

Cultural Education Leadership Programme – Evaluation Framework 2024/25

Overall CETF Programme Vision: The creative potential, cultural capital and skills of teachers and children are unlocked using creative approaches to teaching and learning, promoting wellbeing and confidence

Aim: To develop a cohort of teachers that are confident to lead cultural education in their school in order to improve outcomes for their students

| Objective for Participants | Indicator of Success | Evaluation method/evidence | When |
|---|--|--|--------------------------|
| To increase skills and confidence as a leader of cultural education in school | Participants report increased understanding of the characteristics of successful cultural education curriculum, enhancement and partnerships with cultural sector. | Baseline and final survey. | October 2024 & July 2025 |
| | Participants are able to evidence positive change they have/will make at school to improve cultural education at their school and impact pupils. | | |
| | Self-report of increased confidence as a leader of cultural education. | | |
| | Participants will have cascaded their learning. | | |
| To increase skills, confidence and motivation to experiment and apply new pedagogical approaches across the curriculum | All participants complete and present a ‘Leadership for Change’ project that addresses pupil needs and will positively impact pupil outcomes. | Observation/reflection from delivery team. | July 2025 |
| | Participants have a broader understanding of the components of the curriculum. | Baseline and final survey. | October 2024 & July 2025 |
| | Participants understand how to evaluate and evidence the impact of their work in school. | | |
| To increase knowledge and understanding of how to access and use London's creative assets to develop rich stimulus for pupils | Participants demonstrate increased knowledge of relevant local and regional creative assets. | Baseline and final survey. | October 2024 & July 2025 |
| | Participants will have made new links with cultural partners. | Programme plan | |
| | Participants visit a range of inspiring cultural venues across London during the programme. | | |

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| For participants to feel supported by and connected with their peers within a professional learning community | Participants indicate an intention to maintain contact with their peers and AND beyond the programme. | Final survey | July 2025 |
| | Participants cite peer support as a key factor in their development. | Midpoint reflection session | Feb/March 2025 |
| For participants to feel valued and invested in as professionals | Participants record an increased sense of being valued as a teacher and leader. | Baseline and final survey. | October 2024 & July 2025 |
| | | Midpoint reflection session | Feb/March 2025 |
| To increase knowledge and confidence to lobby and advocate for cultural education | Participants are able to evidence positive change they have/will make at school to improve cultural education at their school and impact pupils. | Baseline and final survey. | October 2024 & July 2025 |
| | Participants report increased confidence and motivation to advocate for cultural education. | | |
| | Participants will have increased knowledge of the evidence base for cultural education. | | |
| Objectives for UCL | | | |
| To assess and compare the impact of the extended duration of the programme (6 sessions over 3 terms rather than 4 sessions over 2 terms) on participants. | Participants report deeper impact compared with pilot year. | Mid-point reflection. | Feb/March 2025 |
| | Fewer reports from participants of feeling overwhelmed or pressured by the amount of content or pace. | Delivery team reflection and observation – ongoing and final interview | July 2025 |
| | | Final survey. | July 2025 |