Broadway Gallery



TEACHER-ARTIST EXCHANGE PROGRAMME SUMMARY: EVIDENCE AND IMPACT

Supported through the Teacher Development Fund

Letchworth Garden City Heritage Foundation

phf Paul Hamlyn Foundation

2024-2026









TEACHER-ARTIST EXCHANGE

The Teacher-Artist Exchange was developed collaboratively by Broadway Gallery (part of Letchworth Garden City Heritage Foundation), local primary school headteachers and arts leads in response to emerging relating to children's social health and wellbeing. Together, they identified challenges including reduced communication skills, lower resilience, difficulties with self-regulation, and increasing SEND and SEMH needs.

In response, the Teacher-Artist Exchange programme established co-creative partnerships between teachers and professional artists over two academic years. The programme aimed to strengthen teachers' confidence and leadership whilst developing more inclusive classroom practices, such as:

- Improve classroom culture and readiness to learn
- Strengthen emotional literacy and self-regulation
- Support positive behaviour and wellbeing
- Increase inclusion and participation
- Promote more holistic approaches to learning and wellbeing

Through creative collaboration, teachers explored how sensory activities, learning environments and regulation strategies could be enhanced through arts-based practice, fostering new approaches to learning, leadership and collaboration that responded to classroom needs.

Broadway Gallery served as the anchor organisation. Providing a neutral space away from everyday school pressures, the gallery enabled teachers and artists to learn alongside one another, supported by arts and education specialists. It became a hub for reflection, relationship-building, inquiry-led thinking, and cross-school professional learning.

PROGRAMME IMPACT

TEACHERS

The programme strengthened teachers' confidence, creativity and professional agency. Teachers reported growth across several areas, including:

- Greater confidence in using arts-based approaches and experimenting with new ideas.
- Stronger reflective practice and professional inquiry.
- Increased adaptability and confidence in responding to pupil needs.
- Enhanced collaboration, leadership and the ability to embed creative approaches over time.

"We've ended up with a legacy that was our own doing."

Annabel Roberts
Class Teacher at Norton St Nicholas C of E Primary, Letchworth

Teachers also reported a deeper understanding of how pupils communicate, engage and make choices, enabling more responsive and inclusive classroom practice. Collectively, these changes increased teachers' confidence to use creative approaches in ways that supported pupil wellbeing, engagement and inclusion.

PUPILS

Across participating schools, teachers, artists and leaders observed positive changes in pupil engagement, participation and wellbeing. Observed outcomes included:

- Increased engagement, confidence and ownership of learning.
- Improved communication and self-expression, particularly for pupils who found verbal communication challenging.
- Greater inclusion and participation, especially among quieter pupils and those with SEND and SEMH needs.
- Enhanced emotional literacy and opportunities to discuss feelings, regulation and wellbeing.

Teachers observed that arts-based approaches created additional pathways for children to communicate ideas, feelings and experiences, supporting wider participation in classroom life.

"We've had some real light bulb moments where children have suddenly clicked, "Ah, that's what that word means," which I don't think we would have had, if there hadn't been those opportunities to do it through art as well."

Andrew Brown
Headteacher at Norton St Nicholas C of E Primary, Letchworth

SCHOOLS

The programme supported whole-school priorities around inclusion, wellbeing and school improvement. Participating schools reported:

- Strong alignment with established approaches such as Zones of Regulation, Therapeutic Thinking and Protective Behaviours.
- Enhanced support for SEND and SEMH pupils through more creative and inclusive practice.
- Greater staff learning, collaboration and sharing of effective approaches.
- Stronger integration of creativity, inclusion and wellbeing within school development planning.

Many schools also adapted classroom environments and introduced creative regulation resources. As a result, the programme strengthened leadership capacity and encouraged schools to think more strategically about the role of creative practice in supporting inclusive, wellbeing-focused school cultures.

"The project has enabled pupils to give voice to their feeling with greater clarity and understanding. The project opened collaborative and outdoor learning opportunities which demonstrated some of the best qualities of the children learning."

Craig Maddox
Headteacher at Grange Academy, Letchworth

IN SUMMARY

The Teacher-Artist Exchange demonstrates what can happen when teachers and artists are given the time, space and support to learn together. While visual arts provided the vehicle for change, the programme's most significant outcomes were stronger professional confidence, more inclusive classroom environments, improved opportunities for pupil participation and a shared commitment to reflective, inquiry-led practice. Through its place-based approach, the programme has left a legacy of stronger relationships, leadership and collaboration across schools, artists and cultural organisations in Letchworth.

TEACHER DEVELOPMENT FUND

The Teacher-Artist Exchange was supported through Paul Hamlyn Foundation's Teacher Development Fund, which supports a more equitable school system in which high-quality arts-based learning is a core part of every child's education. The fund is founded on the belief that arts-based teaching and learning can enrich educational practice and help schools achieve their aspirations for pupils.

PARTICIPATION AND ENGAGEMENT

2 Number of academic years dedicated to Teacher-Artist collaboration

7 Number of inspiration days including a cohort visit to the National Portrait Gallery

15 Number of cohort days facilitated by Broadway Gallery and trusted consultants.

ACKNOWLEDGEMENTS

The Teacher-Artist Exchange was led by Broadway Gallery, a charitable service of Letchworth Garden City Heritage Foundation, and delivered in partnership with local schools and artists. We would like to thank everyone who contributed their time, expertise and learning to the programme.

Our thanks go to all collaborators and participating teachers, school leaders, artists and pupils whose curiosity, creativity and willingness to experiment shaped the learning shared in this programme summary.

THE TEACHER-ARTIST EXCHANGE WAS LED BY
Broadway Gallery as a charitable service of Letchworth Garden City Heritage Foundation

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