

KAOSPILOT project October 2009

Context for Project

Leanne Manfredi visited KaosPilots in 2007 and followed up the developmental work with the school when she became an observer on the student application scheme over two days in Aarhus, Denmark in 2008. KaosPilots is a business school that educates young entrepreneurs and social innovators. Over the course of three years students work with a number of businesses to provide solutions to social problems, emphasis whilst at the school is on project management and creativity. Interest in this programme was stimulated by the changes in secondary education, namely the development of 14-19 Diplomas based on an integrated system of local partnership clusters involving schools, colleges and training providers. The Whitworth will be the interface where these two models meet, a testing ground for the Creative and Media Diploma. (For more information on KaosPilots visit www.KaosPilot.dk)

Project Background

In May 2008 secondary schools from across Greater Manchester (170 students) visited the Whitworth to take part in an event to promote the 14-19 Creative Media Diploma. To reflect the integrated approach to the qualification, colleges, training providers and other representatives from the creative industries provided a series of taster sessions for students. In preparation for the delivery of the new diploma a project that engaged Kaospilots Netherlands and St Ambrose Barlow High Over half term (October 2008) was planned and delivered.

Partners

As well as Kaospilots Netherlands, Leanne Manfredi Secondary and Post-16 Coordinator, Naomi kashiwagi, Secondary and Post-16 Learning Assistant, Ben Reed (Spearfish), Clive Hunte (Film maker) and Joel Chester Fyldes (Photographer), Burney Furey, Head of Art St Ambrose Barlow High School and a selection of staff, Year 10 Creative and Media Diploma students.

Kaospilot Netherlands were engaged via a research trip to Rotterdam in April 2008, it was decided early on in the planning of the project that 4 Kaos Pilots would come to Manchester, a follow up visit to London. June 2008 saw the beginning of generating ideas on what form the project should take, it became clear as time went on the project would be an organic process and many of the aims and objectives would only become clear in Manchester when the Year 10 students met the kaospilots for the first time and collaboratively planned the 4 day project together.

The amount of commitment needed by the school, teachers and students on a project over October 2008 half term was a major issue. Therefore a school with a track record of enrichment activity above and beyond the curriculum, an emphasis on creativity and the support of senior management would have to be found.

At a Creative Partnerships seminar in Salford in July 2008, Leanne Manfredi met Burney Furey, Head of Art at St Ambrose Barlow High School, Salford who had just finished a CP Action Research project. Burney Furey's commitment to enriching the secondary art and design curriculum by giving students opportunities beyond the classroom combined with the school's emphasis on creativity ensured the commitment of the school.

In terms of developing the project idea, in essence a half term mini kaospilot school happening over October half term 2008 that aimed to support the delivery of Unit 1, level 2 of the Creative Media Diploma was devised. In terms of roles and responsibilities,

KaosPilots would be leading the project and Year 10 students would co-create the content for the project over four days.

With hindsight more clarity on roles and responsibilities would have been beneficial for the project as this would have had a direct impact on the aims and outcomes for students, kaospilots and the Gallery. As it turned out on day 1 the Kaospilots noted down their expectations, expectations from students, gallery staff and each other as a baseline and the aims and objectives of the programme were devised each day.



Initial aims and outcomes of project closely linked to Unit 1, level 2 of the Creative and Media Diploma, in bold is what actually happened in the project and staff, partners and Kaospilots involved.

Creative learning characteristics as identified by Cropley could be identified on each day of the project.

DAY 1

Initial aims and objectives

- Understand the range and types of creative and media activity in a chosen region

>Students will develop a picture of the cultural scene in Manchester exploring programming at the Whitworth and another venue of their choice. They will present a summary of their findings in a written or oral report, throughout this process they will be supported in a mentoring role by the KaosPilots who will devise a series of activities designed to support group work.

Session 1 10:00am-3:00pm**Venue: Whitworth Art Gallery**

On day one KaosPilots, Gallery staff and students set out their expectations for the week, most of the day was spent on a series of ice- breaker activities. Students also outlined their perceptions and initial thoughts on the Whitworth Art Gallery.

Evaluation/characteristics

Creative Learning characteristics	Examples from day 1
Co-learning	>Students working with others on expectations for the week. * >Evidence-video/photographs
Balance of skills and challenges	>Students working on ice breaker activities with KaosPilots, trying out new things, utilising the Gallery spaces to explore movement . Working on communication strategies and improving listening skills. >Evidence
Fascination	>Students involved in immersive learning, being absorbed, asking and answering questions. >Evidence

*In terms of co-learning it is worth mentioning that the students were observed as working together whilst the Kaospilots took on a facilitative role. With hindsight students would have benefited from more of a collaborative working partnership with KaosPilots. In terms of working on future projects, an emphasis on rules of engagement and brokerage early on to establish roles and responsibilities to clarify aims and outcomes for all parties concerned.

Student Reflections

Leanne M> "What about working with kaos pilots? "When we had to close our eyes and count, we had to remember, from one to ten, and we couldn't do it" "they didn't like treat us like kids, they had respect for all of us, they understood that we weren't needing to be moderated 24/7" in relation to the extent of collaboration" it felt like we were respected, they understood what we were doing, they weren't patronising"

DAY 2

Initial aims and objectives

- Understand creative and media employment roles and requirements in their chosen region

>Students will tap into the expertise of staff at the Gallery building on our work with Blake TV (Pod cast project based on Blake's Shadow Jan-May 2008) that involved a series of interviews with Whitworth staff to gain an insight into existing jobs and employment opportunities. Students will also be able to access the expertise of the KaosPilots' knowledge of the fourth sector and effective networking models to broaden their horizons both nationally and internationally.

Session 2 10:00am-3:00pm**Venue: Whitworth Art Gallery**

On day two KaosPilots devised a series of activities around risk management to get students thinking about the Gallery spaces and effective ways of communicating their ideas with each other.

Creative Learning characteristics	Examples from day 2
Risk taking	>Students joining in new activities to risk assess in the Gallery in preparation for final brief. >Evidence-photographs
Divergent thinking	>Students exploring different solutions for assessing risk in the Gallery >Evidence-Photographs
Identifying problems	>Students identifying problems, thinking through issues from different perspectives. >Evidence-Photographs

Student Reflections

Leanne M> How did you feel about working in the Worthington Room? (Environment different to school)

"Everyone liked the sofas and the Worthington Room - but not the big formal table."

LM>"Was there enough for you in the galleries?"

"No - would like more interactives"

LM>"Did it feel like a space for your age group?"

"They had modern art but not my kind of modern art [too static]"

"No. There were computers but you could only go onto the Whitworth site"

LM> "you were worried you might break something"

"Nothing kind of jumped out" 'there was the space thing with the planets (Michael Brennan-Wood, part of the Cloth and Culture Now exhibition).

LM - "things with a wow factor?"

DAY 3

Initial aims and objectives

- Be able to develop a personal critical response to a creative or media artefact, activity or event.

>Students will make use of the gallery resources to hand whether it is an artefact, live performance event, piece of media or other activity to support this unit. KaosPilots will facilitate a number of activities to encourage debate and communication strategies amongst the students. The flexibility of this unit allows students to choose their form of final presentation; students can opt for a film, written work, oral presentation or other means.

Session three 10:00am-3:00pm

Venue: Whitworth Art Gallery

On day three students were introduced to creative industry professionals Clive Hunte, Ben Reed, Andrew Melchior and Joel Chester Fyldes to gain insights into the creative scene in Manchester. In the afternoon Ben Reed from Spearfish (Youth Arts Consultancy) facilitated by Kaospilots devised a brief for students to create a marketing campaign and funding brief for an arts festival and then present it to their peers and teachers.

Creative Learning Characteristics	Examples from day 3
Fascination	>Students absorbed throughout industry talks, asking questions, curiosity about different careers. >Evidence-photographs-student testimony
Co-learning	>Collaborating on task with Ben Reed (Spearfish) to design event for music festival exploring audience development, sponsorship and marketing. >Evidence-mind mapping, generating ideas.
Identifying problems	>Combining thought with actions, working through project brief, finding solutions. When involved in 'sim' brief students presented with problems associated with finding sponsorship, audience development, resources and designating roles. >Evidence-generating ideas, mind mapping



Day 3, Andrew Melchior talks to Year 10 students about career paths in the Creative Industries

St Ambrose Student Reflections

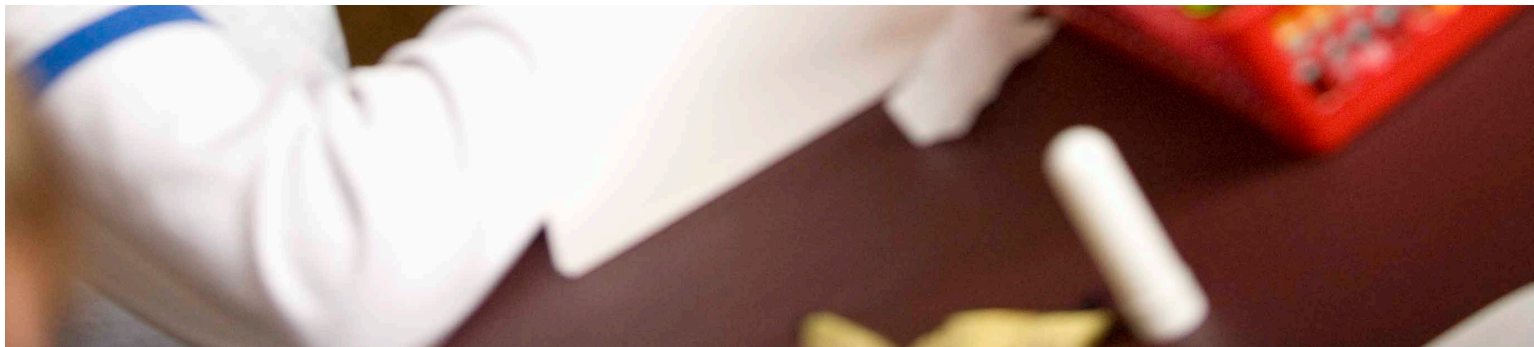
Leanne M> What do you remember most about the work you did on creative careers?

Meeting the creative business people - Ben and Andrew - "he had a Gucci suit and an Yves St Laurent watch". "I always focused on a career to make money, but I remember him saying that its really important to do things that you enjoy, and if you don't enjoy it you won't do the best that you can, or as much as you can, so its the enjoyment that you get from your career that matters (not just the money)"

Leanne M> after reading back to the students their baseline comments "Did it change or challenge your assumptions."

"When we were there, when had our breaks, it felt like we belonged there - like we said before we thought people wouldn't want us there - I felt like I was given authority" others agreed -





Year 10 students write down their thoughts on potential career paths (Day3)

Faye Mallon, Year 10 student

'What I have learned from Andrew, "lateral thinking" don't jump into the world of work with the mindset of this is what I want to do and I'm going to do it by doing this. Think of other ways you can achieve things that although may take longer you will gain more experience along the way and will understand the creative and media world better.'

Alex Weir, Year 10 student

'I've learnt that no matter what you have to try your best and you don't do just one thing. Incorporate different styles together to enlarge your knowledge of the different industries. If you start out in one thing don't be afraid to change it can benefit you. If you follow something you truly want to do and no matter how hard you have to try just stick through and you will be rewarded later.'

DAY 4

Initial aims and objectives

- Be able to create a guide to the Creative and Media scene in a chosen region

>This learning outcome takes the form of a mini-project whereby students produce a guide to the creative and media activities and events in their region. Students will work cooperatively with the KaosPilots to produce a production schedule, decide what medium the guide will be produced in and the intended audience.

Session four 10:00am-3:00pm

Venue: Whitworth Art Gallery

On day four students were somewhat surprised to find themselves with a brief given to them by KaosPilots to create their own Gallery space and then present their outline to members of staff from across the Gallery. Students worked on coming up with themes and designs to showcase their ideas to staff about what would make a youth friendly gallery space.

Creative Learning characteristics	Examples from day 4
Identifying problems	>Students had to pass through a series of 'Gates' devised by KaosPilots to design a youth friendly space at the Whitworth, each of these 'Gates' looked at a design brief, students had to identify problems early on that they might encounter in the Gallery
Divergent thinking	>Students explored different solutions to the problem of designing a prototype youth friendly gallery for the Whitworth. >Evidence-video
Co-learning	>Students worked together to make the gallery prototype, passing on ideas and knowledge. >Evidence-video
Fascination	>Students pursued their own line of enquiry, asking and answering questions to fulfil their project brief.
Risk-taking	>Students gave presentation to staff something that they were not expecting. >Evidence-Video
Refinement	>Students practised presentation and reworked and refined ideas in preparation. >Evidence-Video

Student Reflections

LM> "What were the most challenging activities" -

"When we had to make the model [of the gallery], because everyone had different ideas and we had to mix them all together.

LM>" How did the presentation to staff feel?

"I felt under pressure but I knew we could do it".

"On the second day we came, once we'd got used to it, we were a bit more comfortable, it was easier to

make conversation with other people, it was just easier to be around" "when we got to know the kaospilots a bit more we felt more comfortable."

LM>"When you presented the gallery model to the staff, do you remember how they reacted? "They took us seriously, they asked us questions as if they were actually going to put it up, realistic questions" "they took a lot of notes"

Leanne talked about the changes in programme as a result of the project.

LM> "If we were doing another project, what are you interested in? What would you like to do? "Design your own gallery; it was like we were in charge" "make a massive piece of art that would go up in the gallery"

LM>"Would you be interested in going to Rotterdam to work with Kaospilots?"

"Yes, it would be exciting"

Leanne talked about under what circumstances they would come again -

"If there was a project on" "not starting so early" "the breaks were a bit structured [a bit like a school structure] but it was a bit like time restrictions - you can do what you want but you've got this much time to do it. It was better than being in school, but rather than saying 'you've got have an hour to do this' it could have been when everyone was ready"

Final thoughts

- At outset of project more brokerage between school, Whitworth and KaosPilots to ascertain roles and responsibilities.
- For future projects timescales need to be looked at, St Ambrose are collaborating with the Ideas Foundation and the Whitworth on a new project (Creating ambient marketing campaign for the American Scene exhibition, opening in September 09') and this has been taken into consideration.
- In terms of student collaboration, the question of whether the project was truly collaborative or more of an imposition of KaosPilot theory/values/vision was raised. Did the project offer a simulated work environment for the students or was it simply a KaosPilot School? For the 'American Scene' project, the Year 10 students will be working for a real client and presenting back to the Gallery their ideas for the Ambient Marketing campaign.
- For the new project the Whitworth is taking on a new role as client for the Ideas Foundation, this has clearly been brokered from the outset and roles and responsibilities clearly defined, this has enabled a much more refined approach all round to the project.
- In terms of structure for the 'American Scene' project, St Ambrose students will be in school for four days working, there is then a break before they come to the Whitworth at the end of July 09, before resuming the project in October/November 09'