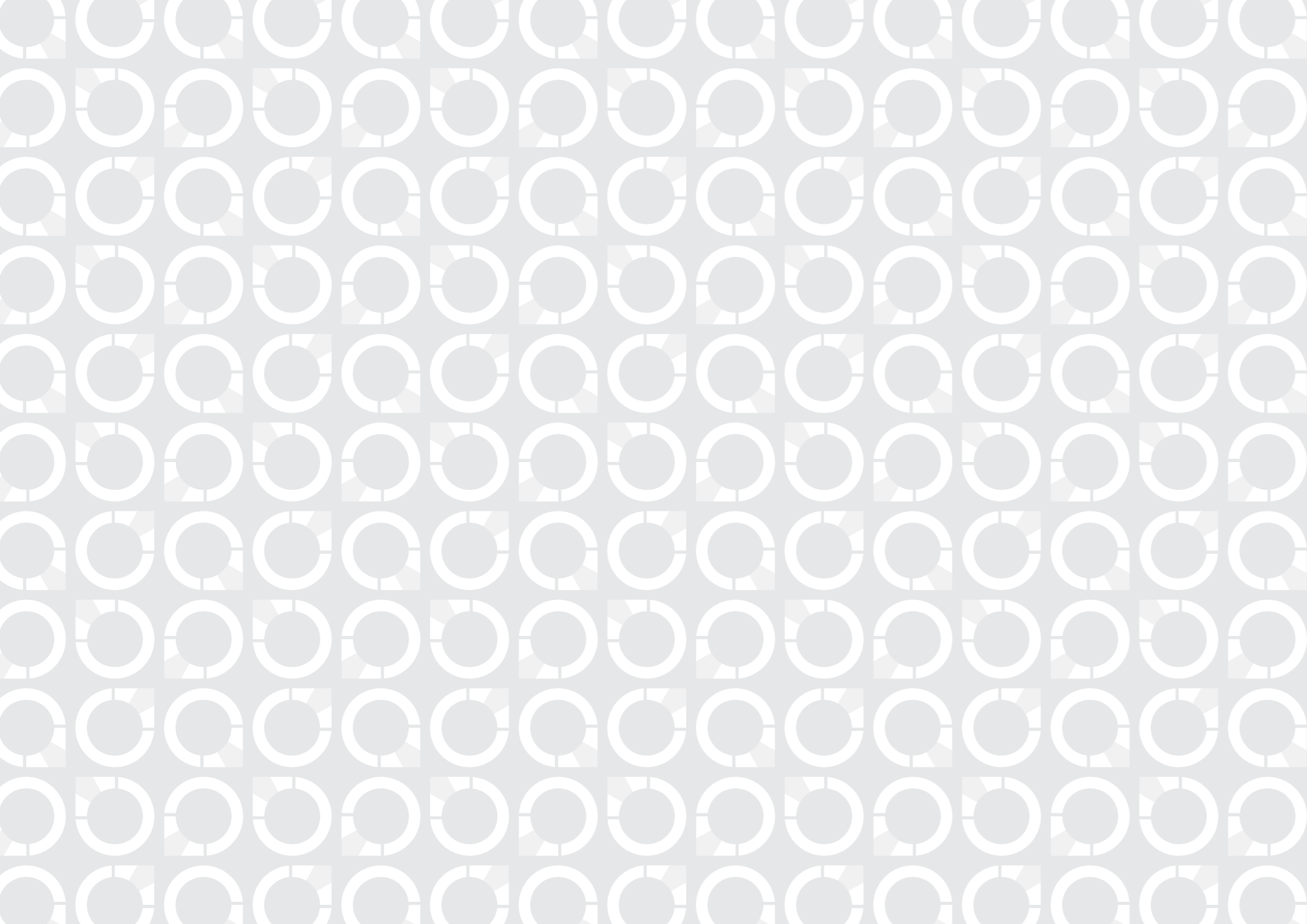




The North West Comino Creative Consortium 2020



THE NORTH WEST COMINO CREATIVE CONSORTIUM
YEARBOOK 2020





A massive thank you to the Comino trustees - John Slater, John Cridland, David Perry, Anna Comino James, Mumtaz Bashir and Jose Chambers - Development Fellow not only for their continued financial support but emotionally as well through these pandemic times.

Pat Walters
Comino Director of Strategy NWCCC



INTRODUCTION

North West Comino Creative Consortium is a long-standing partnership of education providers and third sector bodies who share common values and aligned areas of practice. Stakeholder organisations share with founding partner; The Comino Foundation, a commitment to pedagogical strategies that encourage GRASP mindsets in learners; inspired by founder Dimitri Comino's methodology 'Getting Results and Solving Problems'.

NWCCC is based in Greater Manchester; one of number of locations where Comino support innovative practice designed to contribute progress and learning in Comino Foundation's current priority areas: social opportunity, personal capabilities and practical, technical and vocational capability. Activity is designed to challenge and reinvigorate local practice, with a view to contributing nationally to the development of thinking and practice.

NWCCC Foundation partners include Falinge Park High School, Abraham Moss Community School and The Derby High School; with The Manchester College, Ladybridge High School, Fred Longworth High School and Sacred Heart Primary Teaching School joining the consortium over recent years.

A vital pipeline of new ideas and contexts for collaborative project work is facilitated through a luminary network of partners from cultural, creative and STEM employers to charities and social enterprises, both from across the UK and locally; including Ideas Foundation, Robert F Kennedy Human Rights and many more. Taken together our Yearbooks provide a compelling narrative of sustained innovation, and inspirational partnerships in the context of policy change. In a year of unprecedented change we present reflections from voices across the partnership on our work together and how events have shaped practice in our schools and colleges.



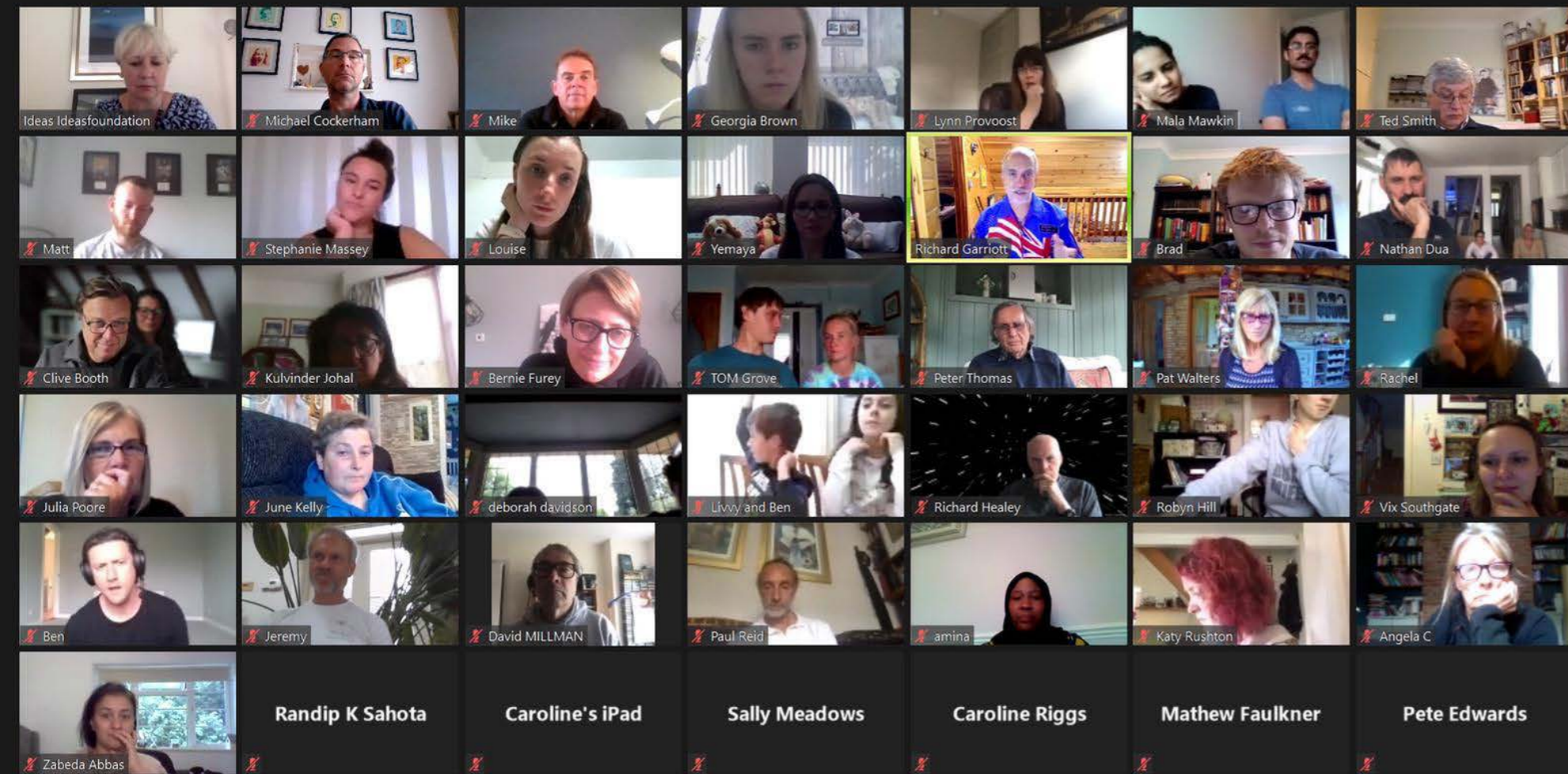
Digital Transformation: Building Back Better	07	59	Head, Hand, Heart - Working in a Community of Practice
The Impact of Covid 19 on Digital Learning	09	61	Social Learning
A School Based Digital Hub of Community Support	11	63	Our Trivium Model
New Digital Practice Has Transformed the Way We Work	13	67	Creative Industries Employability Bootcamp
Bootcamp Industry Mentoring Goes Online	15	73	A Fluid and Evolving Community
		75	The Importance of Cultural Education
		79	Musical Futures
Ripples of Hope Across Greater Manchester	17	83	Rochdale MCEP - Love in the Time of Corona
Robert F Kennedy Human Rights and Comino Foundation Schools	19		
Sughra Ahmed – In My Own Words	21		
How Bobby Kennedy's Ripples of Hope Speech is Transforming Our School	23		
A Letter to Kerry Kennedy	27	85	Bridging the Gap: Schools, Digital Design and Cultural Institutions
Remembering the Rwandan Genocide: Ishami Foundation	31	87	Cultural Digital Designers in Residence
Comino Chair Provides a Personal Case Study on Human Rights Abuse	31	89	Our Cheetham Hill Community, a Human Rights Perspective
		93	Reflections on Belonging and Community
		95	Ripple of Hope: Political Protest and Human Rights
Teaching for Creativity	33	99	Words Can Change the World
Perspectives, Pedagogies and Practice	35	103	Bygone Bolton: Bolton and the Industrial Revolution
Creative STEM Learning	37	107	Visualising Human Rights and the Climate Emergency
NMITE Outreach, Ingenuity Studio	39		
SunSpaceArt - University of Cambridge for STFC	41		
"What does it feel like to be me?" - A Poetry Challenge for The Derby High School	45		
Building Creativity into the Primary Curriculum and Initial Teacher Training	51	113	Remembering a Comino Foundation Elder



DIGITAL TRANSFORMATION: BUILDING BACK BETTER



Recording



THE IMPACT OF COVID 19 ON DIGITAL LEARNING

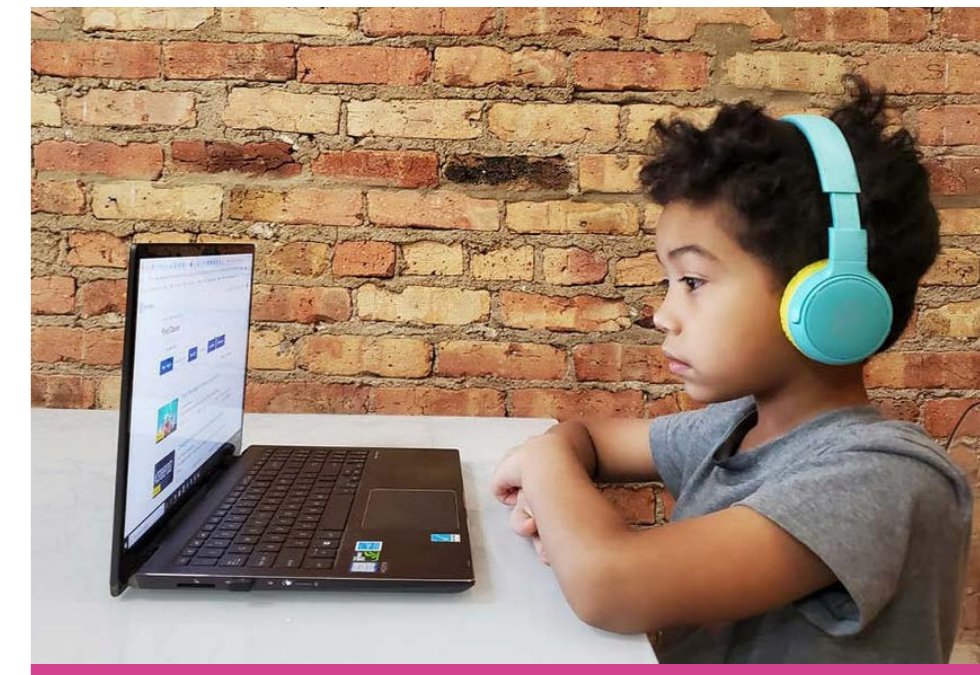
Deborah Davidson
Project Director, NWCCC

The radical shift to online learning which has swept the education landscape in response to the Covid 19 lockdown has provided two strong and distinct stories for our NWCCC community.

On the positive side the pandemic has pushed us all to upskill our engagement with digital technologies to refresh and review our resources and platforms for communication. We have developed practice and content which provide engaging lessons using tools which feel much more relevant to 21st century life for our young people. The pandemic has given us impetus and space to experiment, and to begin to consider how we can 'build back better' for a future where blended learning will be key. Difficult aspects of technology in schools; such as safeguarding and use of social media have been tackled head on, resulting in the development of protocols which can allow us to be more responsive and flexible in the future. We share some of the extraordinary success stories from across the consortium in this chapter.

We must not forget, however, that there is another story, and one which many NWCCC schools have felt relatively powerless to respond to; this is that of the digital divide between children living in poverty and their better off peers. The Office for National Statistics survey data published in 2019 tells us that around 60,000 children aged 11 to 18 in the UK do not have internet connectivity in their home, and around 700,000 do not have a computer, laptop, tablet or iPad at home. Despite extraordinary efforts, of all stakeholders in the NWCCC community, the gaps in learning experienced by young people who do not have sustained access to digital technology has been extreme and is only likely to continue to rise steeply over the next 12 months. As NWCCC schools and colleges working in some of the UK's most disadvantaged communities can attest;

whether you are streaming lessons or providing other online support, the digital divide has cut off many of the poorest pupils in the severest of ways. It is these education providers who now face the greatest challenge of closing the learning gap to avoid permanent and potentially life-long scarring of life opportunities for their young cohorts.



“WE ARE DELIGHTED WITH THE **FIRST PARENT SUPPORT HUB AND THE POSITIVE IMPACT IT IS HAVING ACROSS THE SCHOOL COMMUNITY. OUR MOTIVATION WAS DRIVEN BY A QUOTE FROM ONE THE HEADTEACHER’S ‘THE BETTER WE CAN SUPPORT OUR PARENTS, THE BETTER WE CAN SUPPORT THE PUPILS.’ THE PARENT SUPPORT HUB DEMONSTRATES HOW BY WORKING IN COLLABORATION WE CAN OVERCOME BARRIERS AND BUILD BRIDGES MAKING A LONG TERM IMPACT ON THE SCHOOL. IT IS INSPIRING TO BE WORKING WITH A DEDICATED AND MOTIVATED GROUP OF INDIVIDUALS WHO ARE PASSIONATE ABOUT MAKING A DIFFERENCE IN THEIR SUPPORT FOR SCHOOLS”**

Mumtaz Bashir
Comino Trustee

**CASE STUDY: FRIENDS OF THE DERBY HIGH SCHOOL:
A SCHOOL BASED DIGITAL HUB OF COMMUNITY SUPPORT**

Pat Walters

Director of Strategy, NWCCC

Early in March 2020 as Covid started to bite a group of 5 dedicated influential changemakers from across the NWCCC community grouped together and held weekly zoom meetings with the intention of “doing something constructive” to help NWCCC school leaders cope with the onslaught of lockdown. What emerged has been truly remarkable.

Headteachers from the consortium were initially approached and asked “how can we help” and back came their collective answer “engage parents”. Inspired by a model pioneered by chief changemaker, John Sibbald, for ‘The Heaton Neighbourhood Outreach Hub’, our changemaker group developed the vision for a Facebook network for parents and other local volunteers who could help manage many of the issues being thrown at the school community by Covid.

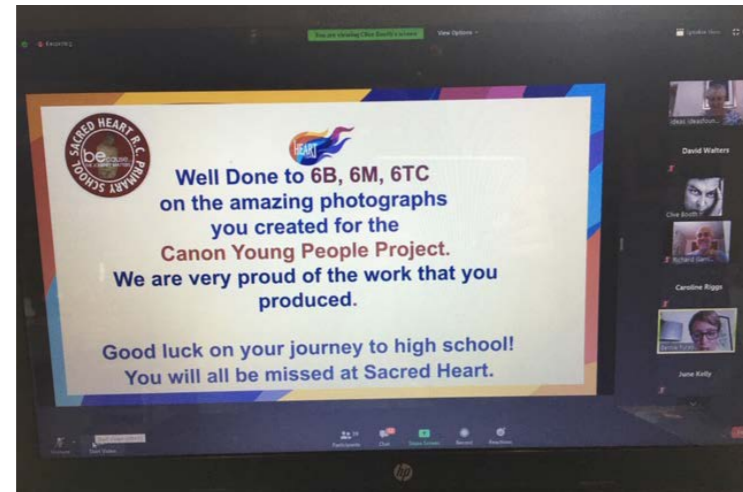
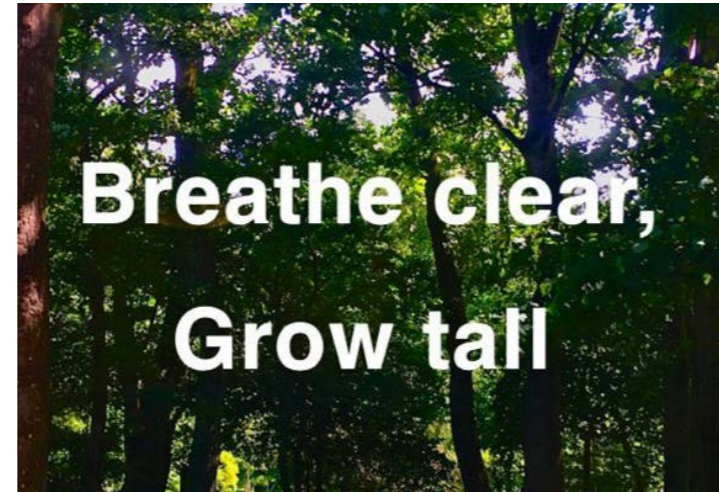
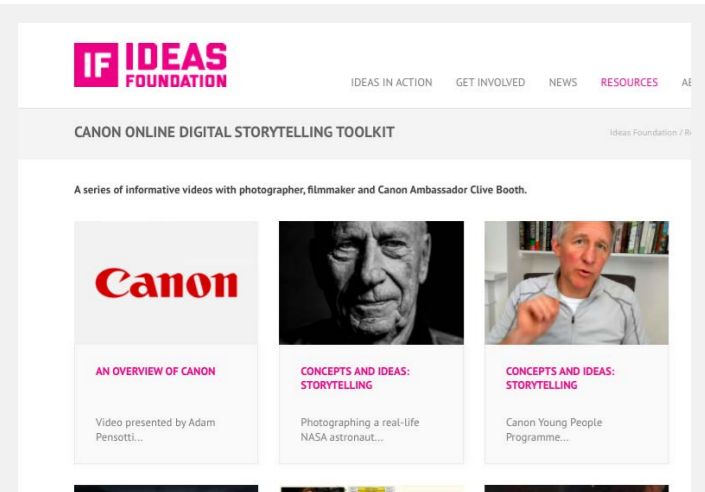
Thus the “Friends of The Derby High” page was launched. A school group of committed people form the core team - an administrator of the page, a school senior leader, an IT guru. In July with everything crossed parents were invited to celebrate in their students’ lockdown achievements.

A risky business - but lockdown brought innovation and a determination to try new ideas. Gradually more and more parents have joined the Facebook page, and what has emerged is parents supporting each other and taking responsibility on many mundane school issues extending to volunteering their expertise and time in school.

School has also found that the “tittle tattle” of school life can now be addressed through this platform and not left to fester on other local community platforms.

It is hoped that this model can be disseminated across many more schools shifting communication from the one way school digital model to a supportive parent to parent social media hub taking some of the pressures off everyday school life. It can also provide a lifeline to the parents offering help and advice.





CASE STUDY: NEW DIGITAL PRACTICE HAS TRANSFORMED THE WAY WE WORK

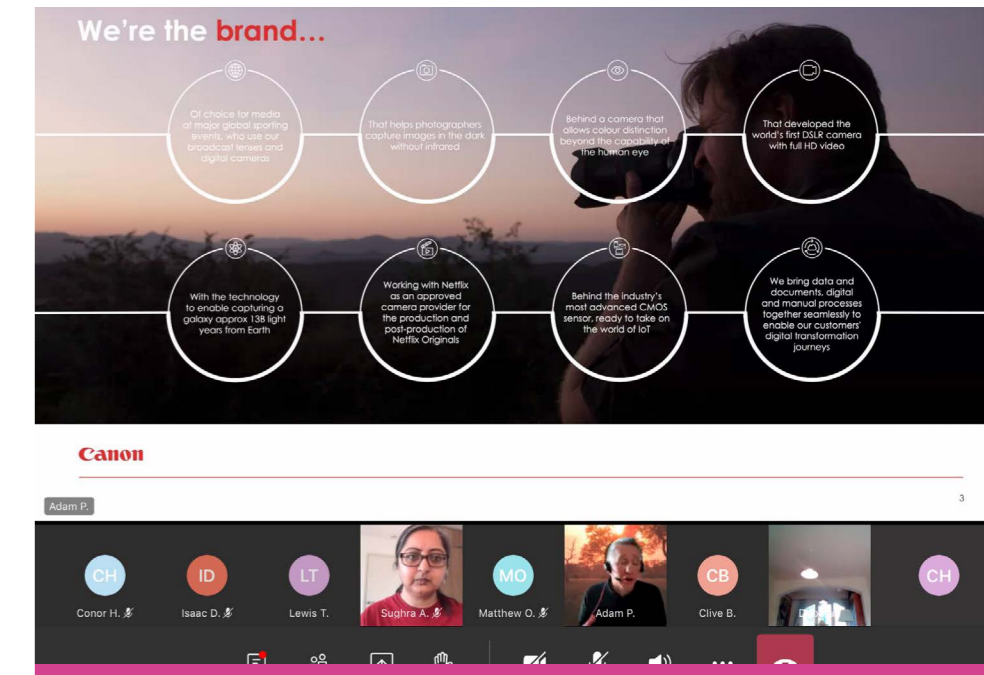
Heather MacRae
CEO Ideas Foundation

Covid 19 and the negative disruption it has brought has provided Ideas Foundation with a surprising upside. It has accelerated a digital transformation in the way we work, which is opening up opportunities to increase our reach and flexibility. Although further apart in physical distance, we have worked more closely with Manchester schools than ever before and in unexpected and joyful ways.

Hosting virtual summer schools with Engine and Canon with students and working collaboratively using digital tools to create their work. Students from Manchester worked alongside mentors from London creative firms: Engine, Karmarama, TikTok, and Canon, supported by the University of Arts London and IF staff. We know from the emojis and feedback that students enjoyed the chance to work together on a creative brief – meeting new people and building new skills.

Working with Canon, we created a digital toolkit that can support storytelling and visual arts across the curriculum. We worked with Canon ambassadors to design and curate content and offered professional development sessions to teachers across the Northwest about creating ImagesforGood. One school began a mini-project with students creating extraordinary work with professional equipment loaned to them by Canon.

And to ensure that creativity was reaching new depths, we hosted many Zoom sessions with astronaut Richard Garriott from his home in Austin, Texas. Richard inspired us to keep creating and exploring, not just in real life but digitally too. Richard is taking student work on his next mission to the bottom of the ocean in February 2021.





CASE STUDY: BOOTCAMP INDUSTRY MENTORING GOES ONLINE

Belinda Peach

Employer Engagement Manager, Ideas Foundation

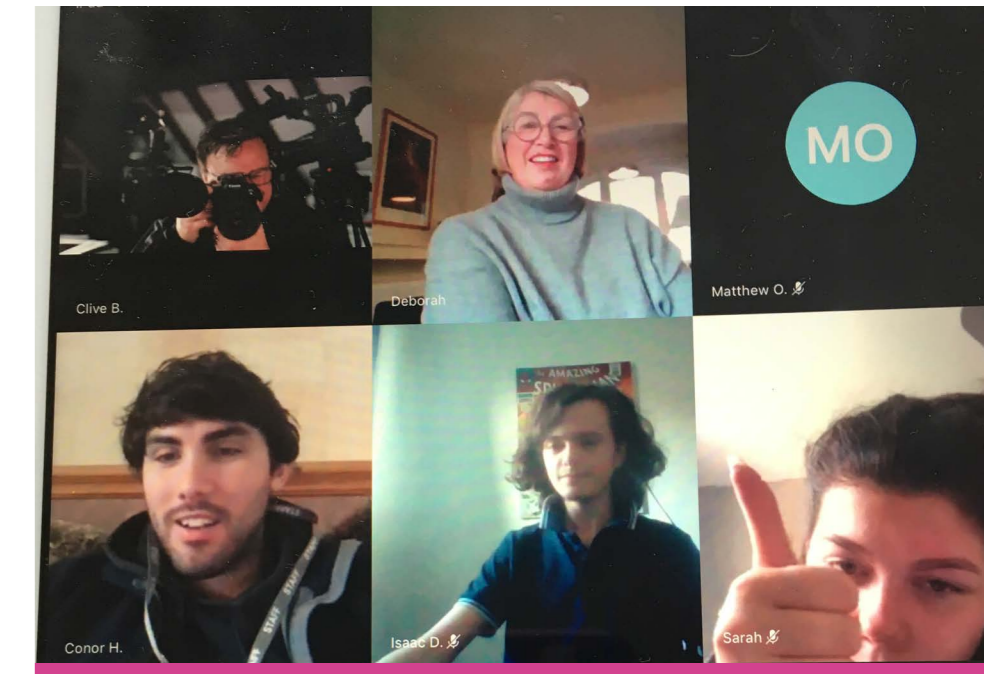
The raison d'être of our hugely successful Employability Bootcamp with The Manchester College pre-Covid has been creating a sustained programme of authentic employer interventions which are carefully managed and targeted to individual students. The excitement and 'situated learning' that occurs when experiencing learning in the 'real world of work' cannot be matched, and we have witnessed some truly life changing impacts from engaging students directly with aspirational role models who are passionate about giving back.

When Covid hit us and lockdown kicked in we had trained and matched mentors to around 30 students, and were half-way through the first cycle of one-to-one mentoring at the point of shut down.

With decades of educational experience between we know institutional change is hard. Nothing could have prepared us for the amazing 'can-do' attitude we got from both industry and the college, who were unanimous in their ambition that with a little bit of adjustment mentoring could go online. Individual mentors were particularly passionate in pushing forward plans so their students would not miss out on their educational experience even further. The biggest issue we encountered was developing the safeguarding protocols that ensured online sessions were moderated by a DBS validated member of college staff.

The Covid pandemic along with Black Lives Matter protests in the US and UK have revealed in unprecedented clarity the reality of living in poverty and with systemic disadvantage. This programme is so important because it targets students from just these inclusive backgrounds. What has been hugely uplifting for the team working on this programme, is how this revelation has elevated the appetite across the creative industries to really make change happen. Ideas Foundation are currently receiving many more offers of support from agencies across the UK than ever before. As the

pandemic has rolled forward, we are also seeing, particularly at FE and HE a step change to blended learning. What we have discovered is that now we have protocols in place, we can recruit many more mentors from agencies across the UK for the new online programme, than we were ever able to recruit just in Manchester, and so we are in a position to grow the volume of students we can support.





RIPPLES OF HOPE **ACROSS GREATER MANCHESTER**



“EACH TIME A MAN **STANDS UP** FOR AN IDEAL, OR **ACTS** TO IMPROVE THE LOT OF OTHERS, OR **STRIKES OUT** AGAINST INJUSTICE, HE SENDS FORTH A **TINY RIPPLE OF HOPE...** THOSE RIPPLES BUILD A **CURRENT** WHICH CAN SWEEP DOWN THE **MIGHTIEST WALLS OF OPPRESSION AND RESISTANCE**”

Bobby Kennedy

ROBERT F KENNEDY HUMAN RIGHTS AND COMINO FOUNDATION SCHOOLS

The Comino Foundation is proud to have been the catalyst which has brought NWCCC schools into a 3 year partnership with Robert F Kennedy Human Rights. The opportunity for schools to work in a deep partnership with the charity on it's ground breaking 'Speak Truth to Power' curriculum has been a transformational experience for Falinge Park High, The Derby High and Abraham Moss Community High Schools. Comino lead practitioners from Falinge Park High school and Sacred Heart Primary school have also been invited by the charity to provide authorship of learning materials for the programme.

Falinge Park Headteacher Janice Allen takes the stage alongside global human rights champions Gina Miller and Helle Thorning Schmidt at RFKHRUK Ripples of Hope event at Manchester's HOME Arts Centre.





IN MY OWN WORDS

Sughra Ahmad

Education Director Speak Truth to Power curriculum

Robert F Kennedy Human Rights

“To know thyself is the beginning of wisdom.” (Socrates)

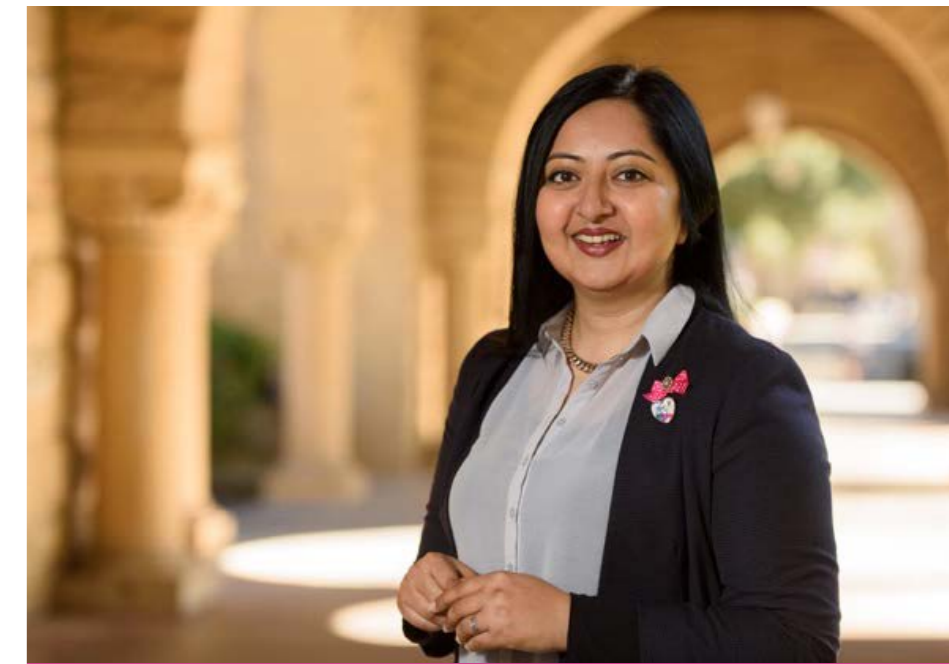
Living in alignment is an incredibly important part of who I am and connects directly to the work I do in human rights education. Interestingly, I began my journey with Robert F. Kennedy Human Rights UK just as we went into lockdown and so, my professional journey has been deeply connected to my own growth and evolution during the pandemic!

Working in the field of human rights through the lens of storytelling means today’s young people from across Greater Manchester have the opportunity to engage with stories of courage, bravery and commitment in creative and innovative ways. Leading our education programme, Speak Truth To Power, has been incredibly rewarding particularly because our resources deeply connect with the day to day reality of students in the today’s context.

It tells a new story of human rights that focuses on our ability to make decisions and take actions that make the ideals of human rights a reality in our lives and communities. At a time when we have been called to consider what humanity means and how society works, this feels really important. The programme speaks to the humanity which has underpinned the evolution of human rights across the ages to the modern day. This humanity embodies compassion, justice, empathy and much more as it empowers us to overcome division, see others through the lens of compassion and move from despair to hope. We know that human rights are for everyone, without exception. We can choose to be for human rights by transforming our humanity through understanding who we are and choosing to serve others as an empowered act of love, hope and generosity.

The benefits of self-knowledge, according to psychologists and religious traditions, leads to happiness, self-control and a greater understanding of others. This connects

deeply with the theory of change underpinning Speak Truth To Power. Knowing ourselves means we make better choices, it increases our sense of compassion, improving our relationships. It deeply impacts the complexity with which we understand the world and can give us a hopeful vision for the future, something we are all, student or teacher, in great need of these days.





fphs_official A Message From Kerry Kennedy

We were astounded to receive an encouraging message from the remarkable Kerry Kennedy, President of the RFK Human Rights Foundation, showing her support for our **#Movement4Change** project. Thank you so much for your touching words! **#FalingeFamily #SpeakTruthToPower #RipplesofHope** 🌊 @rfkhumanrights



HOW BOBBY KENNEDY'S RIPPLES OF HOPE SPEECH IS TRANSFORMING OUR SCHOOL

Lucy Tasker

Assistant Headteacher for Creative Partnerships and Community Cohesion
Falinge Park High School

Lucy has led on RFK Speak Truth to Power for Falinge Park High School and has recently authored a fourth module for the programme; 'Breakthrough Conversations' with Sughra Ahmed and former Archbishop of Canterbury Rowan Williams.

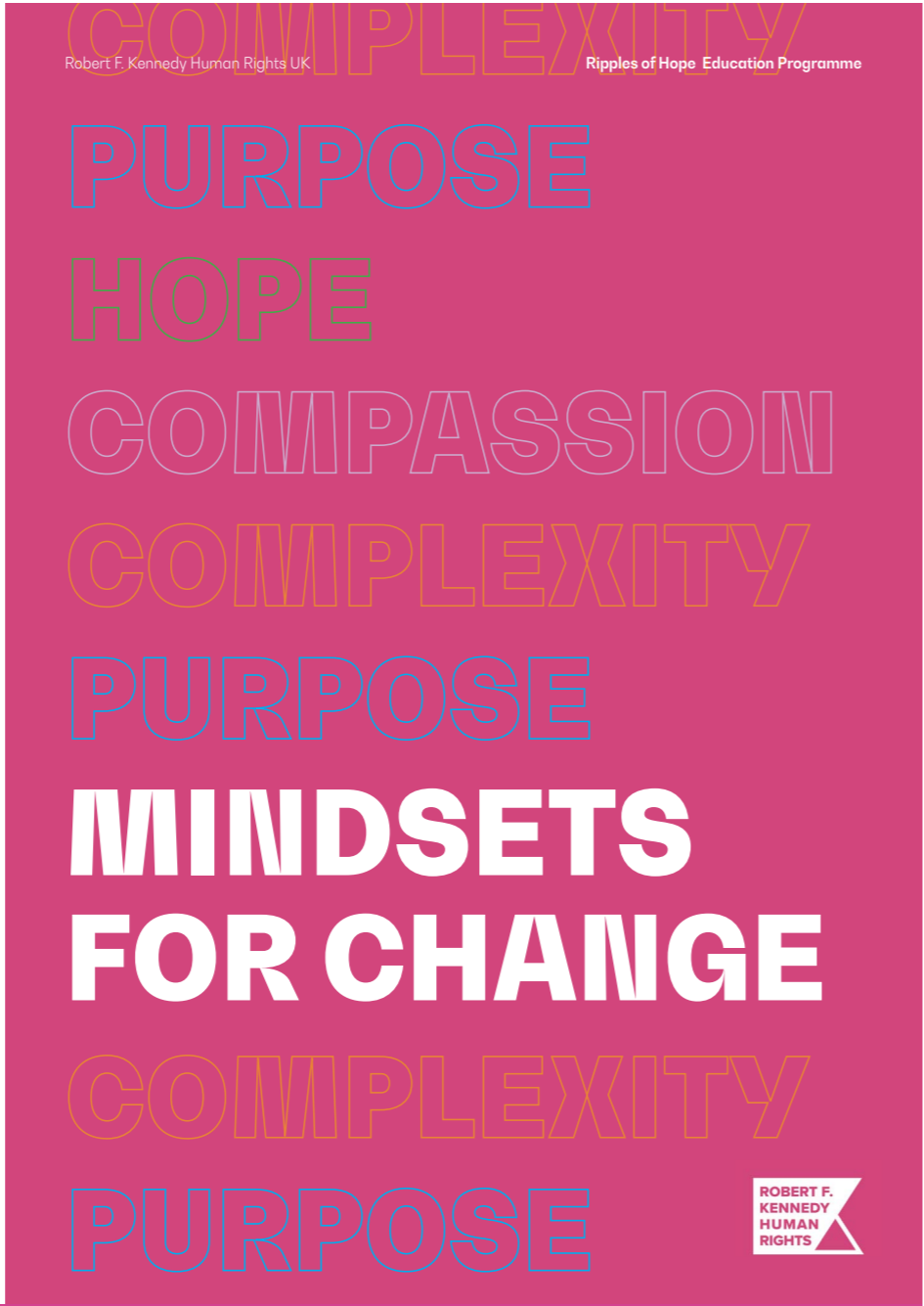
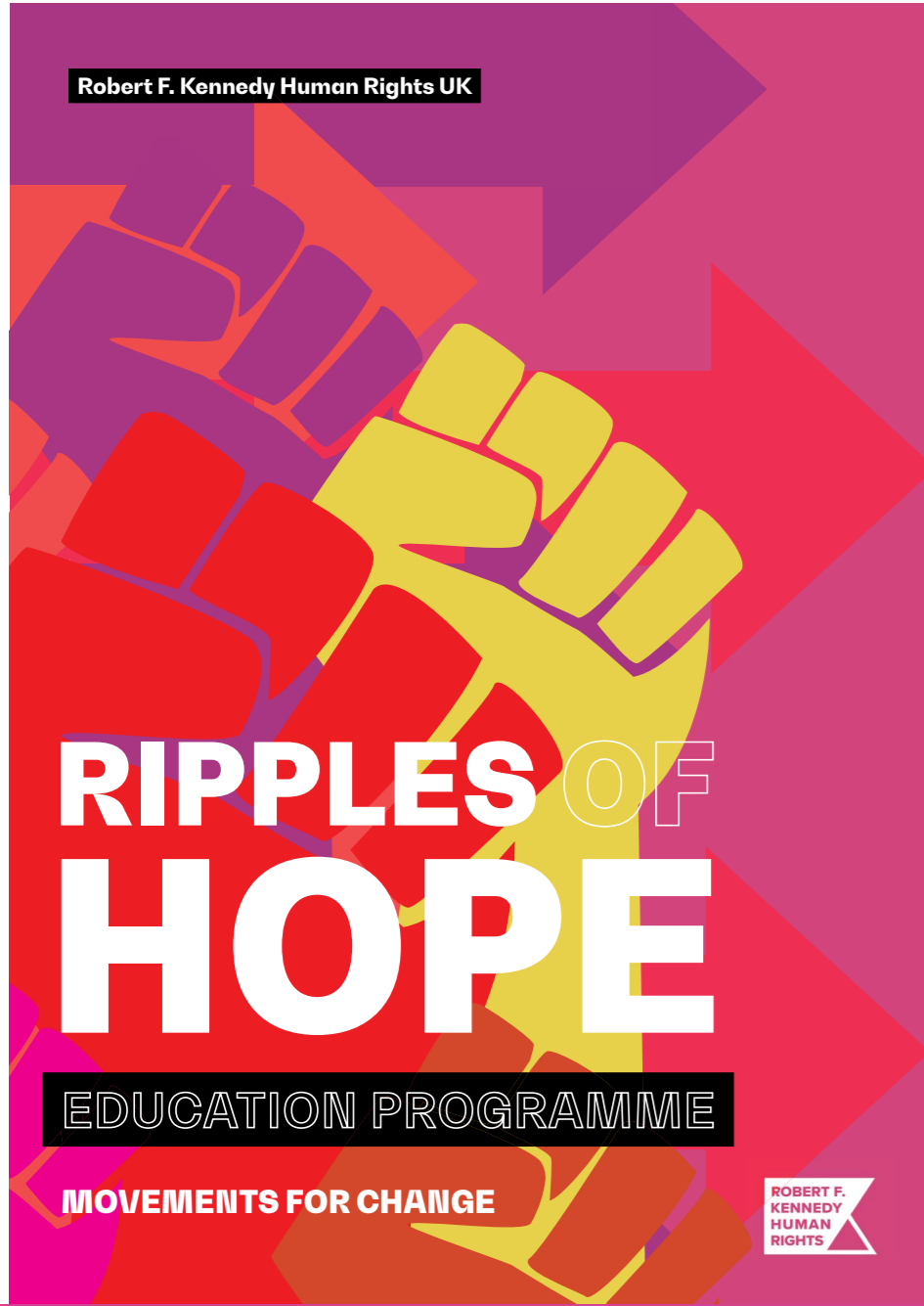
In my own words

"We believe that human rights are not simply ideals or beliefs to be held – they are a guide to be used and acted on in every day decision making, until they are made reality for all" **RFK Human Rights Foundation UK**

Never more have we needed a universal declaration of the values that hold us together as human beings. Over the last few years, we have seen divisions in our nation polarised. The invitation to say "yes" or "no" to unification or separation with Scotland and then Europe meant that growing divisions became visible, permitted and promoted. There was a sense in which this empowered people to express openly, relatively hidden views on race, immigration and community. This could have been positive, but dialogue and debate has become fraught with accusation, blame, fear and anger with little attempt to gain understating.

On May 8, 2020 we celebrated 75 years since the end of the Second World War in Europe and yet, a large proportion of the world is currently engulfed in conflict and we have reached a world record in displaced people. Violence in all its forms is increasing; in fact, "there is some form of violent, political disorder in almost every state". Half a million people, or 1300 everyday, are killed as a result of interpersonal violence through gangs and domestic abuse and 1 in 3 women in the world have experienced physical or sexual violence— mostly by an intimate partner (World Health Organization).





At the time of writing, we are beginning to see the debris left by the devastation of a sweeping global pandemic. Fractures and injustices in societies are being exposed; the disparity between rich and poor, the results of underinvestment in people and in the infrastructure that should exist to protect them. We are again hearing the cry that “Black Lives Matter” as we witness the evil that systemic racism breeds.

In the midst of these events, we also see and hear the human spirit emerging; the human desire to reach out, to connect, to transform. We see hope and a belief that things can be different. Young people and schools exist within the shadow of these events. We have a responsibility to equip young people with the ability to navigate, to think critically and to be creative. We need to give them hope that change is possible and that they can play a part. We need to empower them to have a voice that can pierce the darkness and shape the future; we need to help them to “Speak truth to Power”.

“Speak truth to Power” is the title of the education programme developed by The Robert Kennedy Foundation (founded by Kerry Kennedy) which has developed a pupil centred approach to developing Human Rights mindsets. The Comino Foundation developed a link between RFK and the schools of the NWCCC in September 2019. Since then, each school has worked to develop its own expression of the material provided. The schools are working together on developing a Human Rights Education Day as part of a National festival hosted by RFK Foundation in February 2021.

At Falinge Park High School, we have used the material to guide us into developing a whole school approach to human rights education, hoping to further embed our core values of showing kindness and empathy, being responsible and taking positive action. We believe that these values should be celebrated and promoted every day through our interactions with each other and the wider community. Everyday, pupils spend 30 minutes with their tutors to explore themes related to historical and present human rights issues. They grapple with the complexities of the scenarios presented to them, with balancing human rights and with learning a language through which to articulate and express their ideas more powerfully. We hope to enable them to challenge misconceptions and become advocates for those who can’t speak for themselves. We hope that every member of the school community will be empowered and inspired to positively challenge injustice wherever they find it. We are already witnessing the impact of this education in the language pupils are using, in a reduction of violence and in pupils positive involvement in activism.

Through this value driven, Human Rights curriculum which we call “Ripples of Hope”, we want to see lasting change and transformation. This begins with the ripples of our everyday decisions, affecting ourselves and others, transforming into a tide of hope for the communities in which we exist, both local and global.



A strong partnership: Kerry Kennedy with Comino and NWCCC partners

A LETTER TO KERRY KENNEDY

Lynn Provoost

Assistant Head for Creative Education

The Derby High School

A key to Human Rights is empowerment of the individual and we strive to empower our students at The Derby High School with our resilience curriculum and leadership opportunities. We coach our students to adapt in difficult situations and bounce back from demanding experiences. Although this has been an extraordinary challenging time for us, rather than focus on the negatives we have encouraged students to think about the many positive stories that we have heard and read about.

Lockdown has been a difficult time for all students and all schools. Examinations have been suspended, students have had to adapt to new ways of being taught and have often had to improvise and find resourceful ways to continue their education. But the past months have also provided invaluable lessons to students to take ownership of their own education. Students in school and at home have shown us how much they have embraced nature during their short periods of time outdoors in some wonderfully creative ways. Many students have tried new activities and learnt new skills.

We have taken this opportunity to illustrate to students how they can become change-makers by contributing to our community be that with a simple message of hope or thanks, voluntary work or acts of kindness. One of the most heartening aspects of the lock-down has been the regular messages of support and encouragement sent to and from The Derby High School Students as they help each other through this strange and difficult time.

On return to normality a Recovery Curriculum will be needed and the RFK Ripples of Hope - Speak Truth to Power Project will be an integral part of that recovery. Barry Carpenter, Professor of Mental Health in Education has identified: Routine, Structure, Friendship, Opportunity and Freedom as the five district losses experienced by students. With this in mind our project will focus very much on Friendship, Opportunity and Freedom.





The necessary inhibiting nature of the COVID-19 legislation is a major discussion point amongst our students and has brought home to all of us that we must respect and value the rights that we may have previously taken for granted.

Enforced time away from our family and friends has us realise how precious our contact with special people in our lives is. Once we can come back together as a school community we will explore how fortunate we are to be with our peers, to have our education, our school grounds, to be able to move around freely in our community.

In the meantime, students will be asked to continue to look for every opportunity to carry out acts of kindness in true Derby High School spirit and to consider:

- what we can give back to our community in order to recover from the far-reaching effects of the pandemic;
- how we can be the best that we can be every day so that we can strive to succeed and give back to our community;
- how we can continue to look after our environment after seeing the rapid reduction in pollution.

While we are waiting to get back to our normal school routines we are asking students to contribute an idea in response to the following brief:

- We are experiencing a unique moment in history.
- How will we tell our story in a way that will educate future generations about the lessons we learned during Covid-19?
- How will we document our experience?
- How will we share what it was like to live In our house, our community, our world during the Covid-19 Pandemic?

- What have we noticed that we didn't notice before?
- what have we experienced that we have never experienced before?
- how did our communities change for the better?
- how has the pandemic brought our community closer together?
- What will Covid-19's positive legacy be?

Students have been asked to select a creative way to share their message:

- Recording a 20 second vlog;
- Making a photo collage;
- Writing a poem, a short story or a letter;
- Creating a piece of art;
- Choreographing a dance;
- Composing a piece of music.



REMEMBERING THE RWANDAN GENOCIDE: ISHAMI FOUNDATION

Pat Walters
 Director of Strategy
 NWCCC

The enormous impact that the Speak Truth to Power programme has had on NWCCC schools, builds on very solid foundations in social justice already laid down in many of the schools through the 'Rights Respecting Schools' awards. Over a number of years as part of the work towards the award the Comino Foundation and the Lancastrians have provided funding for a visit to NWCCC schools by survivors of Rwandan Genocide through a partnership with Ishami Foundation.



COMINO CHAIR PROVIDES A PERSONAL CASE STUDY ON HUMAN RIGHTS ABUSE

Alison Stephen
 Director of Humanities
 Abraham Moss Community School

We were pleased to welcome John Slater to Abraham Moss Community School, where he spoke to Year 10 citizenship students and pupil leaders on the topic of human rights. He was able to share his knowledge, as well as his experience of working in situations where the rights may be violated. Pupil leaders were then able to speak with their peers about their learning, and will use it to inform work on human rights with the Robert F. Kennedy





TEACHING FOR **CREATIVITY**



“ **CREATIVITY:**
THE CAPACITY TO IMAGINE, CONCEIVE, EXPRESS OR MAKE SOMETHING
THAT WAS NOT THERE BEFORE.

CREATIVE THINKING:
A PROCESS THROUGH WHICH KNOWLEDGE, INTUITION AND SKILLS ARE APPLIED TO IMAGINE,
EXPRESS OR MAKE SOMETHING NOVEL OR INDIVIDUAL TO ITS CONTEXT.

TEACHING FOR CREATIVITY:
EXPLICITLY USING PEDAGOGIES AND PRACTICES THAT CULTIVATE CREATIVITY IN YOUNG PEOPLE.

Durham Commission on Creativity and Education

PERSPECTIVES, PEDAGOGIES AND PRACTICE

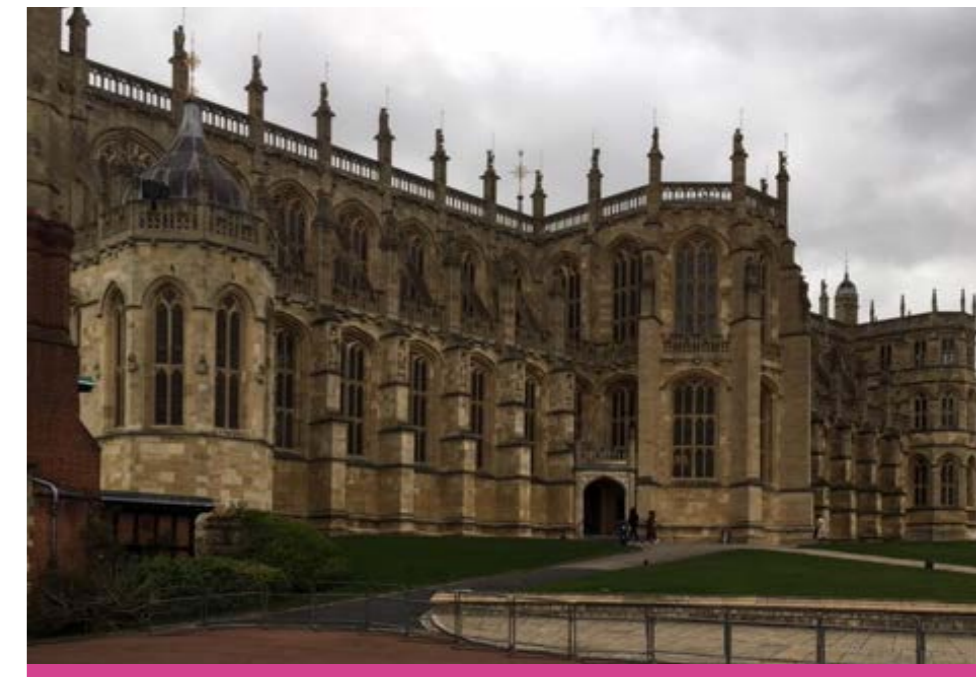
In March 2020 the Comino Foundation brought together a group of prominent and knowledgeable stakeholders from across the UK at St George's House, Windsor for a consultation based on two important and timely reports into creativity and education; these were the Durham Commission Report on Creativity and Education and the Arts Council's new 10 year strategy: Let's Create.

Guests included Professor Bill Lucas, one of the UK's leading thought leaders on Creativity in Education, the founder of the Expansive Education Network; and an advisor to the Durham Commission, along with Nicky Morgan; Special Projects Director at Arts Council England. A number of delegates from the consortium attended including Pat Walters, NWCCC Strategic Director; Paddy Russell, Headteacher from Ladybridge High School; Lynn Provoost, Assistant Headteacher for Creativity from The Derby High School; and Lucy Tasker, Assistant Headteacher for Creative Partnerships and Community Cohesion at Falinge Park High School. This was an important opportunity for participants to share expertise, experience and perspectives on the current and future landscapes of teaching for creativity and creative and cultural education.

Key points were summarised by Jose Chambers in a report; 'Teaching for Creativity: A Comino Consultation at St George's House, Windsor Castle. This chapter will explore perspectives from discussion at the Windsor Castle consultation, thoughts from stakeholders within the NWCCC consortium and will seek to exemplify pedagogies discussed with examples taken from consortium projects.

What do we actually mean by 'Teaching for Creativity'

'There need be no conflict between knowledge and creativity in our education system. Indeed, the opposite is the case – creativity founded on deep understanding. Every meaningful creative breakthrough in human history has been made by people with deep expertise, immersing themselves in practices and problems in their field and finding new ways to see, act and behave.' - **Durham Commission Report**



“ **CREATIVITY EXISTS IN ALL DISCIPLINES. IT IS VALUED BY MATHEMATICIANS, SCIENTISTS AND ENTREPRENEURS AS WELL AS BY ARTISTS, WRITERS AND COMPOSERS.** ”

Durham Commission on Creativity and Education

CREATIVE STEM LEARNING

Early in lockdown the Derby high school were keen to pilot practical work on line.

A competition was planned with Y8/9 students who had shown an interest in D/T. Boxes of resources/materials were assembled and students picked them up from school with the criteria for the on line project. It meant they had to prepare their marble run with the resources, only using one additional resource from home. Plus a verbal presentation on their process.

It was with fingers crossed as we zoomed into their front rooms with parents/ siblings/ teachers/judges.

- Each student took their turn presenting and running their marble from top to bottom of their design.
- Judges were given the following criteria to mark against
- Science - how have you tried to speed the marble up or slow down, apply your knowledge of friction,gravity,centrifugal force
- Technology and Engineering- how have you used the corrugated card, innovation of design ,used the best out of the materials.
- Innovation and Creativity- how have you used everyday items,appearance and aesthetics
- Mathematics- how accurate in cutting the materials, test and timing of design.
- Bonus- does your marble move against gravity, could the marble go up then come down or take a diversion?

The judges gave valuable feedback to all students and awarded the prize to the best design.



CASE STUDY: NMITE OUTREACH, INGENUITY STUDIO

In Greater Manchester; the home of the industrial revolution, we understand more than most what a key role engineers play in helping us master huge world challenges. From sustainable food production to cyber security to artificial intelligence; the next generation of engineers will be critical in creating a sustainable and productive future for the UK; not least here in Manchester where the digital industries are the fastest growing sector of the local economy.

We were therefore delighted to partner earlier this year, with the Comino Foundation, New Model Institute for Technology and Engineering, to bring their ground-breaking approach to engineering education to young people in Greater Manchester. The NMITE approach, backed by government, leading educators and industry, aims to transform the way engineering is taught so that graduates have the employment, business and leadership skills that employers say they find in short supply.

Young people from The Derby, Abraham Moss and Ladybridge High Schools, and Sacred Heart Primary School were able to taste this new way of working in a state of the art pop up Ingenuity Studio which NMITE delivered to 3 school playgrounds as part of their national roadshow of events. Along with the studio, which is housed in a re-purposed shipping container, pupils were challenged to discover if an engineering career was for them, in a series of workshops lead by experienced engineers from the UK's exciting aerospace sector.



“**ART AND SCIENCE MUST COLLABORATE FOR EDUCATION PURPOSES USING STEAM METHODS TO ENABLE CHILDREN OF ALL AGES AND ABILITIES TO UNDERSTAND THE MOST ASTOUNDING CHANGE IN ‘BEING HUMAN’ THROUGH SPACE SCIENCE IN THE 21ST CENTURY.**”

Helen Schell

Artist, European Space Agency Ambassador

CASE STUDY: SUNSPACEART OUTREACH PROJECT FROM UNIVERSITY OF CAMBRIDGE FOR STFC

Helen Schell

European Space Agency Creative Ambassador

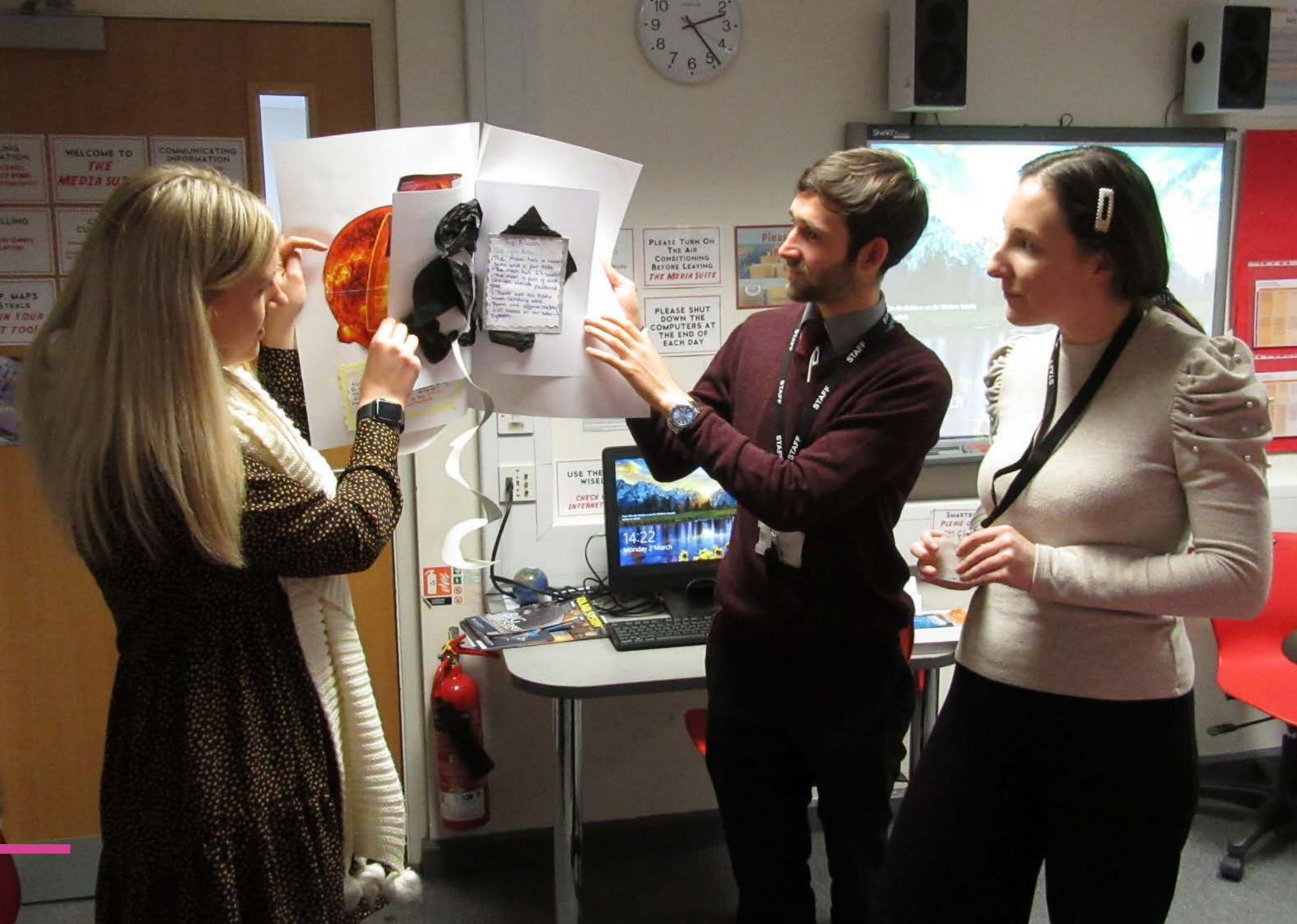
‘Art and science must collaborate for education purposes using STEAM methods to enable children of all ages and abilities to understand that they are witnessing the most astounding change in ‘being-human’ through space science in the 21st century’.

This project was devised and presented by Helen Schell: artist & space science educator and Dr Helen Mason: University of Cambridge, solar physicist within the terms of the SunSpaceArt project (funded by the STFC). It promotes collaboration with like-minded institutions, combining the skills of IF, Comino (Deborah Davidson, facilitator) and Sacred Heart R.C. Primary School & Heart Teaching School Alliance (Bernie Furey, director).

The SunSpaceArt team often runs workshops for children, but it is important to inform teachers and trainees about space science through CPD’s and by using STEAM learning for science investigation, art & craft techniques and literacy skills. The aim was to provide inclusive learning methods to promote teaching confidence and an understanding of space science within the primary school curriculum.

Using the specialist knowledge of Dr Helen Mason, solar physicist and the skills of artist, Helen Schell who focuses on Moon and Mars endeavours, they presented a day where the trainee teachers were encouraged to express space science through experimental book-making. This was the precursor to a week-long series of space workshops for the children.





The project continued with an online session at the end of term to bring it to a close leaving the trainee teachers excited about space exploration and STEAM education. This was augmented by an additional online session with astronaut, Richard Garriott.

'It was a joy to meet with such enthusiastic teachers and to hear about the ways in which they had engaged their students in the STEAM activities.'

Dr Helen Mason, Solar Physicist, University of Cambridge

Trained Teacher Feedback

Liked Most:

'The information presented in Dr Helen Mason's talk about solar physics. I also enjoyed looking at Helen Schell's work and learning about future missions.'

'Being creative and given freedom to create something informative but fun via STEAM.'

'Enjoyed learning about the latest space innovations'

Benefits/broader implications

Promotes Science Capital. Fun way to learn about space. Will have everyone in the class engaged. Multi-layered combined approach to subjects.



HARMONY

THE WORLD SEEMS DENIABLE ♦ THE WORLD SEEMS IN DISCORD ♦ VIOLENCE, ANGER, EVERYWHERE

BUT WHAT LIES UNDER THERE ♦ IS THAT PEOPLE ARE RELIABLE

THE WORLD SEEMS IN PAIN AND SUFFERING ♦ THAT THE MEANING AND SOUL OF FRIENDSHIP SEEMS TO BE BUFFERING

NOW YOU ♦ LISTEN TO ME ♦ DON'T GIVE UP

WE CAN RESTORE PEACE ♦ WE CAN FORM UNITY

CALL UPON YOUR FAMILY AND FRIENDS ♦ BRING BACK TEAMWORK

BRING BACK PEACE ♦ KEEP CONNECTING ♦ DON'T STOP

UNTIL WE FIND OUR GOOD ENDING ♦ NOW WE WILL SING OUR SONG

WE WILL BUILD OUR ARMOURY ♦ I WILL BE OUR MELODY

AND YOU WILL BE OUR HARMONY

Aaron, Student, The Derby High School, 9E7

CASE STUDY: "WHAT DOES IT FEEL LIKE TO BE ME?" - A POETRY CHALLENGE FOR THE DERBY HIGH SCHOOL

Professor Jose Chambers

Comino Foundation Development Fellow

Comino Foundation also helped The Derby High School to explore how creative teaching methods could elevate pupils experience of the English curriculum; in particular how they could add value to pupil's experience online during lockdown.

The Windsor Castle consultation took place in very early March 2020 when the Covid pandemic loomed large on the horizon. Even so, participants could not have known at that point just how important teaching for creativity was to become over the months of full lockdown that followed in terms of helping young people maintain strong mental health and well-being. This poetry challenge project provided a typically creative solution to a number of stresses felt by schools, teachers and young people at that time and was delivered as an online project by Comino Foundation Development Fellow and poet Jose Chambers in partnership with The Derby High School.

The Ripples of Hope Festival is going to be held in Manchester in May 2021. Its theme will be "What does it mean to be human?" and it will be exploring that theme through poetry. So our challenge was to start by asking ourselves the questions:

"What does it feel like to be me?" "What might it feel like to be somebody else?"

To help us do that, we shared some poems. We started with Keats' sonnet, written in 1818: When I have fears that I may cease to be, and then looked at something quite different – the words of The Line a song by Bruce Springsteen, written in 1965. In The Line

an American border patrolman tells his story of working on the border between Mexico and California. We also shared video of Lemm Sissay speaking some of his wonderful Manchester poems and looked at Lockdown a 2020 poem by the Poet Laureate, Simon Armitage, who will be one of the poets at Ripples of Hope Festival. Members of the group wrote their own poems and shared them with us – by May 2021 even more poems will be written and we look forward to sharing them.

LET'S TALK ABOUT RACISM

THERE ARE MANY DIFFERENT COLOURS, THAT I SEE ON MANY FACES.
I SEE THEM ON MANY PEOPLE, AND IN MANY DIFFERENT PLACES.

WHAT KIND OF COLOURS DO YOU THINK I SEE? THE OBVIOUS ONES, OR THE MOST CLEAR, THE ONES YOU SEE ON THE SKIN,
OR THE ONES THAT FILL YOU WITH FEAR?

I SEE THE COLOURS THAT SHINE ON YOUR SOUL. THE ONES THAT TELL ME WHO YOU ARE,
AND WHAT YOUR WAY OF THINKING IS AS A WHOLE,
AND HOW SURE I AM YOU'LL GET FAR.

HOW CAN ONE JUDGE A PERSON BY THE OUTSIDE COLOUR?
WHEN THEY DON'T EVEN KNOW THEIR OWN FROM WITHIN, NOT SEEMING TO FIND A FINISH LINE,

BECAUSE THEY DIDN'T EVEN BEGIN.

BLACK, WHITE, ASIAN, RACE OR ANY COLOUR WE'RE NO DIFFERENT NOR BETTER THAN ALL OR EACH OTHER

WE ARE ALL SISTERS AND BROTHERS

NOT BY BLOOD NOR BY SKIN

BUT BY THE SPIRIT THAT IS WITHIN

THOSE WHO WERE SHOT, THEIR LIFE IS RUNNING THIN

YET THEY ARE THOSE WITH THE "COLOUR" ON THEIR SKIN

WE NEED TO STOP THE VIOLENCE AND TO ALLOW EQUALITY IN

WE SAY: "BLACK LIVES MATTER" YET WE NEED TO CHATTER: "THAT EQUALITY MATTERS!"

“**FUNDAMENTALLY, THE PURPOSE OF OUR WORK (ACROSS NWCCC) HAS BEEN TO USE CREATIVE PEDAGOGIES IN ORDER TO ENABLE CHILDREN TO EXPERIENCE ‘REAL WORLD LEARNING AND BECOME MORE FULLY AWARE OF THEIR OWN POTENTIAL’**

Windsor Castle Group

“**IN RECENT YEARS THE NOTION OF ‘DOMAIN SPECIFIC’ CREATIVITY HAS PROMPTED A LONG-RUNNING DISPUTE AMONGST RESEARCHERS — IS CREATIVITY A GENERALISABLE PHENOMENON, COMMONLY HELD ACROSS A WIDE RANGE OF EXPERT DOMAINS FROM SAY, MUSIC TO ENGINEERING? OR IS DOMAIN SPECIFIC? IS THERE ONE FORM OF CREATIVITY OR ARE THERE MANY CREATIVITIES?’**

Windsor Castle Group



CASE STUDY: BUILDING CREATIVITY INTO THE PRIMARY CURRICULUM AND INITIAL TEACHER TRAINING

Bernie Furey

Strategic Director of Teacher School

Sacred Heart RC Primary School and Heart Teaching School Alliance

Creativity underpins all our work at Sacred Heart. We strive to educate our young people to understand the world and change it for the better. The arts are at the heart of our school and are woven intrinsically throughout our curriculum.

Over the past year we have been actively involved with many arts organisations on a local, national level and international level, participating in commissioned, action research and bespoke arts projects. Involvement in creative projects is contributing to the gradual change of culture within our school, impacting initially on individual teachers and their pupils to having a whole school impact as well as having demonstrable impact on pupil enjoyment, engagement, achievement and motivation.

Essentially over the past year through our arts projects we have adopted several approaches to transform our school and develop our practice:

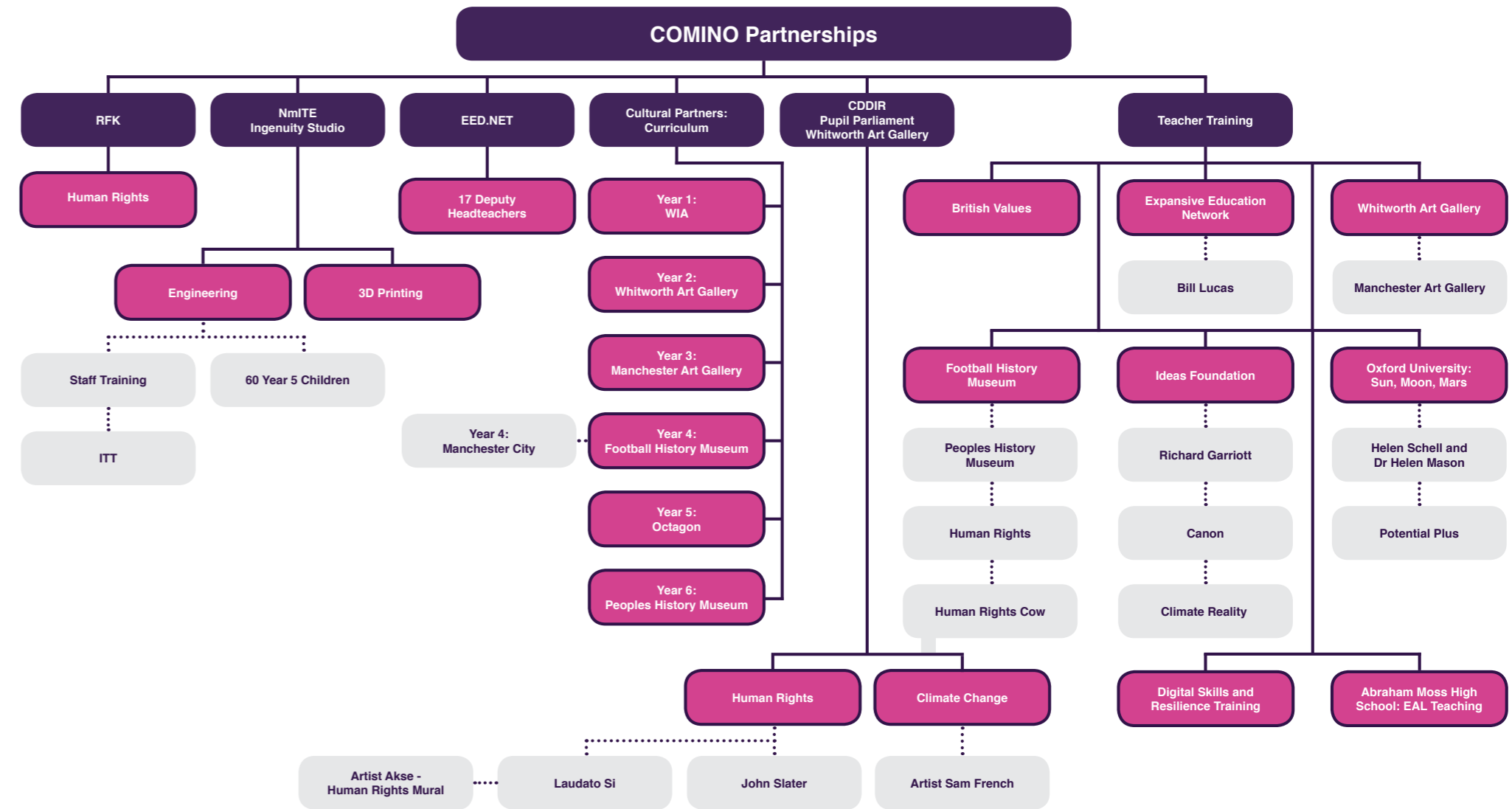
- Action Research to innovate practice, evidence the impact of creative approaches and to share practice.
- Partnership work across school and through engaging external partners (creative organisations and creative practitioners)
- Developing pupil voice through Pupil Parliament.
- Releasing staff for Continuous Professional Development arts sessions – staff have participated in work experience with a variety of arts organisations.

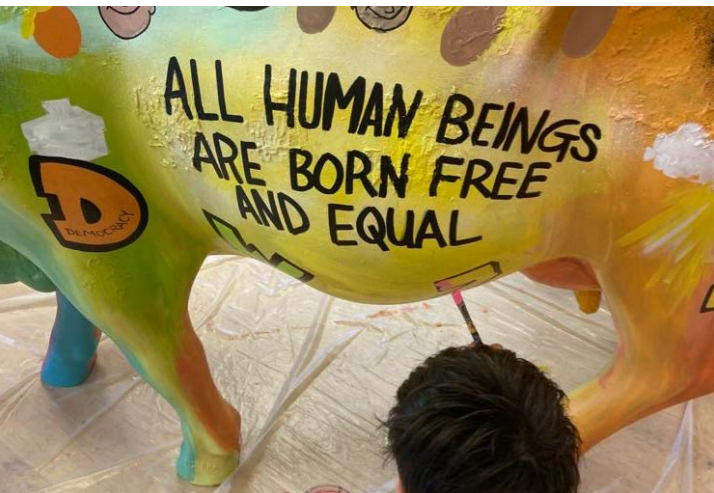
We have formed many partnerships with arts, and cultural organisations and have built very strong relationships with them. To further develop the skills and understanding of the arts staff have engaged in a one or two day work placement with a wide variety of arts organisations. This year teachers from each year group have been linked with a cultural

partner such as Y1 – Wild in Art, Y2 – Whitworth Art Gallery, Y3 – Manchester Art Gallery, Y4 - Football Museum, Y5 – Octagon Theatre, Y6 - Peoples History Museum.

“...we should also encourage individual ITT institutions to develop initial training and CPD courses in creative teaching and learning.” (Joubert in Craft et al 2002:..33)







Through the Comino Foundation links to Robert F Kennedy Human Rights we are collaborating in the development of a primary Human Rights curriculum which explores Human Rights using creative approaches to encourage deep learning. We were also lucky to host a visit by Comino Foundation chair of trustees, John Slater, who gave our children insights into the Human Rights act which the pupils used when they worked with a variety of artists.

Our Comino Cultural Digital Designer in Residence this year was, textile artist, Sam French, who worked with the Whitworth Art Gallery's political wallpapers archive to demonstrate to the children how image making even in the most surprising contexts can be used to promote key messages. The children went on to create the own images inspired by Human Rights and Environmental concerns, and transformed these by repeat into design files which could be printed on wallpaper.

We were also lucky enough through Ideas Foundation to be linked into an image making project about pollution in the sea; speaking and communicating to iconic explorer Richard Garriott as he prepared to make a dive to the ocean's deepest point in the Mariana Trench, which inspired a photography project highlighting our concern's about the threat to the Earth's environments.

As a provider of Initial Teacher Training we are very privileged to be in a position to inspire and influence future teachers/leaders. This year we have continually strived to cement creativity and the arts into the core of the teacher training programme. We have encouraged new teachers to be creative and use the arts to inspire the young people in their classes. To build the confidence of the trainee teachers we have utilised the many creative partnerships that we have and used their expertise to deliver part of our ITT programme such as the National Football Museum and Peoples History Museum delivering British Values, Manchester Museum & the National History Museum – Science, Whitworth Art Gallery – Creative Writing. The impact that this has had on the trainees has been huge.

The course leader from our partner University commented '*I work and, have worked, with a number of schools on the schools direct programme but, I wanted to highlight that what you are getting from Sacred Heart is very special. The opportunities that Sacred Heart provide for you are outstanding and, no other schools that I work with provide anything that measures up to this.*'



“ RECOGNITION OF THE PART THAT **CREATIVITY AND CULTURE** CAN PLAY IN **SUPPORTING LOCAL ECONOMIES** AND TALENT, HEALTH AND WELL-BEING, AND CHILDREN AND YOUNG PEOPLE **HAS FLOURISHED OVER RECENT YEARS...** LET'S AIM TO **CREATE AN ENGLAND** IN WHICH THE **CREATIVITY OF EACH OF US IS VALUED** AND GIVEN THE **CHANCE TO FLOURISH**.

Sir Nicholas Serota

Chair, Arts Council England. Let's Create Strategy 2020-2023.

“ **TINKERING, EXPERIMENTING, TRYING THINGS OUT, ADJUSTING, IMPROVING.**

Windsor Castle Group



HEAD, HAND, HEART - WORKING IN A COMMUNITY OF PRACTICE



SOCIAL LEARNING

Deborah Davidson

Project Director, NWCCC

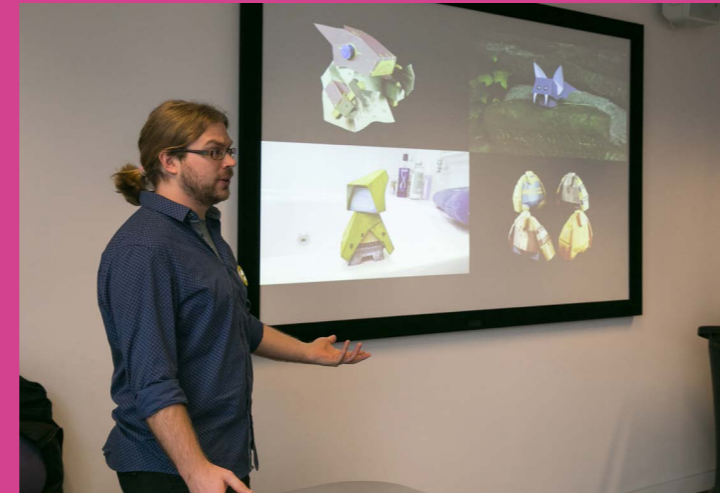
Stakeholders within our NWCCC community recognise that schools and colleges, particularly those in areas of social disadvantage, have a significant role to play in helping young people develop the attitudes and mindsets to make the most of life in and out of education, now and in the future.

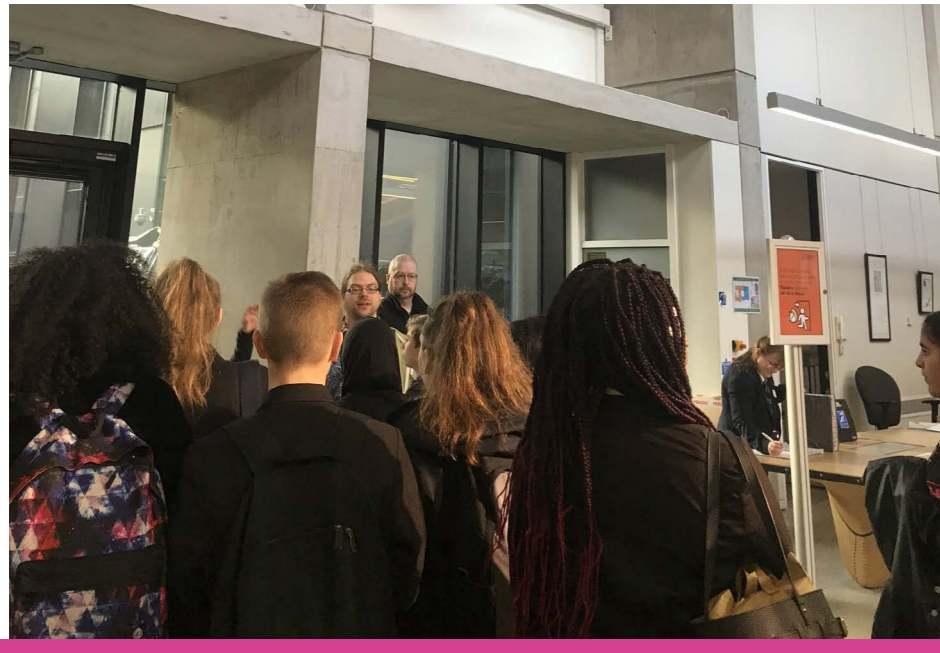
The support of Comino Foundation has allowed us to build a community of stakeholders who provide learning opportunities in critical social, cultural and professional contexts to which many of these young people have little or no access.

Social learning situates learning within real world settings which enable personal development and the growth of social, cultural and professional identities as part of the nuanced learning process. As young people engage with the world of work or engage as citizens in the democratic process as 'legitimate peripheral participants', they develop attitudes, behaviours and tacit knowledge of these new adult environments which confirm, rather than challenge, their own growing sense of themselves.

An important secondary goal of the community is to offer teachers themselves stimulation for the extension of skills and repertoire. Through the NWCCC community we are able to reach out into aligned landscapes of practice: teacher education, the cultural sector, creative and tech industries, youth and social justice work, to create an eco-system which allows educators to work collaboratively with peers to make connections between realms of knowledge and practice. As agents in the development of new learning tools and strategies, these practitioners are themselves situated and social learners, entering new landscapes of practice as 'legitimate peripheral participants', as they too absorb new learning and perspectives in a process of continued professional development.

The Comino Foundation is critically aware that the health, well-being and personal development of students and staff has become a major concern for education leaders in recent years. Our Community of Practice can help by providing a 'safespace' for innovation and cross boundary collaboration to take place in a mediated manner which provides participants with support and structure whilst they experiment with new and exciting practice.





OUR TRIVIUM MODEL

Sue Catlow

Assistant Headteacher

Ladybridge High School

Schools, and the education and experiences they provide to young people, have never been more vital and important than they are today. In a rapidly changing world, where there is so much uncertainty about what future employment opportunities will be available for our learners, it is even more critical than ever before that, as part of the core curriculum, we provide our students with experiences that will grow their qualities as human beings, and that will give them the chance to engage in 'real world' and authentic activities. This will, in turn, help young people to develop greater resilience and independence, qualities that have been shown to be particularly vital - and in some cases found wanting - during this year's prolonged period of remote education, as a result of the Covid-19 pandemic.

At Ladybridge High School, we have embarked on a new chapter and philosophy for our school curriculum, inspired by the 'Trivium' model outlined by Martin Robinson in his book, *Trivium 21c*. At the heart of this philosophy is the belief that the best education stems from movement across a continuum from traditional teacher-led methods, towards a more progressive learner-led approach, meaning that learners become increasingly independent after building up their foundational, 'powerful' knowledge about a topic.





In recent years, education in the UK has been making the move towards a more knowledge-rich form of curriculum, but at Ladybridge, whilst we place high value on knowledge and its importance in giving learners the confidence to fully access and engage in the world, simply knowing a lot of 'stuff' is just not enough. We want our learners to use their foundational knowledge to form their own ideas about the world, to have the confidence to think, debate and consider alternative views. The opportunity for our learners to engage in real world learning experiences, where they learn outside the classroom and meet professionals from a variety of vocational areas, together with engagement in challenges that mirror complex problems they may face in the workplace, is at the heart of our vision for our curriculum.

Balancing the time needed to facilitate these opportunities with the time required for teaching a full, broad and balanced knowledge base is a delicate task, but it is one that we are all committed to making work. At the heart of our mission as a school is to give our learners the opportunity to develop their self-belief and agency, with the ultimate goal of becoming good citizens who can make positive contributions to the world at large. Providing an authentic education that places a learner's knowledge into a context, one where they can see the relevance of what they are learning and how it can make them successful in the future, as well as having practical opportunities to experiment and be creative in real-world settings, is something we are passionate about cultivating. For many of our learners, their home town – and sometimes their immediate locality – has, up to now, been the extent of their experience, and as a result, their ambitions have sometimes been limited to the world they already know. By being provided with opportunities to taste success in a wide range of authentic and creative contexts, the hope is that our learners' horizons will be widened and their belief in themselves to be able to achieve anything they set out to do will be strengthened.

If at the end of their time at Ladybridge, our learners have developed the knowledge, wisdom and qualities to thrive in life, have had the opportunities to develop their resilience and curiosity, and have grown into young adults who are kind and respectful, then we will have achieved our mission.





CASE STUDY: CREATIVE INDUSTRIES EMPLOYABILITY BOOTCAMP

Katy Rushton

Creative Media Tutor

The Manchester College

When compulsory work experience became part of the FE program of study in 2016 we knew that this would be a challenge for students wanting to work in the creative industries. The very nature of the creative industries means that students often can't get direct placement as larger companies are already inundated by graduates. The nature of small studios or freelance work means there isn't capacity to take on large numbers of placements. Having worked with Comino & Ideas Foundation previously we put our heads together and decided we needed to tackle this in a different way. We did this through our Employability Boot Camp.

We have found that having the confidence to embrace work experience, and navigate their way round some of the most aspirational workplaces can be a challenge to even our most able Level 3 students. These are workplaces that are most used to taking graduate and post-graduate students in for work experience placements and internships, many of whom come from elite backgrounds typical of the leafy lanes and private schooling. The step by step supported pathway to work experience has worked fantastically well for our type of urban vocational student.

What has been inspiring to witness too, is how the advocacy and support for students offered through the Bootcamp process has been able to benefit students with multiple needs or SEND. This inclusive way of conducting work experience has made placements much more accessible to these learners and allows them to go outside their comfort zones and push themselves to experience things that they would have shied away from previously.



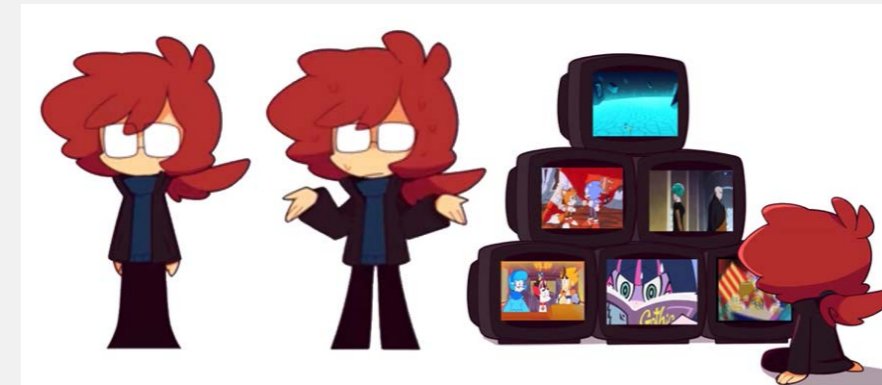
An outstanding example of this is the mentorship Bootcamp provided for a student of mine who has selective mutism and finds verbal communication extremely challenging. He would only speak to people he was very familiar with and therefore talking to his mentor and unfamiliar people in the workplace was not something he could do. Having teachers on hand whilst getting to know his mentor in college meant that they could facilitate his communication needs with strategies such as note writing, and make sure his mentor was comfortable with this different way of working. Once the work experience placement commenced both the student and mentor had a plan in place to make sure everything went as smoothly as possible. All the staff in the studio were extremely impressed with the student's professional attitude and were perfectly comfortable with adapting to his additional needs.

"Watching Lucas with his Mentor Danny has been a highlight of my teaching career so far. Lucas has autism and is mainly non-verbal so would struggle in traditional employment situations such as interviews. He uses his characters and animations to express himself and is extremely skilled at producing animations. Having a mentor like Danny, who is sympathetic to Lucas' needs has been invaluable. Seeing how impressed Danny was with Lucas' animation skills has really given Lucas a confidence boost and he is extremely excited about the discussions so far detailing how his placement will unfold"

Katy Rushton

In other cases it is not always possible for the student to attend work experience externally at all. Their disabilities or communication needs may mean going to a strange place even with the support of mentor is not accessible for them. For these students what has worked the best are our live industry briefs. Getting industry to set briefs that we can do in the classroom means our students get a real experience of the workplace but in a familiar supportive environment. When industry set the briefs they teach the students a lot of wider skills such as budgeting, personnel required and time management. These complement the existing production skills that students have and teach them about the commercial application of these skills.

Student Lucas developed this character for formal communication scenarios when he was with the team whilst at Hoopla animation studio. His character 'spoke' for him to put over ideas in presentations and ideas sessions in the workplace; this which meant he was able to overcome his severe difficulties in social interaction which meant he had never been able to attend school and the other social environments needed to engage in mainstream life.





One such brief was set by Kate Lander, a career development expert. She set the students a brief based on Brown Bag Films children's television production. The students had to design characters with the theme of inclusion and diversity. This gave them real insight into the thinking that goes into creating children's television. They also had to think about the practicalities of how their animation would be made. For example making the characters much simpler to speed up production workflow and therefore stay within budget.

Having someone from industry come into college to set the brief and then judge the response gave the students validation that the skills they are developing at college will help them with employment in the future. By undertaking this brief in the college environment it made it accessible to all learners including those who would not be able to do such a project out on industry placement.

Thinking outside the box with regards to work experience and industry engagement is a fundamental part of our relationship with the Comino Foundation and Ideas Foundation and has also been a massive factor in the success of the programme. Sometimes requirements of standard work experience can create barriers. However in working together we have come up with a programme that suits all learners and can be adaptable to for those with additional needs. One of the most successful things on the programme so far has been with students who wouldn't necessarily be able to take part in traditional work placements.

More recently we have been looking to expand our mentor programme into the virtual world. Using our existing mentorship framework we hope to continue the academic year with online mentor meetings so that learners can keep these vital industry connections going, even in these challenging times.

We are confident that whatever happens next academic year we have the flexibility to allow learners to engage with industry in a variety of forms. Our programme is flexible and inclusive, removing the barriers and making it as accessible as possible.



“**WORKING WITH YOU HAS BEEN PHENOMENAL. WITHOUT COMINO AND IDEAS FOUNDATION OUR STUDENTS WOULDN'T BE WORKING SO CLOSELY WITH EMPLOYERS. THE OUTCOMES FOR LEARNING HAVE INCLUDED IMPROVED INDUSTRY KNOWLEDGE, REAL WORLD INSIGHTS, ENCOURAGEMENT, CV BOOSTERS, ENRICHMENT AND HOLIDAY OPPORTUNITIES, SUPPORTED PLACEMENTS, COMPETITIONS AND EMPLOYABILITY SUPPORT.**”

Lisa O' Loughlin

Principal, The Manchester College

A FLUID AND EVOLVING COMMUNITY

Like other dynamic communities our NWCCC Community of Practice does not remain static and evolves in response to drivers both internal and external. It is important to all stakeholders that the community provides a platform for each to influence change through their own agency. Where good practice is established by an individual or learning provider, sharing and building on this practice across the community is strongly encouraged.



THE IMPORTANCE OF CULTURAL EDUCATION

Jo Sliwa

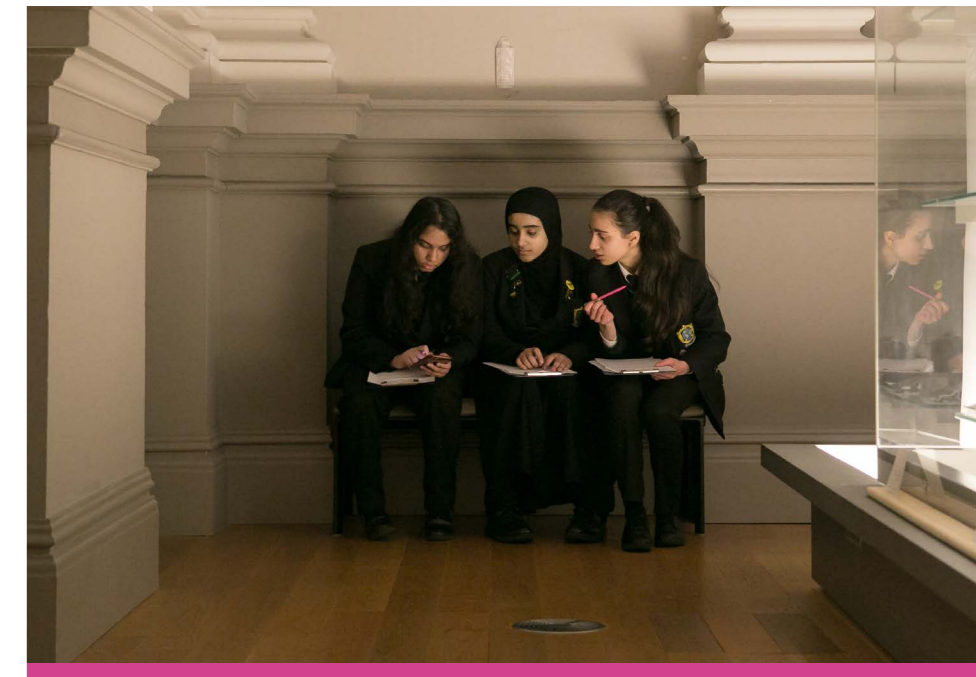
Head of Creative Arts

Abraham Moss Community School

Whether we are talking about improving mental health and future wellbeing, developing cultural capital or filling jobs in the creative industries, access to the arts gives children the skills for life. We inherently know this, there is evidence for this and yet a lack of access to enriching arts experiences remains consistently high in disadvantaged areas. Repeated evidence supports what teachers already know – that exposure to creative opportunities not only encourages happy, enquiring children with the resilience to face the world but also teaches children the creative problem solving and critical thinking skills that employers increasingly value. Working directly with cultural partners helps schools access those opportunities.

Experiencing the arts, attending arts events, learning an instrument is both a financial and cultural barrier for many of our children. In some families children may be exposed to theatre, music or art as part of family life. This is less common in deprived communities where there is a lower household income and where parents may feel the arts on offer do not speak to them.

Most recently Abraham Moss Community School has been involved with the establishment of the Manchester Cultural Education Partnership as part of The Arts Council regional LCEP strategy. We know from many years of direct experience the impact good relationships between high quality arts partners and education can have on our children and staff. Involving pupil's at every level of the planning and delivery of the MCEP is helping to ensure that children not only benefit from the relationships that are forming across Manchester influencing the arts and the curriculum but that they are also at the heart of framing it through pupil voice representation at each level of the MCEP.





Most of our pupils attending an arts event or working with a cultural partner do so because their teachers have facilitated this. Gradually our students are independently accessing the cultural institutions of Manchester but it is a slow process and one where we all need to learn more about the barriers that exist. These are financial but they are also cultural and age related. Where projects have been most successful they have spoken to children's cultures, passions and interests through artists or art forms they can relate to. Educators and Cultural partners share the desire that everyone should feel ownership of their cultural institutions and it is only through working together that pupils voices can influence programming and curatorial decisions and that under represented voices start to be heard. The Comino projects enable this to happen.

Given schools' diminishing budgets our ability to deliver creative projects has depended on our relationships with cultural institutions and partners. We have a shared desire to break down barriers so that the cultural capital on offer in the city is accessible and reflective of the whole population. In a city where social inequality is vast cultural partners and educators need to work together, with young people, to support their personal and intellectual growth and to maximise creative opportunities across the whole curriculum. Working in partnership with teachers, artists and pupils allows challenging and rich conversations to take place that develop critical thinking and give exposure to the arts.





CASE STUDY: MUSICAL FUTURES

Martin Ainscough

Director for Creative Arts

Fred Longworth High School

Musical Futures was established in 2005 by the Paul Hamlyn Foundation and based on the work of Professor Lucy Green, was designed to address the disconnect between young peoples' enjoyment of music outside of school to that inside school, particularly at secondary level. The project was based around the five principles of Informal Learning, as identified by Lucy Green in her book 'How Popular Musicians Learn':

- Students learn music that they identify with
- Students learn by listening and copying
- Students play and learn alongside friends
- Holistic learning
- Integration of listening, performing, composing and improvising

The initial work of Musical Futures led to a significant shift in secondary school music to integrate popular musical instruments that students saw and heard being played on TV/radio and sought to ensure that music lessons in school built upon their own musical interests. In 2020, however, the music that students are listening to is generally created using technology and often doesn't involve the use of traditional instruments. The use of technology in the classroom is an area in which many teachers lack both the confidence and the resources in their classrooms to provide meaningful learning in this area. In order to address these issues, Musical Futures worked with Ableton, a music software and hardware company, to launch a two-year Tech Champions project, which recruited 12 music teachers from schools across the UK. The teachers were provided with free Ableton Live software and Push devices for their schools along with resources and training from Musical Futures. Crucially, students in the schools were also provided with free software to use at home to explore the concept of 'school as basecamp' and the idea that learning should be able to take place at anytime, anywhere and allow those students who are interested to pursue their interests at home. At the heart of the project





is our request for teachers to 'take, use, innovate and share,' which encourages teachers to build upon our original ideas, innovate and develop their own resources to share with the team. As a result, teachers have developed a wide range of projects around composition, film music, synthesis, remixing and sampling.

The project has provided a model for the changes we need to make to music education to ensure it is relevant and engaging for the young people in our music classrooms today. Pete Dale, Senior Lecturer at MMU and author of a report into the project found that 'All of the teachers were unequivocal that the project, and music technology in music education more generally, brought enormous benefits to engagement'. At my own school, Fred Longworth, the introduction of this approach has led to students in year 7 creating their own remix tracks and accessing complex processing, such as sampling, with a high level of success. We are also finding that more students, and particularly those who would not normally engage with music in school outside of lessons, are spending time in the department and now see themselves as 'musicians'.

Our 'In Your Hands' event at Spirit Studios in Manchester brought together over 100 students from across the country to showcase their music live on stage. The ensembles showcased at the event provided an eclectic mix of traditional instruments, such as violins and trombones, combined with DJ decks, drums and push controllers.

The next stage of the project is to develop our technology training programme for teachers, which will be run by our Tech Champion Teachers, and will provide an opportunity for all teachers to develop their own skills and confidence in using music technology in the classroom.





CASE STUDY: ROCHDALE MCEP - LOVE IN THE TIME OF CORONA

Simon De Courcey

Director of spiritual, moral, social and cultural education

Falinge Park High School

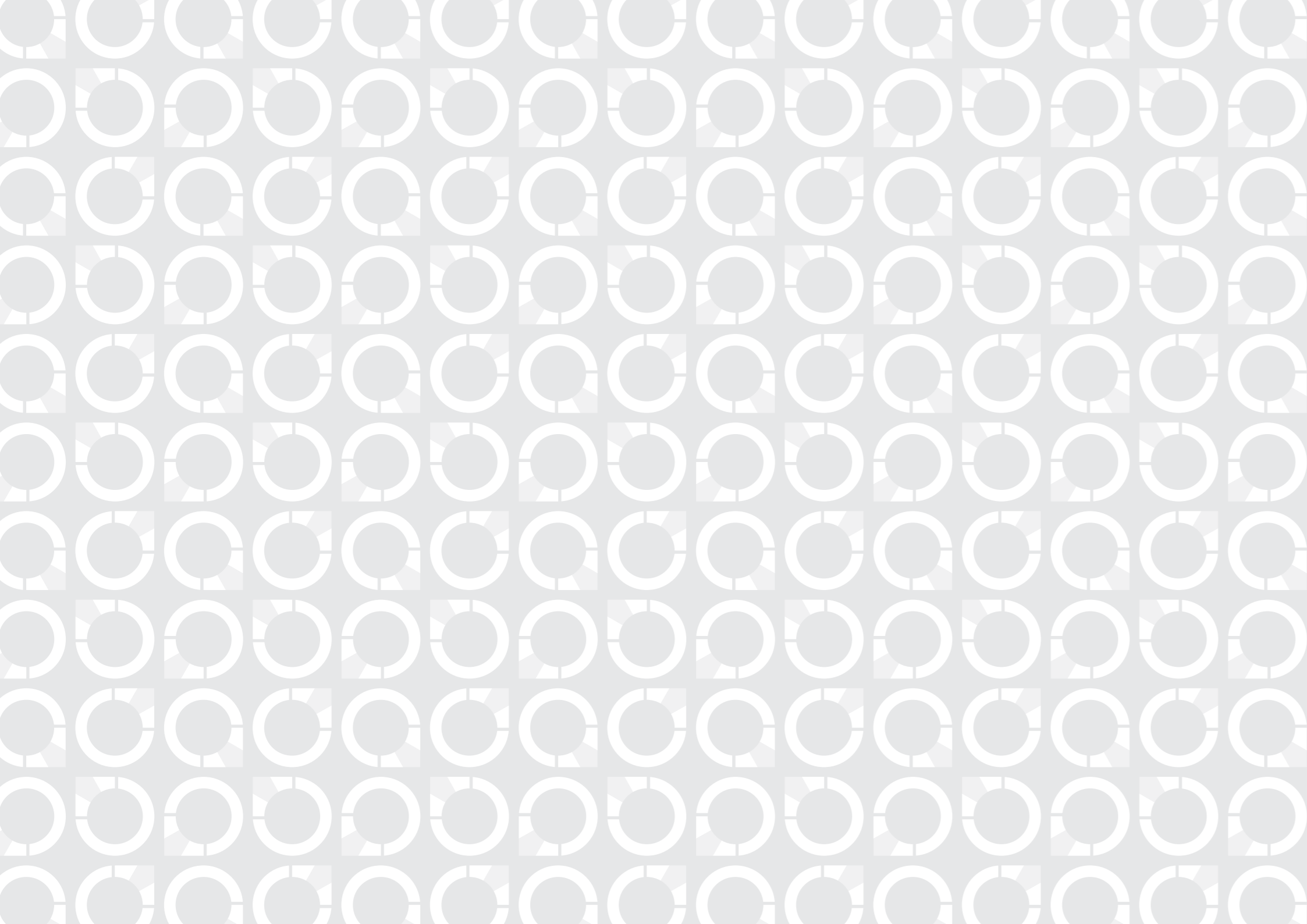
Similarly our Comino Lead Practitioner from Falinge Park High School, Simon De Courcey was able to invite NWCCC colleagues to join a collaborative theatre project in which he was involved as lead for Education on Rochdale's MCEP with nationally recognised M6 Theatre Group based in Rochdale.

Diminished exposure to high-quality theatrical performance combined with an ever more urgent need to allow young people to discuss mental health and well-being issues in depth and in a safe and structured space led to the creation of inter-school cross-curricular education resources for the M6 Theatre Company's suite of filmed productions, 'Love In The Time Of Corona'. The product of a national competition aimed at young people, the monologue set explored issues facing young people during the initial cycle of 'lockdown' for Covid-19. These pieces in turn were performed by some of M6's Young People's Theatre Group to film and distributed to schools in the North West via social media and websites.

The opportunity to build and share quality cultural practice between schools as part of the North West Comino Creative Consortium led to the creation of a set of resources with drama, literacy and PSHE priorities. Communication between key staff across three schools working in different contexts meant the process was as valuable for staff as the final learning tools, offering informal CPD and the chance to network with a shared common purpose. The final suite of linked resources was highlighted as a success by both the M6 Team and as model practice within the framework of the local cultural and educational partnerships established nationally. They have also been celebrated in the contexts of the three contributing schools.

The adaptability of the initial resources has led to them being used by communities beyond a traditional school setting in addition to their deployment in remote and online learning environments. They have seen use from Key Stages 2 through to Key Stage 5 in a variety of learning settings.

The larger legacy of the work will be evidenced through the invaluable networks and relationships forged through collaborative creative practice at a time of rapid and uncertain educational and cultural change.



BRIDGING THE GAP: SCHOOLS, DIGITAL DESIGN AND CULTURE





CULTURAL DIGITAL DESIGNERS IN RESIDENCE

The Comino Foundation has provided bursary funding for some years now for the Cultural Digital Designers in Residence (CDDIR) programme, whereby a designer from Manchester School of Art is partnered with a teacher and a cultural partner to develop a collaborative project.

The programme enables the partners to share and exchange insights, skills and experience as they work together. The programme helps to develop the professional and career potential of the school pupils, the students, and the educational practitioners involved in the programme. The real-world opportunities the CDDIR programme offers encourages deep and sustained learning.

A visit to a gallery or museum is brilliant way of engaging pupils in real-life issues, it has much more impact than introducing topics in the classroom. For many of the pupils the visits that take place as part of CDDIR are the first time they have been exposed to these artefacts and artworks.

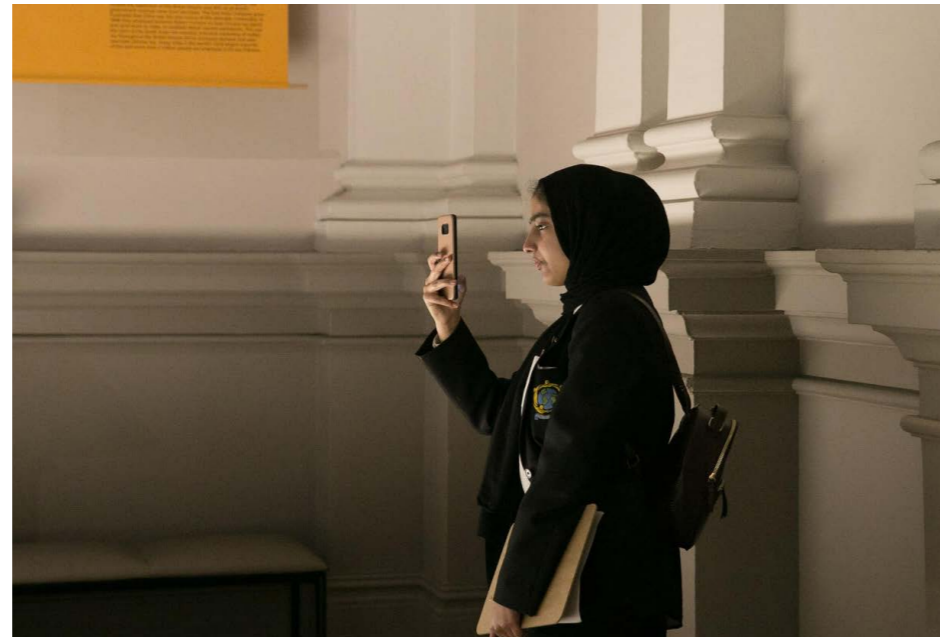
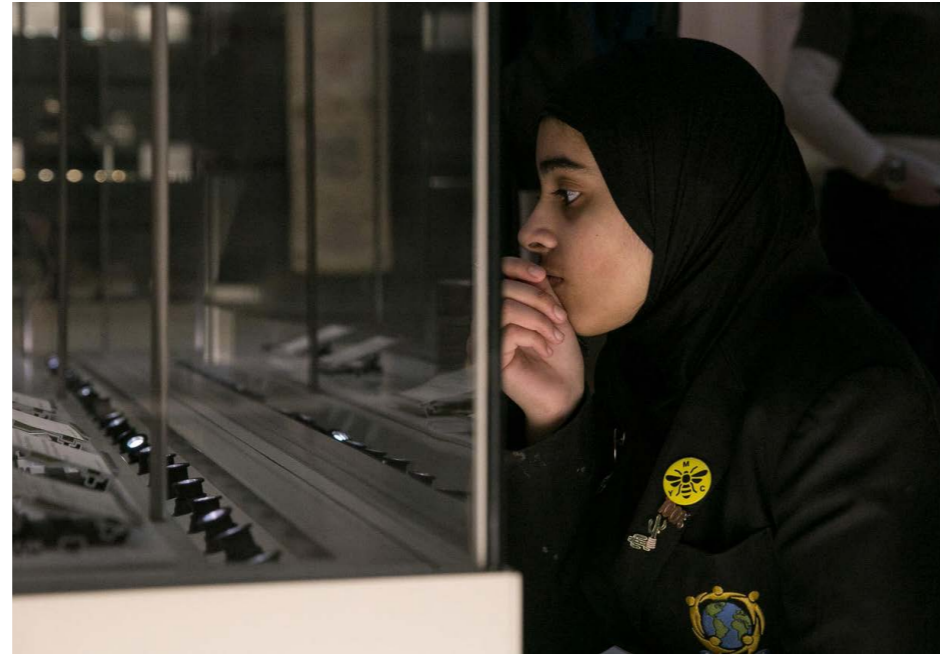
This takes on even more significance with the introduction of the new OFSTED framework that includes the development of cultural capital:

... this new framework, coming into force from September 2019, promotes the notion that schools should support the teaching of the modern definition of what 'cultural capital' means; an individual who is knowledgeable about a wide range of culture and is comfortable discussing its value and merits, and someone who through being given a vast array of experiences and access to skill development, will to be able to deploy appropriate knowledge in a given situation.

As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.

School inspection handbook November 2019, No. 190017

Each CDDIR project culminates in the creation of a collaborative legacy piece, which is usually showcased with a celebration event either at the school, or at the cultural institution. This has been impossible during 2020 due to Covid restrictions but will continue to be an important feature of the programme in future years.



OUR CHEETHAM HILL COMMUNITY, A HUMAN RIGHTS PERSPECTIVE

Abraham Moss Community High School

Twenty pupils from Abraham Moss Community School worked with photographer Rebecca Burns, to explore the theme of Human Rights. They were paired with Manchester Art Gallery and used the exhibition Trading Station - how hot drinks shape our lives, as a catalyst to discuss human rights, exploring global histories, connections to slavery and colonisation, and contemporary ethical issues. As part of the project the students also explored Cheetham Hill, known as the 'counterfeit capital of the UK'.

Rebecca worked with the students to develop a simple website to showcase photographic images and copy created by the young people which raised awareness of the issues they encountered

During this project, the students thought about their own human rights, and shared their experiences of racism and sexism, which sadly most of them had encountered. They used the project to highlight the importance and power of their own voices, and to show that everyone is different and individualism should be celebrated.

Rebecca Burns, Designer

The project allowed everyone involved to address hidden histories, investigate contested territories, ask difficult questions, all under the microscope of human rights.

I thought I would struggle with starting difficult conversations with the students as they are only 14, and I was worried about age-appropriate content. However, they were so easy to speak to and their intelligence blew me away. They were so thoughtful and empathic... the conversations I had with the students were open and honest as we discussed topics like racism, sexism and abuse of power by police. These were difficult





conversations which the students navigated through with such elegance and maturity – I was extremely impressed and inspired... The students taught me so much and were a real breath of fresh air.

Rebecca Burns, Designer

Once again, the project has encouraged our pupils to value their innate creativity and to utilise this to create a final piece. Pupils worked cooperatively with one another and were respectful of thoughts, ideas and opinions – plus got to visit a cultural institution that they wouldn't necessarily usually go to. This broadened not only their view of the city they live in but also of the potential of creative outlets and careers.

Leannie Burns, Teacher

I have enjoyed working on the cultural digital designer in residence for the third year now and value it immensely, so much so I factor this into my yearly planning so I can give it my attention and the time it deserves. It is great to have participants giving a fresh perspective to our exhibitions and looking at how we can link that with current curriculum.

Lorraine Callaghan, Learning Business Support Officer

Rebecca's acknowledgement to the students she worked with shows the circularity of these projects – it is not a one way, top-down experience:

To the students, thank you for being the best bunch of pupils I could have asked for. The open, honest, thoughtful, considered conversations we had are something I will never forget. I am so inspired by your bravery, strength and incredible intelligence. Thank you for working so hard with me.



REFLECTIONS ON BELONGING AND COMMUNITY

The Derby High School

This year the Derby High School was partnered with photography student Harriette Forfar, and the National Football Museum. The theme selected for their project was 'Community and Belonging'. The Derby High School is based in Bury, not Derby, and a national event that has had particular resonance locally has been the demise of Bury Football Club. This has left a huge hole in the local community, and has particular resonance for the theme of the project. Pupils discussed issues around 'belonging', and explored the National Football Museum to find artefacts relating to the theme. Utilising hands-on photography sessions Harriette guided the pupils through how to visualise ideas using photography, and how to further develop those ideas with Photoshop.

Pupils were also fortunate to be given a talk by Manchester School of Art Design and Art Direction graduate Zoe Hitchens - who has worked for photographer Nick Knight, amongst others - and who more recently has contributed to Girlfans, a project that aims to give female football supporters visibility and a sense of belonging in football culture.

The programme was an ideal placement for Harriette, who has since applied for a place on a teacher training course:

Harriette, our artist was inspiring. She had a natural way with the students and worked well one to one and when explaining the project to the whole class.

Sue Livesley, Teacher

The experience gained has allowed me to think of my future and the career path I want to go into... it was a great way for me as a practitioner to explore outreach programmes. It has allowed me to gain valuable experience in a school setting, skills within a classroom, as well as planning with a teacher and cultural partner.

Harriette Forfar, Designer

The CDDIR Project is a great opportunity for students to gain a broader understanding of the careers available in the creative industries and at local cultural venues. It provides

a taster for students to explore creative arts in a way they otherwise wouldn't be able to in the school curriculum. From a cultural venue's perspective, the students' visit and subsequent mini exhibition (unfortunately postponed this year) allows us to see students' creative responses to our galleries and collection.

Christian Allen, National Football Museum

I think being afforded the time to work together in a collaboration, a true collaboration is a really wonderful opportunity for the teachers, and the practitioners that are coming in, to be able to work together. That guarantees the success of the project because you've got all of the parties working together to ensure you've got a project that is robust. But most importantly it has impact on the learners, and you are meeting the learners' needs.

Lynn Provoost, The Derby High School





RIPPLE OF HOPE: POLITICAL PROTEST AND HUMAN RIGHTS

Falinge Park High School

Falinge Park High School was partnered with the People's History Museum (PHM), and Textiles student Christie Rawcliffe.

Using inspiration from the People's History Museum's collections, and wider contextual research, students worked collaboratively to create a textile banner and t-shirt collection. Drawing on their learning of the RFK Human Rights charity, students independently researched wider global issues that mattered to them, and ways people have enacted political protest. Students took part in drawing workshops, and learnt how to manipulate their designs in Photoshop, to create unique designs that were then to be printed onto a large scale banner and t-shirt collection. The intention was to showcase them at school and on a march.

The engagement of students has surpassed my expectations. The development of key skills and confidence to work with outside agencies has been amazing. The designer was fantastic, a real creative and has an amazing work ethic. A real passion for the creative industries, and keen to share her knowledge and skills with children and adults alike.

Kelly Rogers, Teacher

The People's History museum is the national museum of democracy, telling the story of its development in Britain: past, present and future. The museum enables pupils to understand key contemporary issues in a real-life way, whether this is the right to vote, the right to protest, or the importance of human rights. We have been privileged to work with the People's History Museum on four CDDIR projects over the last four years, and each time Liz Thorpe, the Learning Officer has provided a fantastic experience for the visiting pupils, and tailored their visit to the individual project.





The People's History Museum inspires students with key historical events and the actions of radical heroes to engage in democracy. As the future changemakers, access to this history is incredibly important in shaping students' ideas and beliefs. It shows them how individuals have fought to protect human rights through history. These projects allow them to explore their ideas creatively, and by interpreting our collections in their own unique ways, they are enriching our story too. None of the students had been to PHM before so this opportunity has been incredibly valuable.

Liz Thorpe, Learning Officer, PHM

Christie's feedback shows the value of these projects to the designers:

For me personally, as someone who is going on to do a PGCE, having the opportunity to lead and facilitate lessons and workshops, as well as liaising and organising with different institutions was an extremely beneficial experience.



WORDS CAN CHANGE THE WORLD

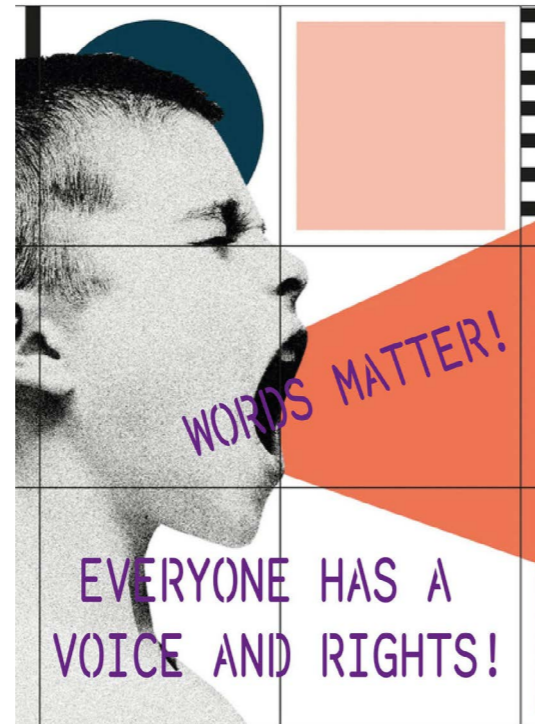
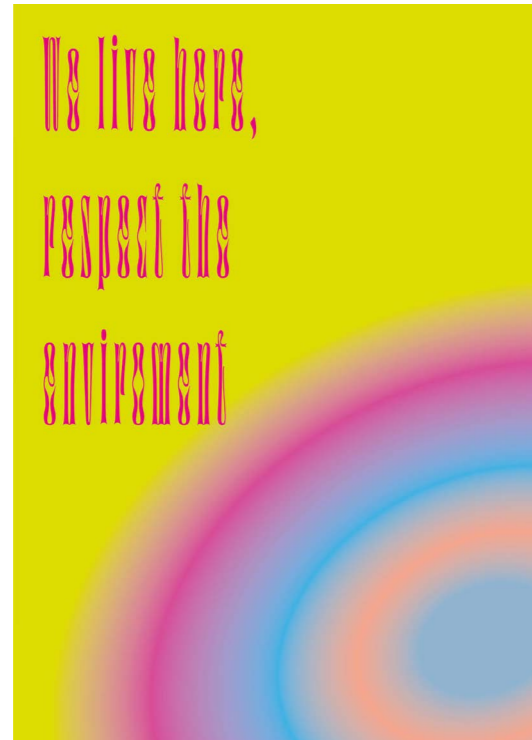
Fred Longworth High School

Graphic designer Liberty Dent worked with a year 7 class from Fred Longworth High school, partnered with the Centre for Chinese Contemporary Art (CFCCA). The aim of the project was to give the pupils agency to have informed opinions, and engage with their own ideas of identity. Through a series of graphic design workshops the students developed a collection of digital and printed artefacts showcasing their voices with a demonstration narrative. This was a great project that provided a fantastic insight into how typography can be used to create meaningful messages. 'Words can change the world' is due to be exhibited at the CFCCA once the current Coronavirus crisis is over.

Students from Fred Longworth School were selected specifically for the project based on their academic performance, home situation and behavioural needs. The group of 24 Yr 7 students have been highlighted by the school based on their primary school communications as students requiring extra academic and personal growth encouragement. The group engage in all classes together, their education comes without grades and there is an emphasis on external activities and school trips, to engage the students to find their pathway of success. This project collaborated with their current education within the Arts and Humanities sector. Engagement with human rights was emphasised within the project, from learning about human rights activists and modern day slavery, to writing and performing manifestos.

The project included a range of workshops, a visit to ManMet, as well as a whole day spent at the CFCCA. Many of the pupils had never been to a gallery before, and a series of hands-on workshops enabled the pupils to begin to understand how art galleries work. The wholehearted engagement of the learning team at the CFCCA was crucial to the success of the project.





As part of the project students planned their own fictional exhibition using images of famous artworks. This allowed students to interact with a curational story telling process and resulted in some really lovely art curation thinking.

Many students were initially reluctant to present their work, but 90% of the students stood up and talked about their work in a beautiful way. As well as challenging them to think and work creatively, a big part of this project was to nurture their performance and spoken abilities.

Liberty Dent, Designer

The project has undoubtedly broadened horizons for the students involved. As some are hard to reach, have low confidence or SEN, the aim for us was to empower them to value their education and gain a better insight into the creative industries that are on their doorstep. Furthermore, with English being at the core of this project, it emphasised the importance of this subject and showed how skills are applicable to the 'real world.'

Louise Davenport, Teacher

This project has been a whirlwind of beautifully fuelled creative moments. I have witnessed a very special journey of young students becoming engaged with their vocal empowerment. Each workshop built confidence and creative determination.

Liberty Dent, Designer

It's been a pleasure to be involved in this project with Liberty and the students and teachers from Fred Longworth School. We're committed to supporting young people to engage in arts and culture, and providing opportunities to emerging creatives, and we couldn't have wished for a better collaboration! It has been rewarding to see the young people engage with the project and explore how they can use their own creativity to talk about issues that are important to them.

Alistair Small, CFCCA





BYGONE BOLTON: BOLTON AND THE INDUSTRIAL REVOLUTION

Ladybridge High School

This is the first year Ladybridge High School have taken part in the CDDIR programme. They were partnered with Tom Cockeram, a 3D digital designer, and the Science and Industry Museum. The aim of the project was to explore how the social and technological changes that occurred during the industrial revolution shaped their town, Bolton. As well as a hands-on session exploring textile industry artefacts at the Science and Industry Museum in Manchester, students also investigated local Bolton landmarks and famous people who were key influencers of the time, including Samuel Crompton, who invented the spinning mule, a machine that revolutionised cotton production worldwide.

The CDDIR projects are a four-way partnership: between the designer, the teacher, the cultural partner and the pupils. Whilst careful planning is always involved, we never know quite how the projects will turn out, and some of the most successful have been where the designer has allowed the pupils a degree of autonomy as the project has unfolded. Designer Tom Cockeram is a past master at encouraging this way of working, teachers may be slightly apprehensive at the start but are always sold on his way of working once they see his inclusive approach. And along the way pupils learn so much about digital design, and opportunities in the design industry.

Working alongside Tom on the CDDIR project has been an absolute pleasure! Before the project began, I was a little unsure as to how it would work, especially as I don't teach a creative subject. Tom guided myself and learners through the process so clearly. His relationship with our learners was an unexpected bonus. He managed to get them working through lunch breaks, completing additional work at home and expressing themselves in ways that I hadn't seen within the classroom setting.

Joy Helliwell, Teacher





Ladybridge students learnt how to use Tinkercad, a software modelling programme, and created 3D printed models of textile mills and sculptures to commemorate lesser known events and people associated with Bolton. They also visited Manchester School of Art:

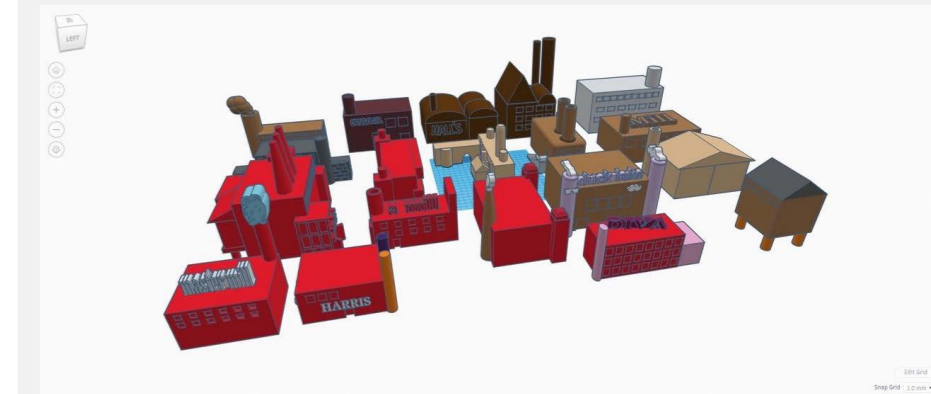
The visit to Manchester Metropolitan University School of Art was a great part of the project. Allowing learners to see that they could study such a range of creative subjects was such an eye opener for them. I am certain that some of them will pursue courses and careers in the creative industries as a result of this.

Joy Helliwell, Teacher

It was fantastic to be able to see how Tom's creativity, my subject (Citizenship) and the Museum of Science and Industry were able to work collaboratively to produce such a well thought through, engaging and thought provoking legacy piece.

The Learning team at SIM are hugely invested in working collaboratively with the CDDIR partners to make these projects so successful. They have hosted five CDDIR projects over the last three years, all of them offering brilliant experiences for the pupils and the designers. Feedback from Adam Flint at SIM shows how the museum also benefits from the collaboration:

For us at SIM, CDDIR gives us a great chance to dive deep and really understand how students respond to our collection and articulate the themes and meaning within. In turn, this helps us to be better at communicating with and presenting for our visitors.



VISUALISING HUMAN RIGHTS AND THE CLIMATE EMERGENCY

Sacred Heart RC Primary School

The CDDIR programme has brought schools in touch with a hugely inspiring range of cultural partner organisations. The Whitworth Art Gallery has been a stalwart supporter of the CDDIR programme since the beginning, this year they hosted a brilliant project with pupils from Sacred Heart RC primary school, working with textile designer and educator Sam French. The pupils taking part were all members of the Pupil Parliament at Sacred Heart, and ranged from year 1 to year 6.

Inspired by the Robert F Kennedy Ripples of Hope campaign, pupils at Sacred Heart have been looking at Human Rights, in particular the right to seek a safe place to live, the right to a fair and free world and the right for food and shelter for all. They have also been investigating climate change, and its impact on migration and the movement of people. Complex ideas for young minds, but they took it all on board brilliantly, and loved interrogating paintings and photographs in Whitworth art gallery.

The aim was for the pupils to develop wallpaper designs, communicating a visual message about human rights and the climate crisis. The 'Exchanges' exhibition at the Whitworth provided initial inspiration on the theme, pupils looked at artworks featuring flooding, storms and refugees; and 'Unreformed: Wallpaper and Design Diversity' was an impactful way of demonstrating the diverse images that feature on wallpaper.

Surface Pattern design can be an overlooked area of the art world. The Whitworth Art Gallery has an incredible collection of wallpapers and textiles that shows how design can help communicate stories of social history. These historic and contemporary design artefacts can be used to develop narratives that emerge from a curriculum, helping them to be discussed in a new light.

Sam French





The pupils brainstormed thoughts around the artworks in the gallery, relating words to images, and then created two wallpapers in the gallery using collage.

They then had a fantastic time back at school finding ways to visualise their ideas, and have created fabulous images that communicate a visual message about the climate crisis.

Pupils formed a better understanding of human rights and climate change by engaging with the artworks. The pupils were totally engrossed in their learning and compared it to being better than TV. Pupils were able to articulate their understanding of human rights and climate change through art. This is something that they have never done before.

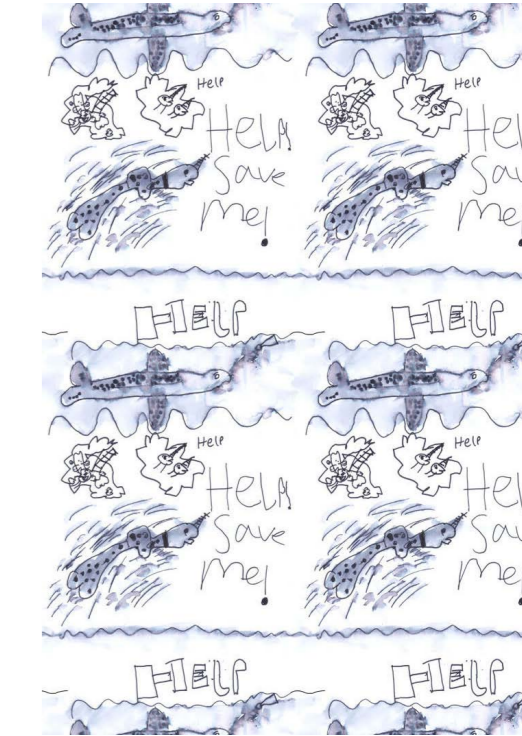
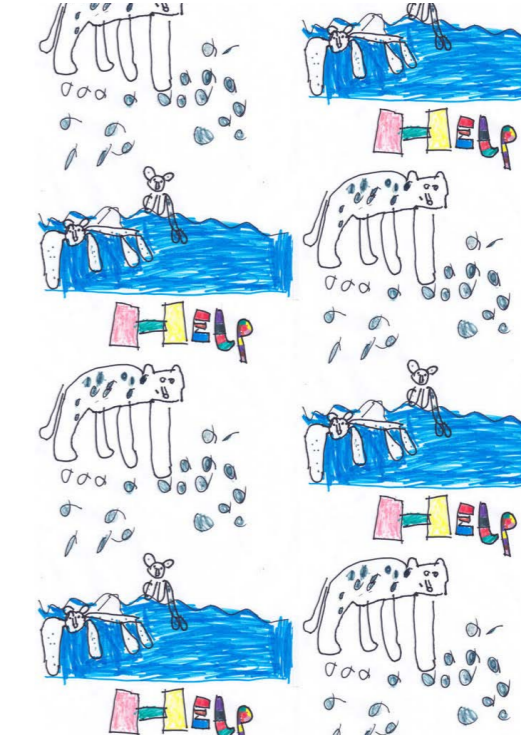
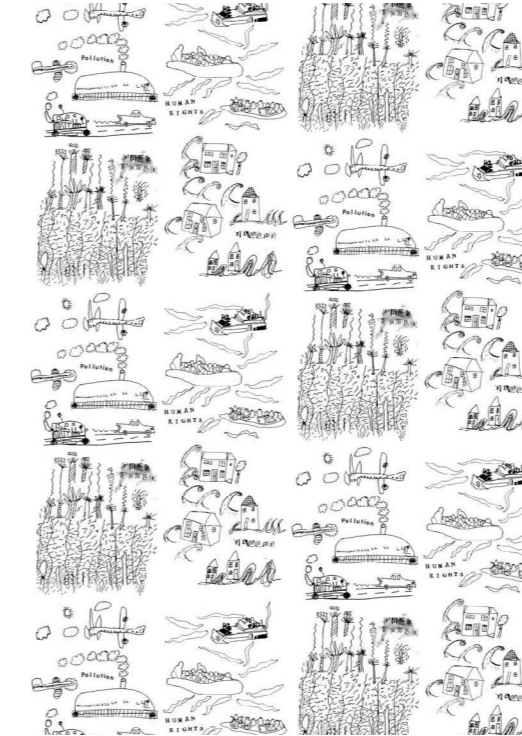
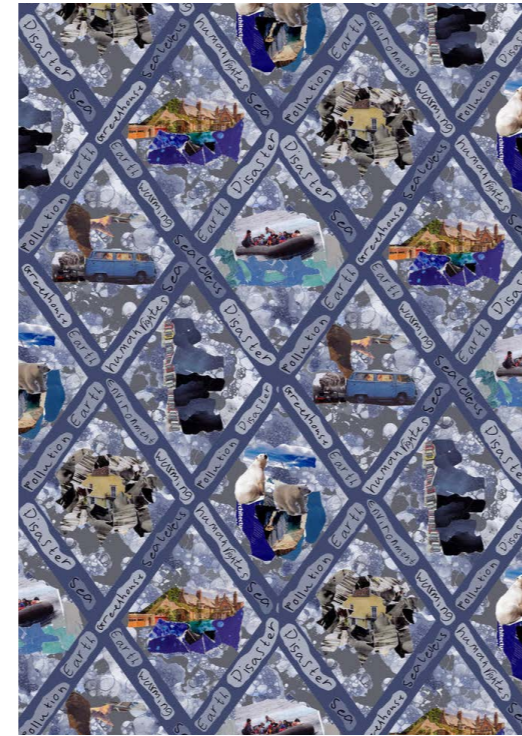
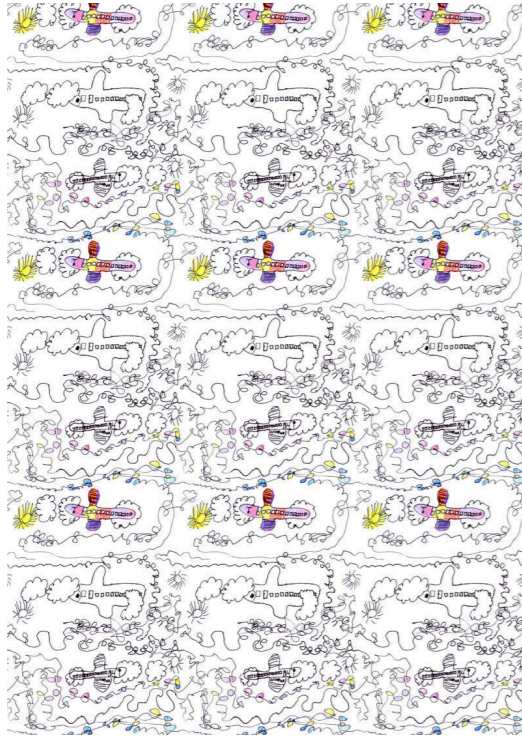
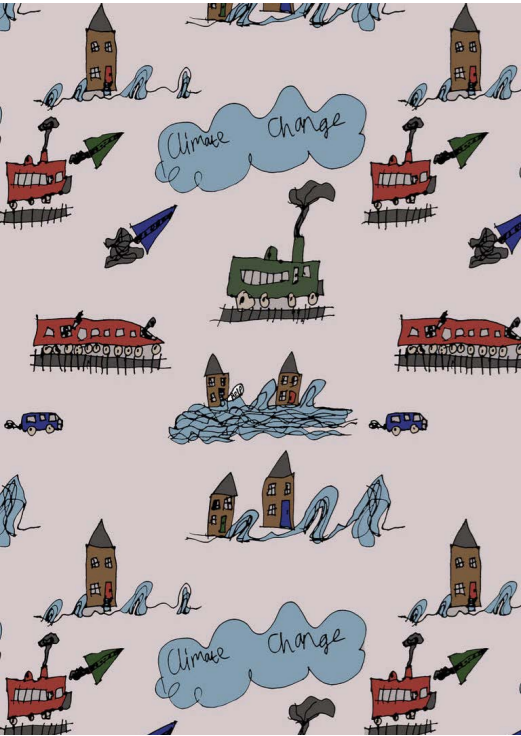
Bernie Furey, Sacred Heart RC Primary School

We wish to develop our digital provision, not be afraid of online sharing software and embrace the positives these apps can bring to a workshop model and both Sam and Sacred Heart Primary have given us a real insight into how these can be achieved within a gallery setting.

Steven Roper, the Whitworth

Due to the climate crisis Sam finalised the pupils' designs into repeat patterns. It is intended that some of them will be displayed in the Whitworth at a later date.





REMEMBERING A COMINO FOUNDATION ELDER

Dr Eric Bates CBE,BSc,PhD,HonDSc, celebrates his 93rd birthday this year. Eric grew up in Sheffield the son of a miner and the only one in his village to pass for grammar school. He progressed to studying Chemistry at Manchester University, with his first job at ICI, moving quickly through the ranks to PA to chairman of ICI. This took him to many countries and eventually into a government post concentrating on the vital importance of education in producing more scientists and engineers. We can thank Eric for many of our present schemes - albeit in a different guise - Young Engineer for Britain, WISE buses/ Women in Engineering/Micros for schools

He was invited to join the Comino Foundation by Demetri Comino as himself a keen supporter of the British manufacturing industry. Demetri had established "Dexion" a company that made slotted angle metal units for the construction industry. When he sold the company and with the proceeds established our Comino charity. He then persuaded the RSA to take the lead role in what turned out to be "Industry Year 1986". Eric at the time was working for the DTI and following his retirement he devoted more of his time towards promoting the aims of the Comino Foundation.

It was Industry Year when I met Eric. I had managed to persuade my headteacher to suspend the whole school timetable for a week for all students and teachers to link with the world of work. A massive training schedule was planned for local employers and teachers, and motivated by students enthusiasm for learning in a curriculum with a real world context.

The rest they say is history - Eric would say to me "Just do it" and that's the motto as Gill (headteacher at Abraham Moss) says "Crack on girl and ignore the noise".

Happy Birthday Eric!

Pat Walters

Comino Strategic Manager





Our work is only possible with the support of all the incredible volunteers who have given their time and enthusiasm so freely this year and over many years. The young people in our schools and colleges will remember the experiences you have created for them for many years to come.



