suitable CPD and Assessor training will be needed. It is in this context that development of Level 2 and 3 qualifications can be realised.

The project is innovative in that, by integrating formal, non-formal and informal learning opportunities within a school provision, it offers an opportunity to assess students within the context of a broader range of learning styles and make visible key creative thinking skills that are of increasing importance in Higher Education and the workplace.

This project is complementary to the work already undertaken by individual SWSF member schools, such as the Ringwood Waldorf School. This is currently leading the Erasmus School to School project Achieving Together, to develop curriculum activities to engage and integrate disaffected early school-leavers, allowing achievements to be measured on practical outcomes rather than tests or grades. It focusses mainly on languages.

We would like to build upon the successful practice being undertaken by member schools, both here and in the partner associations, including the shared practices which informed the Achieving Together project, and widen its impact considerably by providing the means of accrediting the learning gained within such an approach. This will be an important incentive for early school-leavers and low achievers to stay on and feel inspired to work towards something of value. Experience amongst our member schools has shown that the integration of formal, non-formal and informal learning across a broad curriculum, not limited by premature choices, can enable all students to achieve their full potential of creativity and adaptability to best meet and engage within a rapidly changing world.

This project builds upon principles adopted by the European Commission in their document Making a European area of lifelong learning a reality: communication from the Commission (Brussels: European Commission, 2001, pp.32-33) and defined as follows:

- formal learning is typically provided by education or training institutions, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective;
- non-formal learning is not provided by an education or training institution and typically it does not lead to certification. However, it is structured, in terms of learning objectives, learning time or learning support. Non-formal learning is intentional from the learner's point of view;
- informal learning results from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time and/or learning support). Typically, it does not lead to certification. Informal learning may be intentional but in most cases, it is non-intentional (or incidental/random).

By working with national associations rather than individual schools we hope to access the practical experience and skillset across a vast number of schools and teacher training courses in Europe. This will help us develop and implement best curriculum practice regarding the conscious integration of formal, non-formal and informal learning as a means of developing creative thinking. It will also facilitate the development of relevant CPD. It will enable us to validate such learning within a robust transnational qualification comparable with the International Baccalaureate.

It is envisaged that the Curriculum and teacher CPD programmes developed would:

- develop innovative methods of initial, summative and formative assessment alongside self-assessment

- employ age appropriate ways of student's self-reflection and self-evaluation in order to capture what is learnt rather than learning what is assessed
- allow for more depth as well as breadth by utilising a combination of standardised core competencies and personalised learning pathways, giving greater leeway for both teacher and students in their choice of where to go into depth
- put the learner in the centre of an education based on a broad cultural entitlement including: language and literature; mathematics; arts, crafts and movement; global awareness; natural science; foreign language and independent projects.
- use an interdisciplinary and transdisciplinary approach to learning and teaching which integrates formal, informal and non-formal learning through outcomes based assessment
- allow for interdisciplinary and transdisciplinary visibility and assessment of creative thinking skills
- give students more ownership of their learning through student centred assessment methods ("Dialogic Learning") and through student directed and portfolio learning
- give teachers more ownership of their teaching through engaging them actively in the quality assurance process and embedding teacher training from the beginning
- develop genuinely European qualifications rooted in specific cultural identities and integrated through a common European framework
- offer something to the education sector that can be a reference point for holistic and student centred practice that identifies and acknowledges creative thinking.

Organisation of Project

Partners, Tasks and Responsibilities (p.17)

Crossfields Institute was chosen because of its status as an Ofqual regulated awarding and accrediting body, which is essential to our project. It also has relevant experience in providing and accrediting training courses and CPD, which this project will also provide. Beyond this, it has shown consistent interest in, and understanding of, integrated, holistic learning. SWSF has had close, recent communication with Crossfields through the trialling of a promising qualification format, currently registered on the New Zealand Qualifications Framework, as part of our initial research into the possibility of registering a new diploma.

The SWSF has been in conversation with other European associations for some years, through the European Council for Steiner Waldorf Education (ECSWE) and has been involved through ECSWE in various projects including the European Portfolio and the European Waldorf Diploma, which Crossfields also contributed to. Neither of these qualifications proved suitable in the context of the UK but were invaluable sources of information leading to the clarity we feel we now have regarding the scope and portability of our qualification needs.

In choosing our partners we initially wrote to a number of Steiner associations across Europe, known to us through ECSWE. We believed that these associations would be interested in this project. From the associations contacted, we hoped to assemble five partners in four countries including the SWSF and Crossfields in the UK. Potential partners began to express interest as we began to complete the application form which through its format enabled us to present them with a clear and focused proposal whilst also taking their observations and interests into account at this formative stage. We were surprised by the number of positive responses and chose from these the cluster of Nordic countries (Denmark, Norway and Finland) because of the similarity in their areas of interest alongside a suitable variety of experiences of working with the existing EU qualifications available to them, including the European Portfolio. We felt that this combination would bring to the project the maximum necessary experience and expertise while remaining focused on the necessary curriculum and qualification development. One partner observed that it was good for “the periphery” of Europe to be engaging together in this way.

The Norwegian and Danish associations also bring a shared experience of an integrated curriculum and an innovative use of a final Independent Project, assessed by an academic expert in a chosen field. This will inform the final Independent Project component and associated Creative Thinking Unit in the qualification we will be developing. These associations, as well as providing necessary experience and competencies are very interested in gaining the opportunity to develop their curriculum. The Danish association expressed concern that their portfolio only qualification successfully gained higher education entry in the Arts, but less so in Maths and Science, which generally required an additional period of study and qualification. This project will give them the opportunity to explore alternative provision. Finland has experience in effective use of ICT.

Norway, SWSF, Crossfields, Denmark and Finland, are new to Erasmus projects, but have positive connections through member schools as in the case of SWSF and the 'Achieving Together' project. This project will therefore be an exciting new challenge for us and a practical experience of international cooperation towards a shared goal. We believe that it will broaden our horizons while 'holding a mirror' to our own practices, which may then be constructively re-assessed.

The national associations will provide the personnel for the essential Curriculum Development Activities. Each will host an activity in turn and will provide a share of the reporting and evaluation for the activities held outside their country. Crossfields will provide the qualification as an intellectual output with associated documents. It will also provide certification for the CPD, Curriculum Development Activities and the necessary Assessor Training Activities.

To address this need only in the UK would make the result more inward-looking and insular and out of step with an increasingly mobile and cooperative Europe. These international meetings will enable an internationally relevant qualification to emerge. Our shared interest in Curriculum Development, through the analysis and exchange of best practice, is the foundation of this qualification and will make it happen. It will sustain what will be a considerable amount of work. This international cross-fertilisation will enhance the Curriculum Development and related Qualification and Assessor Training for all by opening it up to new sources of inspiration. The understanding gained will enable us to articulate our findings on an international level.

Co-operation and Communication (p.18)

There already exists an atmosphere of cooperation between the partner organisations that are known and trusted through previous non-funded cooperation and sharing of experiences.

We intend to build on this through four Project Management meetings timetabled for the start of each year, with a fourth meeting at the end of the third year. These will be attended by two key members from each partner organisation, who will jointly form the Project Management Group. These meetings will be hosted by each partner in turn, allowing a good practical experience of other national contexts, educational practice and any associated transnational issues to be considered over the course of the project. This experience would be gleaned through contact with a wider circle of stakeholders from that country during the visit. The Project Management meetings will be chaired initially by the SWSF in the UK for practical reasons and thereafter by the host country.

Cooperation for the purposes of this project will be based upon a clear understanding of roles and responsibilities, facilitated by an electronic information hub. This will be a website with a project management software component such as Teamwork, which will allow for reports, evaluation and preparation documents to be uploaded and actions recorded. A webmaster will

be appointed by SWSF to set this up out of our Project Management budget, and to administer it. This facility will complement and extend the essential face-to-face contact by offering a facility for virtual mobility and distance conferencing or learning. It will also be one of the free access points to the intellectual outputs.

The Project Management Group will jointly co-ordinate the four CPD Curriculum Development Activities and three Teacher Training Activities through the Project Management Meetings. They will also oversee the registration of the diploma and associated documents, the validation of the CPD and Teacher Training Activities and the production of an advisory handbook on the methods and pedagogy of integrating formal, non-formal and informal learning to enhance Creative Thinking Skills, for schools. The Project Management Group will also provide detailed reports and evaluations of the Transnational Activities, which would be summarised in an agreed report to stakeholders, each year, distributed through normal national association channels as well as on the information hub open access.

The two key members of the Project Management Group from each partner organisation will attend at least one of the four Curriculum Development Activities specifically to monitor and quality assure the proceedings and note any actions to be followed up. They will upload the written report on to the Hub within three weeks. This will enable any success to be quickly capitalised and any avoidable problems promptly dealt with. No Partner will simultaneously host and report, so that the workload is shared as much as possible and individual responsibilities more focused.

It will be the responsibility of each Partner Organisation to see that the actions are followed up. Generic checklists will be provided to ensure that curriculum testing or implementation of educational activities is planned effectively and with the appropriate consents within schools.

The School Association partners will also be responsible for arranging annual national conference opportunities to cascade down the fruits of the work undertaken in the Transnational Activities to grass roots educators in schools, parents and other interested parties, and to gather any further suggestions and issues to be taken into consideration.

Risk Assessment Strategy (p.22)

Every effort will be made to identify and mitigate for potential risks before they become a problem by thorough project planning and on-going review of activities. Leadership during project mobilities lies with the hosting Partner, who will manage and delegate tasks. However, where unforeseen events or conflict arises, robust procedures, pre-agreed by the partners, will navigate an acceptable way through.

Although risk assessments will be carried out for every activity by the host partner, there may be differences in local criteria, e.g. the participation in demonstrations of non-formal learning such as blacksmithing in relation to formal learning in Physics. In such cases, it will be the responsibility of each partner to ensure that their own national criteria are also addressed at the Project Management Group planning stage, when risk assessments are distributed. This

applies to all regulations including Health and Safety and Child Protection where applicable. Parental consent will be sought for all children appearing in audio-visual material.

Another area of risk is conflict arising from misunderstandings due to language or cultural differences. Here translators/mediators will be made available in the first instance. If the conflict is of a more serious nature or involves unacceptable behaviour, a complaints procedure will be followed. Mediation will initially be offered, where applicable, by a member of the project management group from a partner country not involved in the dispute. If this does not resolve the issue, a project management group will investigate and resolve the dispute according to the procedure.

Financial disputes about the budget will be avoided by transparent book-keeping and clear information from the outset. Should a significant dispute arise, an independent accountant will be asked to verify the situation and the British Council will be consulted.

There is an outside risk that some events, beyond the control of a partner, e.g. flooding, may disrupt or cancel a planned activity. Where possible this would be rescheduled or held elsewhere.

Risk of a partner not fulfilling their obligation: All partners have agreed to support each other in the event of organisational difficulties arising during the partnership, to respond promptly to communication from the Project Management Group and to implement all project processes as agreed.

The partners will together develop a comprehensive project risk log which will itemise all risks to the project and possible actions and/or preventative or responsive controls to deal with each risk. Project teams will be encouraged to challenge each other on possible risks. All risks will be rated red, amber, green and risks in the red category will be discussed at project meetings or more frequently if required. Any risks that do occur will then be transferred into an issue log and the issue dealt with in accordance with the actions detailed in the log.

During mobilities, the host partner is the primary manager. As the host, they have planned and organised the Transnational Activity logistics and accommodation and are best placed, with their knowledge of their locality, to be able to solve most problems.

Where there is a more intractable problem, we will work supportively and with consensual forms of decision taking, using, where necessary, a 'balance of agreement' method. This tried and tested method allows groups or individuals to be heard and work together to find mutually acceptable resolution to differences of opinion.

We will support each other in implementing all project activities and will inform the Project Management Group or ask for help with a task as soon as we have identified a problem. We commit ourselves to working towards the project objectives, results and outcomes as put forward in the application, and will do so in the agreed time lines, using the agreed processes, forms, reports and questionnaires, all of which will be introduced in detail during the first transnational project meeting in September 2015. Any adjustment to the forms and processes listed will be undertaken in consultation with all partners during the course of the project, and

will be consistent with the project mandate. If a partner is in danger of failing to fulfil their contractual obligations, all efforts will be made to assist them in managing their tasks, but in the event of a partner dropping out of the partnership, the Activities plan may have to change and this will be managed and/or delegated by the Project Management Group with the aim of protecting the fulfilment of the project objectives, results and outcomes.

Expected Results (p.19)

We expect to see:

- an ongoing information hub set up before the first Transnational Activity
- virtual mobility and pupil sharing of work via the internet by the end of the first year, and e-study buddies at eighteen months testing non-formal and informal learning opportunities. This is seen as a cost-effective method of testing the practice in an international context. Seventeen year old students in two countries could, for example, share in real time, on superfast broadband, their creative personal compositions as part of their Music curriculum and offer constructive evaluation to each other. An eighteen year old in Norway could be a Physics e-study buddy for a student in Denmark, explaining concepts in a language convenient to both on a moderated site
- pilot curriculum modules for the 7 core areas in the second year.
- a collaborative CPD assessor training programme in the middle of the second year.
- trained assessors by the end of the second year
- trained internal quality assurance staff at each participating school by the end of the second year
- a report on possible accreditation options and recommendation for the way forward in the middle of the second year
- annual national conferences arranged by the partners to include dissemination of project progress and aims
- a final conference with presentations of the curriculum, qualification and testimonials from students teachers and National associations
- modules and assessment models, available through the Crossfields Institute and SWSF, at the end of the third year
- the new qualification piloted and registered on a European qualification framework by the end of the third year
- an on-going improvement in the effectiveness of integrated learning within member schools of the national association partners. Improved practice will become embedded in the curriculum over the course of the project and beyond, through the active recognition of formal, non-formal and informal learning opportunities
- Creative thinking skills will improve accordingly
- A minimum of four student exchanges for entire modules, with no loss of credit earned, during the third (or fourth, after the Project end) year. This will test the portability of the qualification. No specific funding is being requested for this.

Preparation (p.20)

An overall administrator will be appointed. A webmaster and Teamwork Project Manager Software Administrator will be appointed by SWSF, as the Information Hub will be central to smooth communication and time management in the project. Suitable IT training will be provided to Partners as needed. Group emails of key persons and organisations will be compiled.

Financial accounting, administration and complaints resolution procedures will be agreed with our partners before the funding agreement is signed. Risk assessments will be carried out and managed as detailed in the Project Management section. All necessary insurances will be secured.

Budgets, travel arrangements, venues and dates will be agreed, including additional provisional dates for conference calls or Skype should they be required between Project Management Meetings.

The latter will lie fallow if not needed.

Draft documents will be written including: checklists, questionnaires and survey parameters, report formats etc. Partners will be asked to provide context documents giving the detail of their national regulatory landscape of constraints and possibilities regarding qualifications.

The Project has been discussed by the associations of schools in the UK, Denmark, Norway and Finland. Through these organisations the wider stakeholder community of staff and pupils and parents of schools can be informed, although it is considered sensible to wait and see if the Project is approved before engaging in this wider discussion. This will, however, happen before the Project start date.

It is agreed that host national association partners will lead and manage the Transnational Activities in their home country. One of the other partners will provide the necessary reporting and evaluation. Crossfields will provide consistent facilitation across all meetings. Reports will be collated on the web and be used by SWSF to produce a handbook of advice and guidance for schools wanting to work with the integration of formal, non-formal and informal learning to enhance creative thinking.

Crossfields will concentrate on the complex task of meeting with those experts working with each of the seven strands of the curriculum in small groups during the Transnational Activities and, in consultation with all parties, weave best practice identified there into curriculum modules that make up a robust and flexible qualification.

We consider it an act of courtesy to attempt to learn something of the other partners' languages before the Project start date. However, our Nordic cousins are far ahead of the UK and are already very fluent in English, which will be the 'lingua franca' for the project. Translators will also be available as needed.

Project Management Group Meetings

We have financial controls in place with named signatories – the Financial Administrator and one other are authorised to make payments. We have clear forms and procedures for those claiming: no money is paid without the relevant paperwork. We have a tight control over our budget.

Time Management: we have set aside administrative support to oversee activities and ensure they are properly planned and implemented. We will form a Project Management Group to monitor progress. We will use a cloud based project management system and will have a web master who can advise and support this.

Managing the timeline will be the responsibility of the Project Management Meetings and use checklists and staged deadlines within each assigned task.

The provisional outline of the Project Management Meetings schedule, which may need to be adjusted and given more detail, is as follows:

Sept 2015/16 UK

- Review and reaffirm the Project aims
- National Educational and Cultural Context of host country
- Approve Information Hub/Dissemination platform website
- Finalise Activity practical and financial arrangements for the year
- Clarify the process for provision of resources/facilities that may be needed for practical demonstrations and experiential learning during Transnational Activities
- Clarify and agree forms, checklists, questionnaires, timelines and reporting procedures
- Review profiles and confirm appointments of teacher trainer advisors as participants in Activities

Sept 2016/17 Denmark

- Review and reaffirm the Project aims
- National Educational and Cultural Context of host country
- Review previous year's finances Activities and associated coordination work
- Evaluate progress in relation to stated aims
- Consider qualification options (provisional) presented by Crossfields
- Make any necessary adjustments

- Finalise Activity arrangements for the year
- Confirm Multiplier Events for the year

Sept 2017/18 Finland

- Review and reaffirm the Project aims
- National Educational and Cultural Context of host country
- Review progress and finances
- Confirm qualification option for writing up
- Confirm assessors trained and ready
- Identify schools ready to pilot the diploma
- Begin preparations to launch diploma
- Prepare articles and press release material/notify Global Science Initiative Learning 2030
- Prepare HE conference hosted by Crossfields
- Check final Multiplier Event plans

April 2018 Norway

- Review and reaffirm the Project aims
- National Educational and Cultural Context of host country
- Review progress and finances
- Confirm qualification is fit for purpose
- Review national support for schools ready to pilot the diploma
- Continue preparations to launch diploma
- Release articles and press release material
- Review dissemination and sustainability measures
- Review Multiplier Events
- Review preparations for the final international conference in Denmark (Multiplier Event)

The clarity of the planning phase will give a clear framework for the quality assurance of activities and results. The Project Management Group collectively has a keen interest in seeing its objectives achieved. It has agreed a system that will allow for clear and detailed reporting of each Activity and Event, supported by concise, measurable feedback from participants. This will be done in such a way that no partner is overwhelmed at any point. Each national association partner will host a Transnational Activity in turn. Crossfields Institute will not, but will offer consistent facilitation throughout. The hosting partner will not be asked to report or manage quality assurance for their Transnational Activity or Event, as any practical emergency may risk quality assurance being overlooked. Instead, two members of the Project Management Group from another national association partner will attend the Activity as participants but will also provide a detailed report to be uploaded on the Information Hub within three weeks of the Activity, for the information of the Project Management Group. They will also distribute and collect back questionnaires and feedback forms. Each national association partner that hosts an Activity will provide the Project Management Group members who will quality assure the next one. This will keep consistency of reporting within a small group of people, while remaining transnational and as objective as possible. The profiles of the reporting participants are all senior staff in their organisations, with extensive educational experience as outlined in the Annexe. The Project Management Group will jointly monitor and evaluate reports and feedback at their four scheduled meetings.

Reporting on Transnational Activities

Crossfields will provide facilitation and report progress on the Transnational Activities, in a slightly different manner, for the qualification process. Comparison of the reports, evaluations and feedback with the progress reports from Crossfields will be useful indicators of concordance and highlight any areas requiring further attention.

National association partners will also make their own arrangements for their appointed participants to report back to them on points of particular national interest. Each national association partner will be required to monitor and evaluate the success of any trials or pilots instigated at the Transnational Activities and ensure that this is fed back to the Project Management Group in good time for further Transnational Activities.

It is envisaged that survey materials distributed at the Transnational Activities will include a questionnaire about:

- practical arrangements (accommodation, food, meeting of practical needs, etc)
- the usefulness/effectiveness of the organisational arrangements, e.g. groupings/workshops/facilitation methods
- the content, i.e. subjects covered, clarity, relevance and usefulness
- teaching methods/approaches covered during the Transnational Activity that will be trialled at a national level in preparation for the next Transnational Activity

- space for comments and suggestions for further improvements

Transnational Activities: (C1 – C7 each 7 days long) (p.31)

For the qualification to be successful across Europe, there must be a jointly developed curriculum, assessor and internal quality assurance (IQA) training with the necessary flexibility to meet national requirements within the integrated approach. We need to identify common transnational issues alongside specific national contexts in practical teaching, as a secure basis for developing a new EU qualification.

In pursuit of our objectives, the Transnational Activities will allow us to analyse and share examples of good practice – with practical examples where necessary – in order to learn how to successfully integrate, and make visible, formal, non-formal and informal learning and associated creative thinking skills. We believe that this is necessary in order to be able to fully share and cascade down the methods to all schools to ensure consistent best practice.

Practical trials of in-school integrated learning by students and associated assessment, alongside any national trials, will feed back into curriculum development at the next Transnational Activity assessor and IQA training event.

Crossfields Institute intends to develop a range of modules to support the whole curriculum and its overall objectives. The training will include a range of themes including holistic assessment and IQA, using integrated assessment methods, and conscious reflective practice. Training Assessor Trainers and IQAs together will improve consistency, ensure standardisation across Europe and highlight any issues in delivery and assessment early in the process. Given that there will be only a few schools at first, it is also desirable that they create a strong community of practice to share experiences and this is best facilitated by international joint staff trainings.

The Transnational Activities will provide an invaluable overview of approaches, methodologies and case studies suitable for wider dissemination. This will inform the SWSF Intellectual Output (Handbook).

Another crucial element to the development of this qualification is the inclusion of Learning Support experts in the Activities. Their particular experience of different learning styles from the outset will be of great assistance to inclusivity, rather than being seen as an afterthought for those who ‘cannot manage’. This will be of particular importance to the project objectives of raising achievement for all and helping low achievers and early school leavers feel as engaged and inspired to reach their potential as the high achievers.

The value added is that this cross-fertilization can cover more ground in a deeper and more meaningful way than would ever be possible in a series of 1:1 calls, Skype or group emails. We believe that this approach will significantly move the project forward towards its objectives in the most cost efficient and time effective way. It is necessary if it is to have a truly transnational and international relevance. It will help keep everyone on the same page,

highlight concordance and raise any necessary issues that we must know about if the qualification is to be sustainably successful across borders.

C1 (7 days – Oct 2015 - D)

Introduction to Project

Consensus Process and Parameters: a comprehensive overview and study of contexts.

Introduction of the Qualification strand development workshops. These workshops are intended to explore the vision, methods and purpose of the curriculum areas, particularly bearing in mind the international and cross-curricula nature of the development. The groups would work together to identify core curricula priorities, define core themes and work strands and define high level assessment strategies to maximise the potential for use of formal, non-formal and informal learning and maximising the potential for using creative thinking. The expectation would be to gain consensus on the key priorities and content for each curriculum area over the course of the meetings.

Introduction to CDP subject cluster workshops on the seven educational strands (Language and Literature; Foreign Languages; Global Awareness; Mathematics; Natural Sciences; Art, Craft and Movement; Independent Project) and Learning Support. These will identify formal, non-formal and informal learning opportunities within their subject clusters. This is intended to give participants the skills they need to observe and pilot the possibilities in their own educational settings and identify any best practice to share at the following Transnational Activities.

Introduction to CPD cross-curricular workshops: Layers of Creative Thinking (Written and Verbal Articulation; Building Imaginative Non-Linguistic Inner Picturing; Thought Pictures; Volume Texture and Inner Structure; Resonance and Pattern in Thinking; Heuristic Thinking and Co-ordinated Thinking; Observation Skills: the commonplace in novel terms; Contemplation and Critical Analysis; Perception and Reflection; Thought as Self-Created Anchor). These CPD workshops explore how creative thinking skills relate to styles of learning and the seven educational strands above. They will enable the teachers and teacher trainers to observe and record examples to share at the following Transnational Activities.

C2 (7 days – Feb 2016 – F)

Qualification strand development workshops: Language and Literature and Foreign Languages.

CPD Subject Cluster Workshops: Integrating Formal, Non-Formal and Informal Learning within Educational Strand Subject Clusters.

Cross-Curricular CPD Workshops on Creative thinking Skills: Verbal Articulation and Written Articulation; Building Imaginative Non-Linguistic Inner Picturing.

C3 (7 days – July 2016 – N)

- Qualification Strand Development Workshops: Mathematics; Natural Sciences.
- CPD Subject Cluster Workshops: Making Formal, Non-Formal and Informal Learning Explicit and Visible Within Educational Strands.
- Cross-curricular CPD workshops on Creative thinking Skills: Heuristic and Co-ordinating Thinking; Observation; the Commonplace in Novel Terms.

C4 (7 days – October 2016 – UK)

- Qualification strand development workshops: Art, Craft and Movement.
- CPD Subject Cluster Workshops: Methods of Assessing Formal, Non-Formal and Informal Learning within educational strand subject clusters.
- Cross-curricular CPD workshops: Creative Thinking Skills: Contemplation and Critical Analysis; Perception and Reflection: Thought as Self-Created Anchor.
- Development of the Creative Thinking Unit and Independent Project qualification element.

C5 (7 days – Feb 2017 – D)

Developing Communities of Best Practice: Exploring and Developing Assessment Strategies and Creative Assessment Methodologies.

Part 1 of 3 Transnational Activities (C5, C6 and C7), which will train a small number of Assessor trainers who will cascade down Assessor training at the national level, based upon a sound understanding of the curriculum and how best to work creatively with assessment.

C6 (7 days –April 2017 - UK)

Internal Quality Assurance and Standardisation: Reflection and Refinement.

Part 2 of 3. Using collaborative analysis methodology to evaluate trials and pilots, making adjustments, developing IQA practice. Planning future trials and pilots. Comparing standardisation models and best practice.

C7 (7 days - July 2017 – F)

Standardisation and External Quality Assurance: Refining Internal Quality Assurance and Assessment Practice.

Part 3 of 3. Strategic review and finalisation of internal quality assurance and assessment across qualification, embedding and refining connected to developing communities of best practice. Findings to inform development of a Practitioners Handbook – to be taken forward in virtual conferencing with Crossfields as part of the Intellectual output.

Participant Certification (p.36)

As an awarding organisation, Crossfields Institute is able to certify this CPD as a Crossfields Institute Advanced Professional Training. All participants will be awarded a certificate that will confirm the total number of learning hours successfully completed in the CPD Training Transnational Activities. We anticipate that in the future, this CPD Training programme will become another regulated qualification in its own right, after the successful registration of the diploma onto the EQF to which it closely relates.

Beyond the funded Transnational Activities, the students participating in the pilot modules and activities will be able to use the credits earned towards their qualification portfolio.

Indicators of Success (p.23)

There will be rigorous and regular assessment of achievement during and after the life of the project. Particular quantitative indicators would be:

- Expected number of participants attend transnational event (monitored by PMG Administrator)
- Expected numbers attend multiplier events. (monitored by PMG Administrator)
- Reports uploaded on time (monitored by the webmaster)
- Number and spread of hits on the website and on the documents available there (monitored by webmaster – information comes as part of the software package)
- Completed guidance book written and uploaded onto Information Hub, encapsulating the results of the Transnational Curriculum Development workshops into easily read and digestible advice on the beneficial integration of formal, non-formal and informal learning to enhance creative thinking skills. (monitored by Project Management Group)
- Diploma units developed on time (monitored by Project Management Group)
- The registration of the new diploma onto EQF (monitored by Project Management Group)
- Successful piloting of the diploma (feedback, questionnaires and surveys monitored by Project Management Group)
- A significant number of schools wishing to take up the diploma (monitored by Project Management Group through national School Associations)
- Schools reporting decline in numbers of early school leavers (feedback, questionnaires and surveys monitored by Project Management Group)
- Learning support specialists reporting rising standards in low achievers (feedback, questionnaires and surveys monitored by Project Management Group)

Qualitative indicators

- Users find Information Hub efficient and useful (online feedback facility)

Participant satisfaction (feedback forms)

- Schools adopting the approach experience greater pupil satisfaction (feedback, questionnaires and surveys monitored by Project Management Group)
- Growing respect in schools across Europe for the integration of formal, non-formal and informal learning to enhance creative thinking (survey to European Council for Steiner Waldorf Schools [ECSWE] and expressions of support on Information Hub (monitored by the webmaster).

- The Partner national association meetings and the multiplier events show positive support (feedback, questionnaires and surveys monitored by Project Management Group)
- Universities and employers report positive degree of satisfaction with creative thinking skills of students with the new qualification (monitored by the national associations and Crossfields on behalf of the Project Management Group).
- Partner Organisations express satisfaction with the results of their labours.

Implementation (p.25)

Qualification, handbook and supporting documents:

We intend to build a curriculum with a broad arts, science and humanities orientation. The proposed structure will divide into seven areas:

- Language and literature
- Foreign languages
- Global awareness
- Mathematics
- Natural sciences
- Art, Craft and Movement
- Independent Project

We will adopt a collaborative analysis approach to unit and qualification development. The Transnational Activities will be facilitated by Crossfields and will form the basis of the curriculum that will be developed into a formal qualification.

Crossfields will hold four meetings per curriculum area, with key relevant staff from each partner organisation. These will run alongside the workshops working on the integration of formal, non-formal and informal learning and creative thinking skills listed in Section G.3. As well as being the most cost and time effective approach, it will also be an environment where the focus on an integrated curriculum can be more successfully maintained and the attendant learning support advisors can also contribute their expertise so that the emergent qualification has strong coherence and relevance to the greatest number of students.

Crossfields Institute, in consultation with all parties, will write a recommendation and rationale for the best possible option for the accreditation of the qualification, which will be presented to the Project Management Group for approval.

Crossfields will then work corroboratively with the partners on the detailed development of the units. They will use an in depth consultation process via Skype, email and telephone with the Project Management Group and nominated experts to agree the exact wording of each unit to ensure it is then suitable for recognition by the regulatory body. This will include defining precisely the rationale, aims, detailed assessment strategy, delivery, learning resources, links to other units, reading lists and other media to support the education delivery,

learning outcomes and assessment criteria. Crossfields will submit the agreed qualification to Ofqual for registration and provide quality assurance, support and advice to the national associations and to schools thereafter.

Two representatives of Crossfields Institute will further develop a suitable staff CPD and assessor training provision. Assessor training will include holistic assessment using a range of integrated assessment methods, observation skills, working cross curricula and with past, present and future and conscious reflective practice. Each national association will appoint three experienced teacher trainers and one learning support advisor to attend the three CPD Assessor Training Activities with Crossfields. These will be trained as Assessor Trainers who will cascade down the assessor training to the level of staff in schools during multiplier events in support of the practical delivery of the qualification. The training Activities will be funded through the Transnational Event budget.

Intellectual Outputs (pp. 3 and 25)

Diploma

The core priorities of this application are international collaboration to develop a robust and coherent Secondary age curriculum for schools across Europe that seek a more integrated and holistic approach. We aim to develop a range of suitable CPD options for teachers, to support the implementation of the curriculum and to identify the most suitable qualification and accreditation option to meet the diverse needs of learners.

The intention is to identify the most suitable certification option for school leavers at levels 3 and 4 of the EQF (equivalent to level 2 and 3 of the English system). The resulting diploma would be offered as an alternative to traditional national school leaving. It is envisaged that the diploma will be a broad based curriculum with arts, science and humanities orientation, with a strong emphasis on creative thinking skills.

Many students who are not managing in other educational settings come to Steiner schools, feeling disaffected from the mainstream education process. Many other pupils leave their school early because they feel estranged from education. Our innovative cross curricula integration of formal, non-formal and informal learning for Secondary age students, along with associated CPD will aim to provide a valid alternative.

The nature of the learning and assessment method proposed for development is intended to maximise the opportunities for all students to reach their educational potential with full creativity and adaptability: qualities which will enable them to best meet and engage within a rapidly changing world.

This broad and inclusive approach is intended to engage those students who struggle to fit into more narrow education and qualification routes and consequently leave education prematurely, while also enriching the achievements of the academically able and gifted by broadening their creative horizons.

- Writing up proposals and finalising curriculum – refining the detail of already identified themes and content, defining scope of curriculum content based on identified themes, draft learning outcomes.
- Unit development, Level 2 qualification: developing units in each of the 7 areas. (5 – 6 units per area)

- Unit development, Level 3 qualification: developing units in each of the 7 areas (5 – 6 units per area)
- Level 2 Qualification Specification and Assessment Strategy: following unit development we would then need to develop the qualification specifications and assessment strategy for each curriculum area.
- Level 3 Qualification Specification and Assessment Strategy
- Following unit development we would then need to develop the qualification specifications and assessment strategy for each curriculum area.
- Coordinators Manual development
- Level 2 qualification - Submission and liaising with Ofqual
- Level 3 qualification - Submission and liaising with Ofqual
- Centre Approval (per school)
- Review of Level 2 Qualification Pilot
- Review of Level 3 Qualification Pilot
- Alterations to Level 2 qualification following review of pilot
- Alterations to Level 3 qualification following review of pilot
- Resubmission of Level 2 qualification to Ofqual
- Resubmission of Level 3 qualification to Ofqual
- Final Summary Report

Handbook

Crossfields will also assist SWSF to produce a detailed companion guidance book for schools and educators on the principles involved in using an integrated curriculum to enhance creative thinking skills across all abilities. It will consolidate the best practice identified and synthesise it into an easily understood and digestible publication also relevant to many educators beyond the scope of the qualification itself. It will be available to all on the information hub and linked to partner websites.

The quality of the diploma itself will be rigorously assessed during the submission process to the NQF (Ofqual), which is mapped to the EQF. It will also be monitored throughout by the Project Management Group collectively, both at the planned meetings and between via email and Skype, using up to date real time connections and devices. The partners will be sent the SWSF handbook, 'Creative Thinking Skills: the integration for formal, non-formal and

informal learning in schools', as it is drafted, in bi-monthly installments during the third year, for feedback, as a collaborative exercise. It will be offered to other organisations for comment before publication. The Project Management Group will oversee this. It is in the interest of all that this publication, like the qualification, is both robust and useful.

Multiplier Events (p.28)

E1 (UK)

An Education for the Future: Conference for schools, higher education and employers presenting the need for a change of emphasis away from the exam-driven education and looking at the qualities needed for the best HE potential and initiative in the workplace or business. Based upon the cross-curricular workshops it will present the diploma for submission and the themes of the handbook through lectures and practical workshops.

E2 (F)

Making Learning Count: A series of workshops for teachers and teacher training courses in preparing, making explicit and assessing integrated curriculum activities. This is based upon the subject cluster workshops in the Transnational meetings in the context of the educational journey.

E3 (N)

Acknowledging Creative Thinking Skills: Presentation of the handbook 'Creative Thinking Skills: integrating formal, non-formal and informal learning in schools' as an international point of reference in education. Conference with lectures and workshops.

E4 (D)

The Steiner Schools Diploma: Final conference gathering all strands and officially launching the Steiner Schools Diploma as a qualification for the future to schools, teachers, teacher training courses and Higher Education, with additional presentations for students and parents. Presenting the curriculum work and assessment methodology and inviting schools to pilot the diploma. Also presentation of the handbook 'Creative Thinking Skills: integrating formal, non-formal and informal learning in schools' as an international point of reference in education. Conference with lectures and workshops.

Impact (p.37)

- The National Associations will gain a greater understanding of the qualification landscape in other partner countries and will have identified common aspects to celebrate and where a joint qualification could be rolled out: one that would be relevant and usable in as many contexts as possible. This will facilitate closer working into the future.
- Curriculum Development Transnational Activity participants will have shared best practice over a number of international contexts and be inspired and empowered to cascade down what they have learned to schools, teacher training courses and conferences, enlivening and enabling more effective teaching and assessment methods. This will embed it into the curriculum.
- Schools will be given greater confidence to embrace innovative integrated methods through the advice in the handbook
- Students will become more engaged and inspired by their education, confident of the portability offered by the qualification.
- Students will be free to learn in a holistic and inclusive way that raises attainment for all by recognising and, most importantly, validating diverse learning styles through the new qualification.
- Low achievers and early school leavers will be encouraged to strive towards something with tangible currency in the world and, with the high achievers, it will allow them to develop creative approaches, rather than be constrained by arbitrary exam criteria.
- Universities and employers will benefit from more creative, adaptable students with flexible thinking who can contribute positively to any business university year group.
- Students will be more capable of creative entrepreneurship.
- Schools piloting the new qualification will be an example to others locally.
- All other EU countries would be able access and adopt this qualification, should they wish to. There are 22 EU countries with Steiner Waldorf Associations who would find this qualification potentially suitable. Other educators, who would like to work in this way will be encouraged and find helpful guidance in the handbook that will be produced.
- Further afield, this model of qualification would be suitable for Steiner Waldorf schools across the globe, since they are found on every inhabited continent. Steiner schools are now even opening in China. It is the largest and fastest growing global education stream. This network could disseminate the approach worldwide in culturally appropriate ways, engendering a creative and cooperative global learning community with its heart in Europe.

- The qualification rationale and documentation, along with the guidance in the Handbook, will be an easily accessed information resource for policy makers.

We will measure the previously listed impacts in the following ways:

- An evaluation form, agreed at the outset by the Project Management Group, will be completed by the partners' staff and governance at the end of the project. It will report back to the Project Management Group the experience of each partner, including where they felt the project had been successful, adequate or had not met expectations and why. It will include questions about greater inter-partner understanding and any areas for continued cooperation.
- A survey questionnaire from the Project Management Group to participants at the end of the Curriculum Development and Assessor Training Transnational Activities will also ask how prepared and inspired they feel to cascade what they have learned down to schools and teachers at national level.
- The national school association partners will be responsible for surveying participating schools regarding the effectiveness of the diploma in raising achievement for all and addressing low-achievers and those in danger of becoming early school leavers. It will include questions for the learning support departments who will be asked, where advice has been implemented, what effect this has had on low-achievers and those in danger of becoming early school leavers. They will also be asked what impact their example has had on other schools locally.
- Schools who adopt the diploma will be asked to track students for three years after leaving school, with a short questionnaire in the first and third year, asking their impressions, with a companion questionnaire for their Higher Education tutors or employers. If this proves to not be a sustainable method, another will be devised.
- Universities will be consulted during Crossfields Institute's HE conferences held twice yearly.
- The Information Hub will have the facility for feedback comments regarding the project in general and the Guidance Handbook, 'Creative Thinking: the integration of formal, non-formal and informal learning in schools' in particular.
- The European Council for Steiner Waldorf Schools (ECSWE) and Crossfields will monitor and report upon the wider interest in the diploma and handbook across Europe and beyond.

Dissemination (p. 38)

Dissemination will be specifically targeted at:

1. Steiner Schools, teachers and educators in partner countries and beyond through multiplier events as well as regular short updates in normally scheduled conferences, the Information Hub and email newsletters. This audience will be likely to have similar educational methods, aspirations and striving for a best fit qualification.
2. Parents, pupils and interested persons through member schools and the Information Hub.
3. Other schools and organisations interested in a holistic cross-curricular approach (not Steiner) e.g. Farm Schools, holistic, democratic human scale & alternative schools. These would potentially have the flexibility to adopt the diploma, or a slight variation of it, more easily than State controlled schools. These would be targeted in the shorter term after the launch of the diploma. There are also many who are interested within education but for whom the approach might be more of a sea change. It is important to keep this group positively informed so that when the approach becomes embedded in the EQF, it may be explored or slightly adapted to suit a wider beneficiary group after the diploma has been running for a few years and started to impact within HE.
4. Local education authorities looking at ways of keeping more students engaged in full time education especially in areas close to piloting schools. These may find elements of the handbook of interest and use, even if as mentioned above, adopting the diploma would be too much of a sea-change, in the short term at least. Links to the SWSF handbook would be sent out immediately upon publication.
5. European Council for Steiner Waldorf Education (representing 22 European School Associations) would be particularly interested and supportive. It also has many links beyond Europe, and to Universities within Europe and would be closely informed at all stages.
6. Interested schools across Europe via Crossfields Website and Information Hub.
7. Other schools outside the EU have expressed interest (e.g South Africa) and will be sent information and links to documentation as soon as they are available.
8. Universities via Academic (HE) conferences held twice yearly by Crossfields Institute. Universities will be interested in potential students with enhanced creative thinking skills and will be informed on a continuing basis from the outset. Other HE establishments and conferences will be targeted as appropriate.
9. NEC Education Show for the reasons stated above is a possibility, but the cost may require this to wait a little..
10. Federation of Awarding Bodies (FAB) for the reasons stated above.
11. Paper delivered to Management in Education (BELMAS), as a respected proponent of effective leadership and management in education: qualities which are usefully engaged in a

project of this kind. We should anticipate this to be at the point of the diploma launch or after favourable results start to accrue or both.

12. The Global Science Initiative Learning 2030 via Michael Brookes and the Perimeter Institute, as the Michael Brookes article was a catalyst for this project (see rationale section) and a UK Steiner Student successfully won and completed a prestigious international Masters scholarship to the Perimeter Institute, Canada recently, before winning another international PhD scholarship to New York. We believe that they will be interested in our project's success and we would contact them at the point of the launch.

13. Waldorf Today (a worldwide newsletter/e-magazine produced by the American Association of Steiner Schools) has a vast readership worldwide and would help us disseminate a good article or articles throughout.

14. We would also ask Schools participating in trials to arrange for local press releases as appropriate.

Responsibilities:

All large or significant dissemination activities will be monitored by the Project Management Group, which expects to maintain contact after the formal project end, through our shared interests and using the video conference facility. Local level dissemination will be monitored by the national associations who will feed back to the Project Management Group and to interested parties such as ECSWE.

- Numbers 1 to 5 above will be the responsibility of the Danish, Norwegian, Finish and UK national association partners who will agree specific staff to carry responsibilities before the project start date, but will also carry joint responsibility too within their organisations.
- Numbers 6-10 above will be the responsibility of Crossfields with the support of SWSF and others where needed.
- Numbers 10 to 13 above will be the responsibility of SWSF with the support of the others where needed.
- Number 14 will be the responsibility of the schools participating in trials and pilot schemes, with the support of their national associations.

Further dissemination activities include:

- Offering four dedicated Multiplier conference events
- Open access to qualification and support documents via Crossfields
- Open access to Creative Thinking handbook for schools via the Information Hub including forums, classrooms
- National Association Partner's websites and conferences

- HE Academic research conferences (Two held per year at Crossfields Institute) with some of their partnership universities to disseminate understanding of the new qualification and share understanding
- national conferences for interest groups e.g. for Independent Schools and Academies in the UK
- Qualification Roadshow for interested parties organised by Crossfields
- Press and magazine articles in education publications and broadsheet papers if we can
- E-newsletters
- ECSWE and other similar websites
- Education conferences

Open Access (p.39)

The curriculum development including the qualification specification and essential support materials will be available according to Ofqual's general conditions of recognition ensuring its accessibility to all. It is intended that its adaptability will also make it relevant across many educational settings.

There will be open access to the project results via the Information Hub, where interested parties will find module information and activity lesson plans along with feedback, articles, reports and discussions. This content will be variously aimed at students, teachers, Higher education specialists and the public.

The guidance handbook 'Creative Thinking: the integration of formal, non-formal and informal learning in schools', will also be freely accessible on the Information Hub. It will be written in an easily digestible way intended to be as accessible as possible to all who may be interested. It will be translated into Danish.

The Qualification will be immediately relevant to Steiner Schools and their National Associations (26 Steiner Associations in Europe representing over 700 schools). But it has been developed in such a way that that the assessment system and integrated learning model can be offered by Crossfields to other educational contexts across Europe. We anticipate that this model will be expanded upon and remain very relevant.

Having waited so long for the right qualification, it will be in the interests of all participating Steiner Schools to maintain the highest possible standard of education towards this qualification and make it a success, ensuring its longevity, as has been the case with Steiner Education itself.

National Associations will ensure that it is given due support through ongoing CPD and conferences. Elements of methodology may be included in the national Code of Practice documents for schools as appropriate.

Our comprehensive dissemination plans will ensure that it becomes widely known. The Information Hub will be an integral part of the SWSF internet presence and the results will therefore be protected in the long term. The same applies to the diploma related results on the Crossfields website.

We realise that this project needs dissemination on many levels over time, both drip fed through, for example, the Information Hub, alongside focused approaches to schools and Higher Education institutions. It also requires a degree of flexibility and responsiveness to opportunity. We therefore aim to hold a balance between fixed dissemination plans and responding to good opportunities that may arise. Some international lobbying may be needed to explain the new approach so that more may benefit. This is far easier to do when a group of national associations work in cooperation together, sincerely and positively, for the future of education in Europe.

Sustainability (p.40)

We realise that this project needs dissemination on many levels over time, both drip fed through, for example, the Information Hub, alongside focused approaches to schools and Higher Education institutions. It also requires a degree of flexibility and responsiveness to opportunity. We therefore aim to hold a balance between fixed dissemination plans and responding to good opportunities that may arise. Some international lobbying may be needed to explain the new approach so that more may benefit. This is far easier to do when a group of national associations work in cooperation together, sincerely and positively, for the future of education in Europe.

Budget figures available in application form (pp. 41-54)

Project Assessor's Report

Erasmus+ 2015 Key Action 2, School Education Strategic Partnership Project

Outcome of selection process

Project name: Acknowledging Creative Thinking Skills

Reference number: 2015-1-UK01-KA201-013662

Overall score: 85/100

Thank you for your interest in the Erasmus+ programme and for submitting a KA2 School Education Strategic Partnership Project. We are pleased to inform you that your application **has been approved for funding**.

Please note: this offer of funding is **conditional on validation checks** being completed successfully by the UK National Agency.

Validation checks

The UK National Agency is required to carry out further checks on the documents you have provided via the [Participant Portal](#) before contracting with your organisation. Therefore, please ensure that all required documents are correctly completed, up-to-date and uploaded in the Participant Portal **by 10th August 2015 at the latest**. Please advise all partners in your project to do the same. If any documents are missing after this date or if the UK National Agency is not able to verify any of the information provided, the offer of funding may be withdrawn.

The two forms that need to be completed as a part of the validation checks are the Legal Entity form (public, private or individual) with supporting evidence of your organisation's legal status and Financial Identification form with supporting bank statement or bank stamp. Bank accounts need to be in the name of your organisation, we cannot contract with individuals.

Budget

Total approved grant: €423351

Reductions: Intellectual outputs, Exceptional Costs

Issuing of Grant Agreements and starting your project

We aim to issue you with your Grant Agreement no later than the 28th August 2015. After you receive your Grant Agreement, please check, sign and return it to us. We will countersign the Grant Agreement **once all the documentation is correct and when we receive the programme funds from the E.C.** We will send your payment to you within 30 days of countersigning. We would like to inform you that we have not yet received the 2015 programme funds as we are currently awaiting this year's Delegation Agreement from the E.C. The Delegation Agreement gives the UK National Agency the authority to issue Grant Agreements and the programme funding to successful applicants. We would therefore advise you to make alternative arrangements if necessary, such as moving your activity dates. Please contact us if you feel this will affect your activity and would require advice from us.

Assessor Feedback

Total score: 85/100

Relevance: 27/30

This forward looking, highly strategic proposal demonstrates a strong link with a number of EU policy objectives and a close match with the objectives and priorities of the Action. It is based on research and a solid analysis, and draws on the proposed consortium's existing, in-depth knowledge. The needs of pupils who are or are in danger of being disengaged from formal schooling have been identified across Europe. The project's objectives are set out clearly and comprehensively, taking into account the long-standing, cooperative nature of the partners. Highly relevant to the proposed curriculum reform and paradigm shift is the

experience of the Finnish partner which leads a national curriculum project aiming to combine state core curricula with the Steiner Waldorf principles. The ambitious outputs, including a new type of certification of learning, indeed an entirely new Qualification system that is internationally accepted and credible, are based on novel working methods to motivate students. The innovation is proportional to the project and lies well within the experience of the participating organisations. Added value at European level is assured by addressing a common and major issue in European countries, as well as by offering a highly credible, valid, portable alternative with results that would not be possible nor desirable if developed by a single country.

Quality of the project design and implementation: 16/20

The proposal provides ample evidence – including through a detailed, convincing work plan which is reflected in an indicative timetable – that all phases of the project have been thoroughly considered and are designed to realise the project's objectives and deliver robust outcomes. The methodology and all the activities are geared towards the identified needs and to achieving the proposed outputs.

Quality control is to be ensured in part through the Ofqual partner which will carry out an ongoing evaluation process. The plan explicitly allows time for reflection and corrective measures to be taken. This external partner will also provide the qualification as an intellectual output with associated documents, certification for participating staff, curriculum development activities and the necessary assessor training activities.

The proposal shows that the project will be a good investment in terms of anticipated outcomes, and therefore excellent value for money. The budget lines seem realistic for carrying out the work over the three-year period. The transnational learning activities are strongly embedded in the logic of the proposal, are essential to achieving and have a direct impact on the outcomes, and bring demonstrable added value to the project. The proposal is for a new, alternative and complementary qualifications system, so particular attention has been paid to ensuring the quality of recognition and validation of participants' learning outcomes.

A comprehensive plan for assessing a range of risks is included in the proposal; it clearly shows how these are to be addressed and mitigated. Proposers realise that, to make a high level long-term impact in a wider sense by introducing an alternative qualifications system on

the scale envisaged, carries an inherent significant risk of rejection. An Expression of Interest from a relevant EU body would have strengthened the proposal.

Quality of the project team and the cooperation arrangements: 16/20

All but one partner are national associations of significant numbers of schools represented in each; they are all newcomers to the Action and Erasmus+, though they have worked together including through their European Council for Steiner Waldorf Education. The process for the selection of partners is well documented. Nevertheless it would have been beneficial to include in the consortium a partner from outside the Nordic countries as well as an education partner from outside the Steiner schools federation, so as to provide ongoing reality checks and potential critical input throughout the different project phases, adding strength to the eventual outputs.

Named experts with complementary skills in each partner organisation demonstrate the significant preparation that has gone into the development of this proposal. The sharing of responsibilities of hosting and recording the proposed events and management duties demonstrate a well balanced participation by the partners.

Impact: 26/30

This is a good project with a different approach to school education. The project relevance is in line with the EU priorities, however more information on how the project priorities are linked to the action priorities would have increased the project quality. In terms of project management, there is good information and an effort to reply to all the sections requirements. More detailed information on these two section (as identified previously) would have enhanced the project potential. The last section provides information on impact, dissemination and sustainability, but then again it fails in some aspects because the information provided is generic. The project has good potential and additional work / information can increase the quality to an excellent level.

Overall comments from Assessor:

This highly strategic proposal demonstrates strong links with EU policy objectives and the objectives and priorities of the Action. It draws on research, analysis, and the consortium's in-depth knowledge. The needs of pupils in danger of being disengaged from formal schooling, identified across Europe, are to be addressed in a comprehensive, imaginative manner.

Project objectives are set out comprehensively. Highly relevant to the proposed curriculum reform and paradigm shift is the Finnish partner's current national curriculum development experience.

Ambitious, robust outputs include a new type of certification and qualification system. The innovation is proportional to the project and lies within the participants' experience. Added value at European level is assured by offering a credible, valid, portable alternative.

The methodology and activities are geared towards the identified needs and achieving the proposed outputs. The work plan allows time for reflection and corrective measures.

The project aims to provide excellent value for money within a realistic budget.

A comprehensive risk assessment plan is included; an Expression of Interest from a relevant EU body would have strengthened the proposal.

All but one partners are national associations each representing significant numbers of schools. Critical input might come from including consortium partners from outside the Nordic region and the Steiner schools.

The project's very rationale extends beyond the project period. The proposal includes a detailed dissemination plan. Monitoring actions are outlined. Transnational multiplier events will give the project visibility. The UK Ofqual partner will promote the new diploma to Higher Education and European/international stakeholders.

The sustainability strategy with 14 specific, measurable actions is to continue beyond project end. Local level dissemination will be monitored. The proposer might have scoped the potential for attracting external co-funding or support from additional sources.

“Love starts when we push aside our ego
and make room for someone else.”