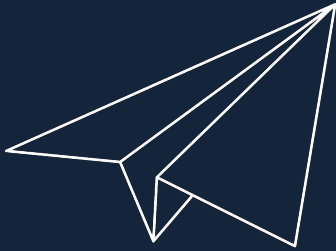


The Great Margin

**The
Great
Margin**



Three Perspectives

The Cycle takes a circular form, like a solar system, to illustrate that a writer can revisit the same theme over time with increasing complexity and depth as their perspective changes.

EMERGING WRITER - Here we address the themes from the perspective of a young child or adult within a school or community learning setting who is starting off on the journey of writing creatively.

CONTINUING WRITER - This perspective addresses someone who has been exploring writing consistently for a sustained period (more than a year, if not longer).

WRITER-FACILITATOR - This is aimed at experienced or published writers, who are looking for guidance in the practice of supporting other writers.



Case Studies

The case studies describe some of the research and practice undertaken by the Paper Nations partnership. They represent the work and thinking that has gone into the project over the last three years but they also tell the stories of the findings of the project and how these both connect with and have contributed to the Paper Nations Writer Development Cycle.

Some of the case studies describe discrete projects in partner schools, others illustrate the work of individuals to develop our shared creative writing ecology. The case studies also describe value of partnerships across the arts and other organisations.



A sample of Case Studies were published in The Paper Nations Issue of *Writing in Education* magazine, edition 76, November 2018. These case studies will be issued as a resource-pack for writing facilitators and organisations.

Case Study Example 1: The Invigorator

Caleb Parkin is a poet, performer, artist, facilitator, educator and film-maker, based in Bristol. His career has encompassed media production, education, the arts, and their therapeutic/well-being applications.

These days, he works with schools, museums, science centres, universities, and more, on creative writing, well-being and other interdisciplinary projects. Caleb has collaborated with both Paper Nations and First Story.

Caleb's case study explores how writing for fun with a school context can help to build a child's sense of accomplishment and self-belief.

'The workshops with Caleb enthused and excited the children about writing. This was one of the activities we ran that contributed to a challenging cohort making more accelerated progress than in the previous year' Head Teacher



Case Example 2: The Broker

Bath Festivals has a distinguished and long-running arts programme for children and young people.

Bath Festivals case study addresses the work that Bath Festivals has undertaken to develop the local creative writing ecology in Bath and its surrounding area and the role of Bath Festivals itself as a 'broker' of relationships between writers and schools and other organisations who work with children and young people.



Case Study Example 3: The Community Builder

Jo Carrington is the Head of English in a secondary school. She is on a mission to engender a love of creative writing across her school and to build a larger and more sustainable arts infrastructure within the town.

As a writer-facilitator and a continuing writer, Jo's work relates to all the themes of the Paper Nations Benchmark. Over the last three years, in establishing both the student and parent groups, she has engaged with new and emerging writers, giving them the opportunity to Discover an interest in writing and to develop their writing habits. As the groups have evolved, working towards forms of accreditation, she has supported her writers to develop and define their own practice.

Jo's case study illustrates the value, particularly in an underserved community lacking a local arts infrastructure, of running accessible, creative writing activities. By making them an integral part of the town's students, parents and neighbours, the community became engaged with and felt ownership of the project, fundraising, writing and attending workshops, thereby creating the foundation of a sustainable arts infrastructure.

Case Study Example 4: Explorers

St Mark's School is a medium-sized secondary school in the Fairfield Park area of Bath. The school is friendly and full of committed teachers who work with a student population that has a high number of disadvantaged learners. During the 2017-18 academic year a creative writing project was planned and run with students from Years 7 & 8.

The project aimed to open the doors to writing for the St Mark's students by introducing them to creative writing in a range of forms and, critically, giving them the freedom to write. Stella Pakeman, an experienced English teacher at the school, felt strongly that the St Mark's students would benefit from having an experience of writing that wasn't being driven by the curriculum. This case study shows the benefit of working across disciplines in partnership and the impact that creative freedom can have on emerging writers.

How did we create the *Writer's Cycle*?

This resource was created through **co-produced creative practice and investigation**.

We define co-production as the **collaboration between creative investigators and other participants with specialist skill-sets and experiential knowledge** to co-create and co-deliver projects.

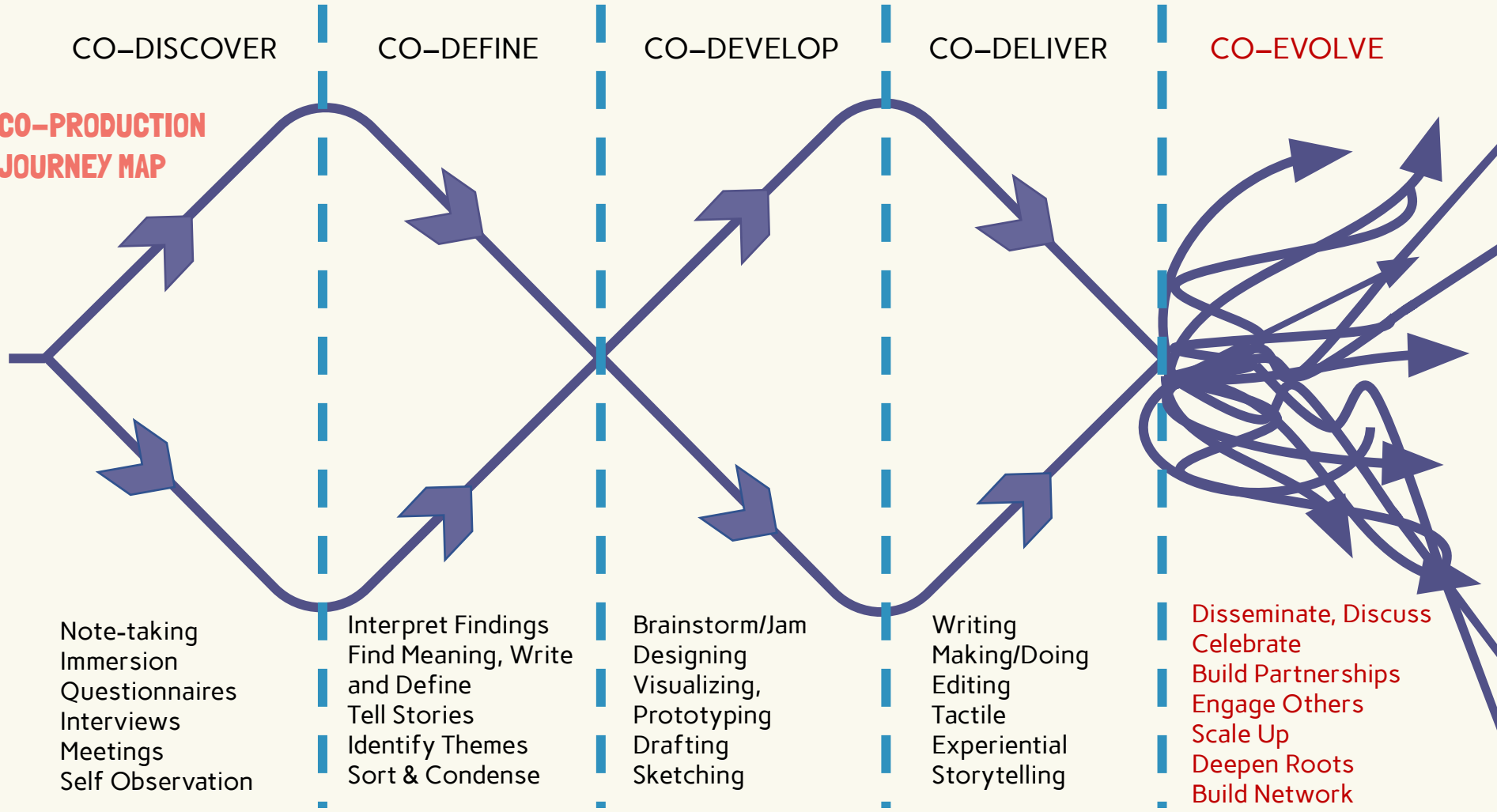
The Writer Development Cycle is rooted in evidence gathered from interested participants across the country. This involved carrying out surveys and interviews with writers, poets, facilitators, teachers and educators.



Supported using public funding by
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**CO-PRODUCTION
JOURNEY MAP**



Paper Nations Key Partners on the Writer Development Cycle



FIRST
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Changing lives through writing

