



**The North West Comino Creative Consortium 2019**



THE NORTH WEST COMINO CREATIVE CONSORTIUM  
YEARBOOK 2019





“LOCAL AREAS ARE **THINKING BIG AND DRIVING CHANGE** FOR BUSINESS AND ECONOMIES **IN THE NORTH**. BUT TRUE REGENERATION GOES BEYOND BUILDINGS, BUSINESS LINKS AND TRANSPORT. CHILDREN ARE NOT CONFIDENT THAT THEY WILL **BENEFIT FROM NEW DEVELOPMENTS**. IF REGENERATION IS TO **TRULY CHANGE THE PROSPECTS FOR THE NORTH**, IT NEEDS TO BE A **CATALYST FOR CHANGE** FOR THE MOST DISADVANTAGED COMMUNITIES AND START BY FOCUSING ON **THE WORKFORCE OF TOMORROW - THE CHILDREN OF TODAY**.”

**Look North: Generation of children await the powerhouse promise.**

*Anne Longfield: Children's Commissioner for England*

## COMINO FAMILY VALUES

In January 2019 Comino Foundation convened a conference of policy makers and educationalists at Swinton Hall, North Yorkshire to consider Anne Longfield's report. The findings of the report underlined what many of our stakeholders working in England's North West know from direct experience. Years of austerity, exacerbated by changing work patterns, globalisation and the emerging threat of Brexit, leave the young people we engage with in our schools and colleges increasingly fearful for their futures.

For those of us working together in the Comino Family across Greater Manchester, the shared vision and values brought together by The Comino Foundation provide us with a positive roadmap for practice which models inclusive and ethical 21st century learning. Employing signature pedagogies that include real world contexts, experiential and situated learning and reflective action research. Our projects this year have connected a community of schools, colleges, universities, employers and cultural partners to develop learning models which nurture young learners to approach challenges with openness and confidence.

We thank Comino trustees; John Slater, Anna Comino-James, John Cridland, David Perry, James Westhead, John Bottomley, Paul Pritchard and development fellow Jose Chambers and the visionary group of NWCCC headteachers for their continued support in this shared enterprise; without this support the many successful projects showcased within this Yearbook would not happen.

A special thank you too, to Professor Bill Lucas from the Real World Learning Centre at Winchester University who continues to support and publish action research evaluating these projects through the Expansive Education Network (EED.net).

Comino delegates at Swinton Hall



	<b>About NWCCC</b>	<b>08</b>
	NWCCC Family Tree 2019	<b>09</b>
<hr/>		
	<b>Engineering the Personal Development Curriculum</b>	<b>11</b>
	Programme at Abraham Moss Community High School	<b>17</b>
	Rights UK; Ripples of Hope Education Programme	<b>21</b>
	Science and Curatorship at Falinge Park High School	<b>23</b>
	Respecting Schools Award and the Genocide Project	<b>25</b>
<hr/>		
	<b>Creative and Cultural Education</b>	<b>27</b>
	Cultural Digital Designers in Residence	<b>33</b>
	St Ambrose Barlow RC High School	<b>35</b>
	Falinge Park High School	<b>37</b>
	The Derby High School	<b>39</b>
	Abraham Moss Community High School	<b>41</b>
	Fred Longworth High School	<b>43</b>
	Comino Foundation Creative Scholar of the Year	<b>45</b>

ABOUT NWCCC

The Comino Foundation works with teachers and young people in the UK to support innovative practice; and to foster mindsets which ‘get results and solve problems’, through a network of schools, universities, charities, social enterprises and businesses. The Comino Foundation has supported the work of Ideas Foundation for over 10 years, particularly in Greater Manchester, and allowed us to continue to work not only with education partners in the city but with other powerful thought leaders amongst the ‘family’ of grantees they support. Ideas Foundation works from within the creative industries sector to ‘ help move the creative, tech and communications industries in a more diverse direction’, by facilitating projects which open doors to young people from diverse backgrounds. We work with leading industry influencers from BBC to BBH; Facebook to Burberry, to provide a national portfolio of projects which offer young people opportunities to work with us from early engagement to intensive career ready support.

The two charities have worked together to grow a multi-stakeholder ‘Community of Practice’ in Manchester since 2009. Alongside the charities the cornerstones of this community have been a consortium of secondary schools whose aspirational headteachers share a strong vision for their school as an inclusive and open central hub of the local community; where high value is given to children’s emotional, social and well being needs, as well as to their academic achievement. These schools; Falinge Park High, Abraham Moss Community High, The Derby High and St Ambrose Barlow RC High, sit across several of the Greater Manchester Alliance’s local authorities, and cohorts of pupils share many common features. All schools have cohorts with well above average free school meal and special educational needs ratios, and 3 of the 4 schools have over 80% of pupils speaking English as a Foreign Language. Headteachers of all these schools are relatively new in post, and have moved their school’s achievements forward significantly during their period of leadership.

In 2018 we welcomed another important cornerstone provider into the Consortium, as a post-16 education partner. The Manchester College is the provider of choice for many of East and Central Manchester’s most diverse and deprived communities. The college has recently been on a transformational journey, to a position where they now provide some of the city region’s most vulnerable and disadvantaged communities with provision that achieves the best academic outcomes across the Greater Manchester FE sector.

As a consortium, teaching staff, lead by a Comino Lead Practitioner nominated by each school, work with us and external partners to help drive the curriculum forward and enrich pupil experiences. Whilst our IF and Comino Foundation core team focus on developing links with external partners such as employers, brands and cultural partners; Comino Lead Practitioners facilitate our work for their school or college. These important individuals also provide insights which shape and influence our direction of travel. In line with policy changes from Ofsted and the Careers and Enterprise agendas, our work together this year continues to provide opportunities for pupils to develop and grow, at the same time as facilitating partnerships with employers who can directly influence the vocational and enterprise curriculum. The team also establish links at every level of education starting from secondary, through further and higher education, and into employment.

The learning models which arise from the partnerships we facilitate are very much influenced by the creative teachers and lecturers working at grass roots. Reflective evaluation of project models is facilitated by a formal Action Research programme provided by the Expansive Education Network (EED.net) led by one of our most experienced Comino Lead Practitioners. Our Yearbook gives us the opportunity to share this year’s projects with you; we hope you enjoy reading it.

NWCCC

IDEAS FOUNDATION

COMINO FOUNDATION

NWCCC SCHOOLS & COLLEGES	EMPLOYERS	PARTNERS
Abraham Moss Community School	BBC Digital	Bury Art Museum
Falinge Park High School	BJL	Centre of Real World Learning
The Derby High School	Brazen	Curious Minds
St Ambrose Barlow RC High School	Brown Bag Films	European Space Agency
Fred Longworth High School	CBeebies	Fixperts
The Manchester College	Chief TV	Manchester Art Gallery
	Custard	Manchester Metropolitan University
	Dinosaur	Museum of Science and Industry
	Dock 10	People’s History Museum
	Facebook UK	Princes Trust
	Hoopla	Robert F Kennedy Human Rights
	McCann Manchester	Royal Society of Arts
	Mediacom	Sibbald Consultancy
	Mighty Giant	Unicef Rights Respecting Schools
	Seventy 7 Group	University of Cambridge
	Social Chain	Whitworth Art Gallery
	Tad 360	World Skills UK
	VCCP	

**PIONEERING THE  
PERSONAL DEVELOPMENT CURRICULUM**





“THE NEW (OFSTED) FRAMEWORK WILL MAKE IT EASIER TO RECOGNISE AND REWARD THE GOOD WORK DONE BY SCHOOLS IN AREAS OF HIGH DISADVANTAGE. BY SHIFTING THE FOCUS AWAY FROM OUTCOMES, OFSTED HOPES TO REVERSE THE INCENTIVE FOR SCHOOLS TO PUT OVERALL RESULTS AHEAD OF INDIVIDUAL CHILDREN’S NEEDS. THESE CHANGES WILL EMPOWER SCHOOLS TO ALWAYS PUT THE CHILD FIRST AND MAKE TEACHING IN HIGH DISADVANTAGE SCHOOLS EVEN MORE REWARDING.

**Amanda Spielman**

*HM Chief Inspector of Education, Ofsted*

## FIRST WORD

**Comino Lead Practitioner: Lucy Tasker**

*Director of Personal Development, Ethos and Culture*

**Abraham Moss Community School**

Personal Development is, and has always been, at the heart of everything we do at Abraham Moss Community School. It matters so much to the school that this year we have created a structure within the curriculum to make sure that all our learners experience education that is holistic, and that recognises and empowers each individual to thrive, and to make outstanding progress in all aspects of their personal and academic development. Each week, pupil’s academic timetable is suspended for one hour on a rolling programme to allow for time to deliver learning which is linked to and essential for life. The content of each lesson comes from the frameworks for Personal Social Health Education, (PHSE) Spiritual, Moral, Social Cultural aspects of education (SMSC), Citizenship, Work related learning, British Values and the Prevent agenda. We have placed these subjects under the umbrella the Personal Development Curriculum to ensure that the intent of these lessons is clear.

This year our Personal Development Curriculum lessons have been taught to all year groups through their tutor groups which provides a safe “family” space for pupils to explore topics and issues that can be personal, controversial or sensitive with staff they know well. Our 120 PD Tutors received training in the 4Ps – Connect to Purpose, Connect to Potential, Connect to Passion and Connect to Power in order to feel confident to support this programme. Our aim is to nurture pupils who are articulate, equipped, engaged and are developing a myriad of employability skills. Feedback from both Ofsted and the Gatsby Compass assessment tells us we are delivering outstanding provision for this aspect of the curriculum when compared to other providers. Alongside skills and projects we know to be essential for pupils’ well-being such as Student Leadership, Pupils’ Parliament and PREVENT, we have been able to enhance school careers, enterprise and enrichment work with NWCCC projects from the Campaign brief with McCann Manchester to UNICEF’s Rights Respecting Schools Genocide project.



**Abraham Moss Community High School pupils showcase their project at the Foreign Office.**











## NWCCC CASE STUDY: PRINCES TRUST ACHIEVE PROGRAMME

### Abraham Moss Community High School

Our new Prince’s Trust Achieve programme has been uniquely designed to provide a practical approach to support disengaged young people back into mainstream education, while supporting their health and wellbeing. This way our pupils are more likely to succeed in education and reduce their chances of becoming NEET (Not in Employment Education or Training.) The course uses a practical curriculum as the framework to build the confidence, emotional intelligence and impulse control, that can help students better manage themselves in school and beyond. An important and powerful tool in the personal development process for these learners has been the role modelling of positive behaviours through the deep and consistent relationships they have been able to build with staff. Through a media module, ‘This is Me’, the pupils have followed a journey of self-reflection; helping them build a picture of who they are, sharing their journey through life and identifying skills and strengths that have often gone unrecognised. Powerful personal narratives have emerged, and through Comino and Ideas Foundation we have been able to help the young people tell these stories through media that they connect with; from Urban Music to Graphic Design and Animation. We linked each Princes Trust pupil to an individual mentor from the Digital Arts faculty at The Manchester College, many of whom had school histories not so different from our Princes Trust students. Mentors not only provided a wealth of knowledge and expertise in 21st century media design skills, but time spent with them gave the Princes Trust pupils an invaluable window into a possible successful future at college and beyond into the world of work.

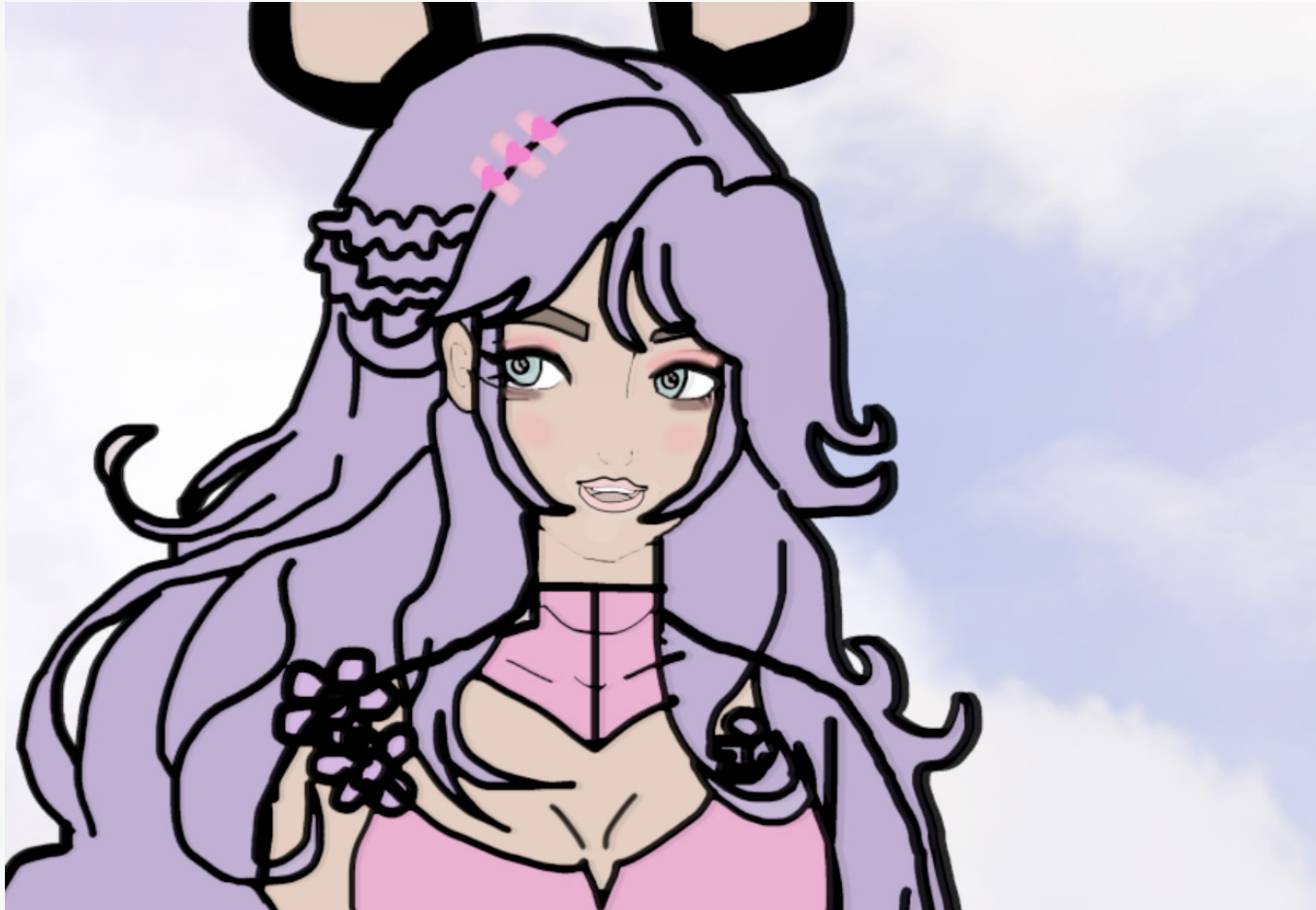
The year ended with a showcase of the work produced during a bespoke trip to The Manchester College where our pupils re-connected with their mentors and experienced taster sessions of life as a college student.



Princes Trust pupils from Abraham Moss High School work with music industry mentor Laurence Heywood to create their ‘This is Me’ raps.







**Anisa** *'This is Me,'*



**Waseem** *'This is Me'*



**Hamid** *'This is Me'*





NWCCC CASE STUDY: ROBERT F KENNEDY HUMAN RIGHTS UK

Ripples of Hope Education Programme

Robert F. Kennedy Human Rights is an iconic global charity which exists to inspire and empower people from all walks of life to make every-day decisions that help human rights to be a reality for all. Robert F. Kennedy Human Rights UK and its Ripples of Hope campaign was recently launched in 2018 by Kerry Kennedy at an event hosted by UK Parliament. The Ripples of Hope education programme is in the initial phase of engaging schools with a bold and innovative human rights curriculum for year 7 – 9 pupils. Through the programme pupils will understand the impact that Human Rights have on their own lives and will be empowered to make decisions and advocate for human rights within their own communities.

A national Ripples of Hope Festival will take place in Manchester 2021. With big ambitions for the programme, Robert F. Kennedy Human Rights UK invited NWCCC schools to be involved as Founder Schools in a 3-year partnership period to help pioneer the programme. Senior staff from Falinge Park High, Abraham Moss Community High, The Derby High and Fred Longworth High Schools, will help shape a strategic perspective of the education programme, whilst classroom staff and pupils will be engaged in consulting on resources and testing delivery.



**Kerry Kennedy with Bury MP James Frith**  
*Westminster launch of the UK charity*







## NWCCC CASE STUDY: DIGITAL RESILIENCE AND CURATORSHIP

### Falinge Park High School

An active and robust approach to curriculum reform combined with the opportunity to work alongside a leading regional specialist in e-safety and digital skills drove a series of initiatives at Falinge Park High School. Subject leaders in PSHE, Citizenship and Computer Science and our in-house careers leader were invited to attend a half day professional development session and curriculum audit in which existing strong provision was further enhanced by signposted opportunities for developing digital resilience. This approach allowed us to look at and test a more linked curriculum model and to challenge learners to apply their knowledge and skills in new and real world contexts. The commitment the school made to this quality professional development paid off in the emergence of two exciting projects that ran across the years at our school.

The first strand of provision took the form of a pilot scheme to test newly created resources by John Sibbald from Sibbald Consultancy for GM Skills across the Year 8 cohort. This was quality assured with a pre-delivery and post-delivery survey and testimonial from staff and students alike. The learning focused on identifying and decoding online conventions, and more fully understanding how perspective and language can manipulate others. Currently bandied terms such as 'fake news' and 'viral sensation' sat amongst a deeper set of learning experiences that aimed to skill learners in applying themselves to new contexts and therefore developing greater digital self-reflection and resilience.

The second scheme utilised student leadership to work with a targeted group of twelve girls from Year 9 on the notion of 'Digital Curatorship'. Students spent two half days working alongside John Sibbald in order to look at real world examples where digital curatorship had posed problems for individuals around the globe. The second part of the training allowed students the opportunity to more fully explore their own digital footprint, and to plan and implement a strategy to educate a wider cohort of Year 7 and 8 students through a student led assembly and student created PSHE lesson plan and corresponding set of resources.

Both these ventures have built on existing strong provision and have sought to drive a student-led approach to e-safety and digital resilience. The educational concept that a shared and responsive learning experience might truly lead to deeper understanding in a contemporary curriculum area fraught with the misconceptions driven by mass media, is one we earnestly value at Falinge Park High School.



### Falinge Park High School pupils share what they have learnt with their peers

*Pupil led assembly*







# NWCCC CASE STUDY: UNICEF RIGHTS RESPECTING SCHOOLS AWARD AND THE GENOCIDE PROJECT

## Abraham Moss Community High School

In response to the terrorist attack in Manchester, Manchester City Council has been proactive in providing resources and opportunities that facilitate young people to identify and celebrate our shared values. As part of this, Manchester schools were given the opportunity to become “Rights Respecting Schools” which is an award devised by UNICEF.

*“Independent research and feedback from schools show that the Award has a profound impact on children and young people, and the school as a whole. When the principles and values of the UN Convention on the Rights of the Child (CRC) are introduced and reinforced throughout school life, children and the wider school community benefit”*

## The Rights Respecting schools website

At Abraham Moss Community School we embraced this challenge and began by establishing a pupil led ‘Rights Respecting Action group’ with children from both primary phase and secondary phases working together. This group now leads the school in campaigning for justice where human rights are being abused or ignored. Within a year, we achieved the Rights Respecting Silver award and are delighted to have recently won an award from Manchester City Council for “Most Effective Extracurricular Group” in Manchester!

Through Rights Respecting networks, we were invited by London based Hampton School, to collaborate with them to create a newspaper which would mark the 70th anniversary of the Genocide Convention. It was to be written by young people for young people. Our pupils spent time investigating global instances of genocide past and present; and created articles, stories and images for the newspaper on atrocities from the massacres in Darfur, the plight of the Rohingya people in Myanmar, the genocide in Rwanda and the plight of the Native American Indians. Of particular resonance was a story from the second world war which was very close to home. Pupils found out and reported about

a resistance worker, Albert Bedane, who protected Jews in his cellar; M. Bedane was the uncle of one their history teachers! The success of this project led to an invitation to the Foreign Office to present work to MPs. Supported by charity Old Lancastrians through our Comino Links, the young people were able to take up this challenge and presented at both the Foreign Office and the National War Museum London in December 2018. The young people were given assurances from all who listened, including the shadow education secretary, that the issues they had raised would be highlighted in wider settings.



## Westminster Visit to Houses of Parliament







**CREATIVE AND CULTURAL EDUCATION**



“CULTURAL LEARNING ENRICHES OUR NATIONAL LIFE AND INTRINSICALLY MAKES A CONTRIBUTION TO OUR SOCIETY... YOUNG PEOPLE SHOULD BE EMPOWERED AND SUPPORTED TO ENGAGE WITH, LEAD AND DRIVE THE CULTURAL LEARNING AGENDA.

CULTURAL LEARNING HAS CLEARLY EVIDENCED EDUCATIONAL AND SOCIAL OUTCOMES. YOUNG PEOPLE WHO HAVE THE OPPORTUNITY TO LEARN THROUGH AND ABOUT CULTURE ARE BETTER EQUIPPED TO ACHIEVE ACROSS THE CURRICULUM, AND TO TAKE RESPONSIBILITY FOR THEIR OWN LEARNING. ATTENDANCE, ATTITUDE AND WELLBEING ARE ALL IMPROVED BY ENGAGEMENT WITH CULTURE.

Cultural Learning Alliance:  
*What we know about Cultural Learning*

FIRST WORD

Simon De Courcey  
*Director of Spiritual, Moral, Social and Cultural Education*  
Falinge Park High School

In a broad educational context, ‘creativity’ is often defined as original problem-solving or is used in such a way as to defy assessment or to label a learning process without distinct parameters. In some circumstances it has been the categorisation of ‘playful exploration’ whereby learners discover the edge of their prior knowledge and skills by chance rather than design and step into the liminal space with self-driven, enthusiastic gusto. In real terms, ‘creativity’ seldom delivers in this way and where the Arts and creativity step into the fore is in their capacity to expose the ‘sophisticated interplay of communication’ in both verbal and non-verbal contexts.

Subjects such as Dance, Drama, Music and Visual Arts are platforms for complex expression and articulation unlike any other and with meticulous and carefully constructed pedagogy reveal aspects of identity, community and cultures understated in most conventional academic situations. At a time on the global stage when notions of community are potentially at their most complex and fraught with misconception, it seems particularly pertinent to help learners develop the vocabulary for deeper self-expression and impartial, considered empathy and tolerance. Through this deeper, emotionally safe space in the ‘creative’ classroom, learners discover not only what motivates and triggers the behaviours of others but also themselves; a key tool in maintaining emotional and mental well-being and the underpinning strength of discovering a complex juxtaposition in both ‘belonging’ and ‘individual distinctiveness’.

In reality, the delivery of initiatives such as the Cultural Digital Designer in Residence scheme and the My FPHS McCanns Creative Campaign project at Falinge Park High School get to the very root of such a definition; they transpose and expose ‘the sophisticated interplay of communication’. Students are taught to present, reframe and re-present complex concepts and constructs to various audiences and are measured in their capacity to utilise erudite articulation. The use of external agencies only seeks

to add weight to each student’s capacity for precision; it challenges each learner to step into a very real ‘liminal space’ of a real world situation and signals the quality and value of cultural institutions perhaps hitherto overlooked. These projects act as a conduit to a wider world of real world learning from a frequently insular life within traditional education. The classroom walls dissolve and the teacher is repositioned as facilitator in a more complex dialogue between arts professionals, cultural institutions and student; currency is quickly found in the learner’s capacity to express themselves meaningfully and through the considered selection of a specific method or medium, whether it is a painting, diagram, piece of prose or formal presentation or performance. The forefronting of precise communication, the selection of verbal and non-verbal platforms and the creation of a shared experiential product mean such creative partnerships are now more crucial than ever in building relevance in secondary education.



Falinge Park High School students develop a performance based on Michael Morpurgo’s ‘Running Wild’











## NWCCC CASE STUDY: CULTURAL DIGITAL DESIGNERS IN RESIDENCE

The Comino Foundation has provided bursary funding for some years now for a number of 'Digital Designers in Residence'; drawn from across BA and MA courses from the Manchester School of Art, to be partnered with NWCCC schools and cultural institutions across Greater Manchester. The programme provides a superb 'way in' to the rich cultural life of the city of Manchester for the young people, but also helps young people from some of the least advantaged areas of the region understand the impact of digital technology on the fast growing creative and communication design industries. Just as importantly it has given teachers a live CPD experience which not only ensures their classroom practice is kept in line with the developments of industry, but has also provided them with the opportunity to develop the leadership skills needed to manage external partnerships. Digital designers at the start of their careers get an opportunity to exchange skills with teaching and cultural practitioners, which in an extraordinarily high number of cases has resulted in first job offers.

The programme model brings a ManMet student Designer in Residence together with a teacher and a cultural institution to devise a project that will bring digital design to life for a class of students. Briefs have included anything from digital photography to digital applications for fashion and textiles. Every project is different, but is always inspired by the cultural institution, university student and teacher, and what will best suit the class in question. Typical projects run for a period of four to ten days, and include a visit to the cultural institution, and a visit to Manchester School of Art, which is a brilliant way of showing pupils the wealth of opportunities available, and helping clarify progression choices.

Each project culminates in the creation of a 'legacy design piece' that demonstrates the achievements of the pupils' work with the designer. This is usually showcased at a 'VIP Private View' at the Cultural Partner's institution where pupils are able to invite parents and peers and discuss their experiences. Very high numbers of the young people surveyed through these programmes have never been to an Art Gallery or Museum outside school.

**After a talk by leading ceramist Stephen Dixon, St Ambrose Barlow High School pupils were able to see his iconic Levantine Chess Set in The Manchester Art Gallery Archives**





ST AMBROSE BARLOW RC HIGH SCHOOL

This year students from St Ambrose Barlow High School worked with The Manchester Art Gallery and MA 3D Digital Designer, Tom Cockeram using Tinkercad and 3D Printing.

With Tom's guidance pupils learnt to use Tinkercad, a free software programme, to create a chess set inspired by ceramicist Stephen Dixon's iconic Levantine chess set held in the Art Gallery's archives. Taking their inspiration from the theme of endangered species vs poachers, pupils were lucky enough to be able to share their design ideas with the Manchester based ceramicist at a talk to accompany the project as part of their visit to Manchester Metropolitan University. As well as meeting Stephen, pupils and staff also visited the groundbreaking PrintCity digital printing facility at the University, where their own designs were taken from screen to 3D reality. The chess set was showcased at a VIP event for pupils, parents, peers and teachers, hosted by the Art Gallery.

*"The whole project was amazing! I definitely want to do it again in the future with another class. What was amazing about visiting PrintCity, was the kids got to see so many different 3D printers in action. However, I think what really made the kids excited was the opportunity that 3D printing can bring. For example, when we had the PowerPoint presentation by Ed he showed us what 3D printers are being used for, such as custom trainers for athletes such as Mo Farah, houses that can be printed in 24 hours and sent to countries that had natural disasters, and the NHS who are using it for prosthetics and bone replacements. One of the boys actually told me that he was going to design a new hip for his grandma... Also I think what the kids really engaged with was how accessible the computer programme that you use to 3D print with is, and liked the fact that you could do it at home... A lot of them have said they want to go to Uni to study 3D printing which is fantastic."*

**Katie Turnbull; teacher of Art & Design from St Ambrose Barlow RC High School** who was herself one of our former CDDIRs.



St Ambrose Barlow High School students with their digital designs for endangered species chess pieces.







## FALINGE PARK HIGH SCHOOL

**This year students from Falinge Park High School worked with The Whitworth Art Gallery and MA Filmmaker Jenny Bailey to create a documentary film about faith.**

An initial visit to the Whitworth Art Gallery to see the 'Four Corners of One Cloth' exhibition provided inspiration and discussion which inspired students to find out more. The film then explored the many different faiths pupils encountered during a Faith Walk through Manchester's multi-cultural Cheetham Hill, and discussed perceptions in religion with faith leaders from their own and other communities. The film was showcased at a celebration event in the Grand Hall at the Whitworth Art Gallery.

*"It was a pleasure to work again on the CDDIR programme which always brings new perspectives and challenges from the designers and school partners. This year it was interesting to work with the RE department to explore the diversity of Faith, drawing on our Four Corners of One Cloth exhibition which presented textiles from the Islamic world, with Whitworth staff being interviewed about their views on faith as the starting point for the project. The final film was so personal and you could see the journey that the young students had been on in their quest to find out more about faith. An excellent way to find out more about the process of film making!"*

**Denise Bowler: Learning and Engagement Coordinator, The Whitworth Art Gallery.**



**Abraham Moss Community High School showcase their documentary film 'Faith' to parents and teachers in the Whitworth Gallery Great Hall.**







## THE DERBY HIGH SCHOOL

**Pupils from The Derby High School were lucky enough to work with BA final year Games Design student, Freddie Taylor-Bell to create an App for Bury Art Museum.**

The project began with a tour of the Museum through which pupils viewed and learnt about many of the most popular exhibits. As they shared their own perceptions of the works they viewed, they identified that other young people visiting the museum may feel more engaged if they too, were able to share their thoughts and feelings about the works on show. Returning to school these Year 10 pupils were able to work with Freddie to create the App which would facilitate this, and to feel at first hand how digital design practice could play a fascinating role in engaging young people in arts and culture.

*"It was great to welcome the students from Derby High School to Bury Art Museum: they had some insightful ideas about the artworks and showed a real interest in understanding some of our more contemporary exhibits. Many of the students hadn't been to a gallery before... a great introductory project."*

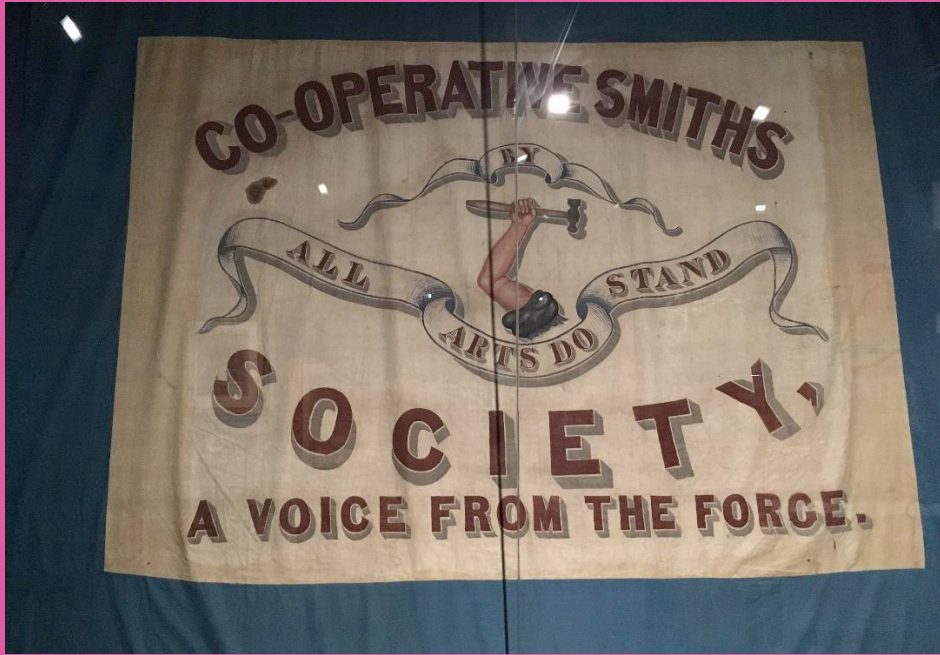
**Katie Musgrove, Education Manager, Bury Art Museum**



**The Derby High pupils engage in an immersive experience at Bury Art Museum ahead of producing their App**







## ABRAHAM MOSS COMMUNITY HIGH SCHOOL

Pupils from Abraham Moss Community High School worked with MA Photographer, Polly Palmerini and the People's History Museum (PHM) to develop images and text inspired by social activism and protest. Their project, 'Make a Manifesto for a Better Future', was a response to the timely and powerful Disrupt? Peterloo and Protest exhibition at the Museum. Inspired by what they saw pupils used everyday activism and collective action to highlight the effects of climate change whilst learning skills in Digital Photography and Photoshop editing to create posters and zines.

"This year's CDDIR project focused on the idea of 'collective protest'. Beginning at PHM in Manchester the pupils were introduced to a range of activities and materials to inform their understanding of how protest has impacted on the progress of humanity. We chose to create artwork that would raise the awareness of environment protection and improvement, focusing specifically on ways we can improve our school environment. Pupils took photos and produced drawings which were then manipulated through Photoshop to create zines. These sophisticated outcomes will now be distributed around school and presented as posters in the dining areas to help inspire pupils to consider how they can make a positive impact on their school environment.

As a final celebration the pupils visited the School of Art at MMU and met young professionals who have developed their careers within the arts. The project was enjoyed by all the pupils who were involved. Their understanding of the theme and their commitment to choosing Art as a GCSE subject next year, has increased as a result of the project. I look forward to developing the protests further within school, working alongside the PVL (Pupil Voice group) and the pupils involved in the project to promote environmental concerns in school."

**Liz Jackson, teacher of Art and Design, Abraham Moss Community School**



**Pupils from Abraham Moss Community High School showcase their 'Make a Manifesto for a Better Future' zine**







## FRED LONGWORTH HIGH SCHOOL

**Humanities pupils from Fred Longworth were also able to work with 3D Digital Designer Tom Cockeram this time inspired by research and the collections at the Museum of Science and Industry (MOSI).** The visit reminded pupils how important their great city was as a global force during the Industrial Revolution; and through discussion with museum staff they realised they could create a modern resource which could help tell this story to other young visitors. Back at school they have worked with Tom to create an interactive 3D game which will soon be held in the museum's permanent activity collection.

*The project has undoubtedly benefited our students, especially in terms of aspiration and engagement with real industries outside of the school bubble. For me, the most powerful thing has been watching students' game plans literally come to life as Tom arrived with their designed pieces in the flesh - an incredibly powerful thing. The students have also demonstrated more resilience than I've seen in lessons, too, as they have spent time working on designs and problem solving - a particular example being when they were playing their prototype game in order to work out the rules as problems arose. On top of this, their communication skills have been supported. Students who might not have opted to work together have communicated impeccably as ideas have been shared, challenged and amended. I could go on but I genuinely believe it is projects such as this that provide a real, tangible outcome for students making their day to day work purposeful and relevant - not an easy thing to accomplish.*

*As a teacher almost ten years into the job, it has been refreshing and liberating to be able to let go and watch the students thrive whilst developing those essential 'softer' skills that can be so quickly discarded when they are arguably more essential than any SPAG test or extended analysis. Thank you for giving us the opportunity.*

**Louise Davenport, Humanities Teacher, Fred Longworth High School**

**Whilst designer Tom Cockeram added:**

*Working as a CDDIR has been a fantastic opportunity for me to bring my practice into the classroom and gain a valuable insight into planning workshops for an educational setting. I feel more confident and better equipped to continue my work collaborating with children, due in no small part to the support and guidance received from Comino/ the Ideas Foundation.*

*I am excited with every new project (this is my second year as a CDDIR) as every new group provides unique challenges and opportunities and it is fantastic to see their digital skills develop, potentially heading in unexpected but welcome places. I have seen how the projects have inspired different children (and teachers!) to gain confidence in their own abilities and communicate their skills with their peers in new ways. The cultural partners I have been paired with have all been incredibly generous with their time and resources and incredibly enthusiastic to see how the outcome of each project has developed.*







NWCCC CASE STUDY:  
COMINO FOUNDATION CREATIVE SCHOLAR OF THE YEAR

Each year Comino Trustees award a Creative Scholar of the Year Award in each of our NWCCC schools. This award goes to the student, teachers in each school believe has gone above and beyond in their creative projects, demonstrating their many creative skills and talents. We were thrilled to present this year’s awards to:

- Adil Soney from Falinge Park High School
- Muna Mohamed from Abraham Moss Community High School
- Paul Kennedy from The Derby High School
- Rachel Charles from St Ambrose Barlow RC High School

We wish them well in their journey from here to the world of work.



The Derby High School Creative Scholar of the Year, Paul Kennedy, receives his award from Bury MP; James Frith



Falinge Park High School Creative Scholar of the Year, Adil  
Receiving his award from Headteacher; Janice Allen

Creative Scholar of the Year, Rachel Charles  
St Ambrose Barlow RC High School

# WHY DOES EMPLOYER ENGAGEMENT MATTER?





“ THE CHANGING THE PACE REPORT EMPHASISED THE IMPORTANCE OF EMPLOYER ENGAGEMENT:

‘BUSINESSES HAVE AN IMPORTANT ROLE TO PLAY IN PARTNERING WITH SCHOOLS AND COLLEGES TO RAISE AMBITION AND ACHIEVEMENT AND IMPROVE PERFORMANCE. BY PROVIDING YOUNG PEOPLE WITH WORK EXPERIENCE AND BECOMING INVOLVED WITH CAREERS GUIDANCE, EMPLOYERS CAN SPELL OUT THE VALUE OF THE SKILLS AND KNOWLEDGE DEVELOPED AT SCHOOL AND OPEN PUPILS’ EYES TO CAREER OPPORTUNITIES. THEY CAN BRING THEIR OWN EXPERTISE INTO SCHOOLS AND COLLEGES THROUGH ROLES SUCH AS GOVERNORS AND ACTING AS STUDENT MENTORS. BUSINESS LINKS WITH EDUC,ATION ARE WIDESPREAD AND GROWING, BUT WITH THE RIGHT STEPS THEY COULD BE GROWN STILL FURTHER TO HELP INSPIRE AND DEVELOP OUR YOUNG PEOPLE.

Karen O’Donoghue  
President of the Career Development Institute

FIRST WORD

Lynn Provoost  
Assistant Principal  
The Derby High School

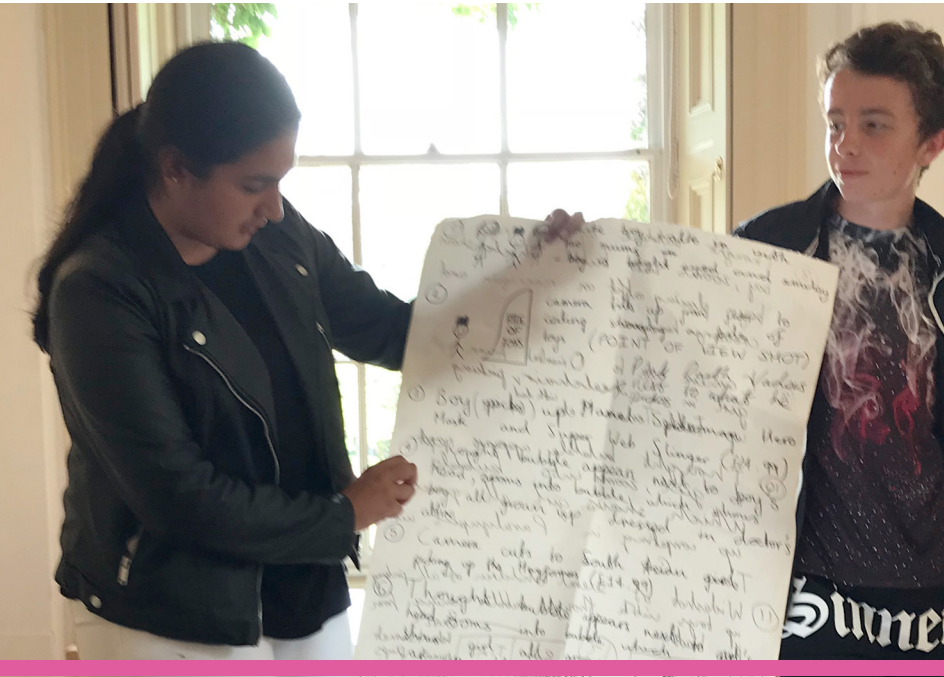
“Learning is experience. Everything else is information”  
Albert Einstein

At The Derby High School we believe that experiential learning is a powerful tool to accelerate pupils understanding of the world about them. We aim to create learning experiences for all our students which allow them to develop incredibly important transferable life and work skills. This philosophy underpinned our decision to extend the employer engagement opportunities which come through our partnership with NWCCC across wider numbers of children, and adapt these for whole year cohorts.



McCANN  
MANCHESTER

Year 9 pitching ideas at McCann, Manchester.







NWCCC CASE STUDY: RSA PUPIL DESIGN AWARDS

This year our Year 7 students took part in the inspirational RSA Pupil Design Awards, supported by The Comino Foundation. The competition is open to schools across the UK and provides 'real life' design briefs in a number of design areas and themes. We selected the theme 'You are What You Eat' as we felt that this brief gave us the opportunity to collaborate and co-plan schemes of learning across the curriculum. Moreover, it was important that our newest members of the school had the opportunity to learn and share their experiences and understanding of healthy eating, to take ownership and responsibility for their own well-being.

Process

The process began with the launch of the healthy eating design brief, 'You Are What You Eat'. This launch session was led by an 'industry' representative from the RSA, for all Year 7 pupils at the school. Year 7 science and art teachers collaborated to ensure that coursework lessons in both curriculum areas could be adapted to provide links to the brief whilst still meeting subject requirements. Pupil project leaders were nominated by their class teacher to be the ambassadors for their class, and ambassadors participated in enhanced 'immersion days' which gave them the skills to lead and support classmates during coursework sessions. Small groups in each class produced ideas boards to show their research and design process.

Outcomes

The Year 7 students eagerly await the judgement of the RSA panel, having produced a highly innovative solution to promote healthy eating using our biometric catering facilities and 'Picnic n Mix', a portable healthy eating kiosk.

Next Steps

The next steps are to embed some of the year 7 ideas into school life and use the project as a platform to promote healthy eating across the school.



The Derby High School pupils on a mission to bring healthy eating to their peers







**NWCCC CASE STUDY:**  
**ADVERTISING CAMPAIGN CHALLENGE IN SCHOOL**

In July every year a small cohort of our pupils are invited to attend an incredible Agency Summer School which is coordinated by Ideas Foundation and sponsored by The Comino Foundation. The summer school is so inspirational that it has provided ambitious former pupils with a launching pad that has ended in employment. Last year our pupils joined those from other NWCCC schools at McCann Manchester Advertising Agency’s prestigious Cheshire site for a two day programme which focussed on a fully resourced ‘live’ brief created by the McCann team and their client Smyth’s Toys. The quality of the experience and resources were so inspirational that teachers from all NWCCC schools asked the McCann team if they would allow us to share the brief and other resources wider in school. Not only did McCann say ‘Yes’, they put on a staff development session for us which linked elements of the brief to English GCSE.

At The Derby High School we decided to use the Smyth’s Toys brief as a ‘learning challenge’ for our full Year 9 cohort. This provided them with valuable career and enterprise experience, whilst at the same time providing core subject tutors with a window to link subject specific learning to real world contexts. Year 9 students worked in groups to immerse themselves in specific roles from an advertising agency. As part of the in school experience, our year 9s were inspired by their predecessors’ presentations, which had been pitched to the panel of creative professionals at the McCann’s Creative Summer School. The concept of older students disseminating and modelling good practice is important and gives students something to aim for that is achievable and realistic. The whole cohort of year 9s worked enthusiastically on the brief, to design and market Smyth’s Toys, assigning job roles to their team to draw on each other’s preferred learning style, whilst also challenging themselves to break new ground. The chance of a place at this year’s Creative Summer Camp was all the incentive we needed to ignite the students’ creativity.

**Outcome**

All year 9 learners, regardless of their ability or background, will have had the same opportunity to win their place on this year’s Creative Summer School.

**Next Steps**

Selected pupils will attend this year’s Agency Summer School at BJL Agency in central Manchester. They will head off with increased confidence and improved presentation skills. We will know that we gave our most deserving students the opportunity of a lifetime to experience life inside an international advertising agency.



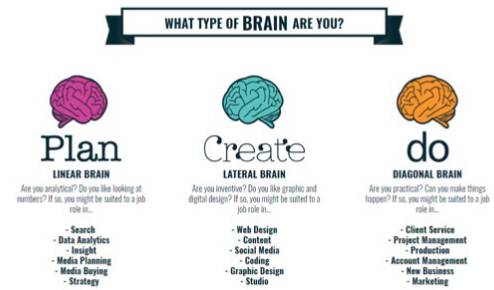
**The Derby High pupils are briefed on the challenge ahead**







## WHO WORKS IN AN AGENCY?



## NWCCC CASE STUDY: MCCANN MANCHESTER AGENCY SUMMER SCHOOL; THE GREAT GATSBY

The Great Gatsby is a romantic drama film with a millionaire owner of a luxurious mansion where extravagant parties were hosted; Bonis Hall in Prestbury is a former country house situated in a woodland with a swimming pool and sweeping lawns and home to 370 hugely talented people working for McCann Manchester; where better then to introduce a project which ticks all the Gatsby careers and enterprise education benchmarks.

This environment nurtures great thinking and great ideas and leads to 23,000 individuals working with McCann in 100 countries worldwide. Who could say no to our students from our 4 NWCCC schools spending time working alongside these folk on a real life brief from Smyths Toys.

In July 2018, 6 students from each of these schools who were identified as having a creative streak descended on Bonis Hall. The challenge set by McCann mentors was “Your agency students, is to develop a new brand campaign for Smyths Toys which allows them to stand out against competitors and makes customers feel that in store visits are a better way to buy than on-line.” The team at McCann had put together a state-of-the-art training package that took students through all the stages they needed to consider to develop their campaign along with the ‘live’ industry standard commercial brief, and inspirational masterclasses by staff.

Outcomes for the students included presentations describing the strategic approach undertaken, and reasons behind the decision, a brand new line as well as examples of the campaign idea across whichever media was chosen. The final pitches to a highly respected McCann team including Sue Little, the chief executive and now agency chairwoman. The student teams worked incredibly hard gaining experience of the advertising and marketing industry and picking up valuable skills working alongside the McCann employees.

We felt that the training package was so good that McCann went on to run a teacher training event specifically for more NWCCC teachers so we could disseminate the good

practice to a much wider group. The teachers were so impressed that schools built whole Year 9 Arts and PHSE projects around it; and The Manchester College ran it as a Creative Media Camp for 120 first year students. Peter Thomas from NATE (National Association of English teachers) has now written an English resource centred on the Smyths Toys brief, and built on the project. What better way is there to tick many of the of eight criteria of the Gatsby framework than real life learning out of the classroom with employers and first hand experience of the workplace?



Pupils from NWCCC schools across Greater Manchester arrive at McCann Manchester’s prestigious Cheshire headquarters







## NWCCC CASE STUDY: CREATIVE MEDIA CAMP: ITV LOVES TALENT

Ideas Foundation teamed up with ITV for a flagship Creative Media Camp for three of our NWCCC schools. ITV came to us specifically because they knew we worked with dynamic schools in areas of high diversity, and were delighted with the responses from pupils at Falinge Park High, Abraham Moss Community High and St Ambrose Barlow High schools. They wanted to let young people know that regardless of their background they could consider a job in national broadcast roles.

Groups of 20 to 30 students from each school were asked to think about how they could help young people to realise that the media industry is open to all, to let them know that there are a multitude of roles away from camera, and to make ITV an employer of choice for young people of all backgrounds.

The brief delivered on Day 1 of this three day programme, was for the students to create an engaging and interactive campaign that will change and challenge the way young people view and engage with entry careers at ITV, particularly on the apprenticeship programme.

In each of the three schools students worked in teams with their school arts and media staff to create campaign ideas to present to a panel of ITV mentors at an internal heat. A winning team from each school was selected to progress to the final stage. This took place on the Coronation Street set, where each team presented their campaign plans to a panel of ITV Senior Managers. This panel agreed that the standard was incredible; the confidence of the students and clarity of their presentations showed not only that they perfectly understood the brief but that they had grown enormously in confidence through the experience.

*'The level of engagement, understanding and sheer determination to develop a scheme that would catch our eye was fantastic. These students are in their early teens yet they managed to match and extend a brief, crossing every channel from social, advertising, direct to consumer and even gaming. To be honest, the ideas were so strong we could have delivered them to our commercial team to execute tomorrow.'*

**David Osborne – National HR Director: ITV**

*'You know you are onto a winner when you find it's impossible to actually choose just one idea - I don't know how the X factor judges do it. For us at ITV it reminded us how much talent and creative brain power there is in the next generation. And for the students involved, we hope it helped them understand a bit more about how brilliant and interesting ITV could be as a place for them to work in the future.'*

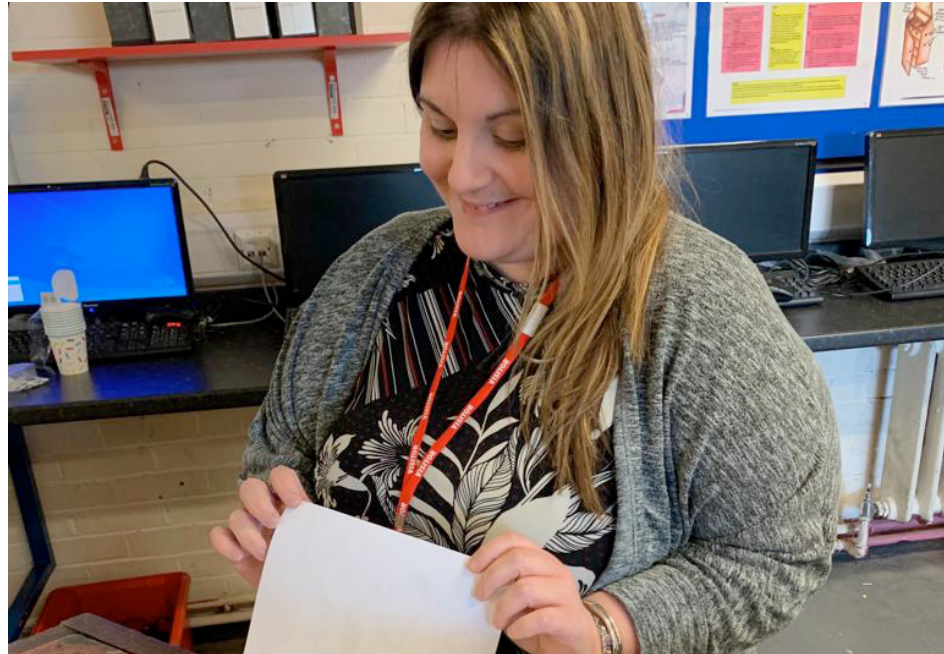
**John Whiston – Head of ITV in the North and MD of Continuing Drama**



**After presenting their campaign ideas to the ITV industry panel NWCCC  
ITV Loves Talent finalists tour the iconic Coronation Street studios**







## NWCCC CASE STUDY: SOCIAL ENGINEERING

The Comino Foundation have at their heart an aim to foster synergies across the ‘family’ which add value to the work of different groups of grantees. This year we re-connected with Daniel Charney and Dee Halligan; design gurus from Fixperts and close contacts of Comino Trustee David Perry. Fixperts and education arm Fix/Ed reach out to young people by engaging them in creating solutions to everyday design problems, harnessing curiosity and ingenuity and teaching a toolkit of basic ‘maker’ skills that both practising designers and pupils in schools can use to create imaginative solutions to individual problems. Often re-using existing materials they are interested in design solutions that don’t cost the earth, financially or environmentally. Impressed by their democratic design philosophy, enthusiasm and engineering know-how, we wondered how we could engineer a visit to the North West by this inspirational organisation to help design teachers in NWCCC schools refresh their teaching.

Eight Design Technology teachers from NWCCC schools joined Fixperts expert trainer, Minnie Young for a day hosted by The Derby High School in March. The session explored client- centred design, and in particular designing for disability, Minnie shared some engaging DIY tools for kinaesthetic activities which teachers could use to help pupils get insight into the experience of living with disability. The focus was on the encouragement of iterative design – giving pupils a situation/problem with more than just a “standard” design brief, enabling them to explore and experiment designing for different disabilities. For students to think about ergonomic and anthropometric approaches to designing products with critical thinking and reasoning underpinning the resolution of design ideas. As a plenary teachers began to draw up action plans for curriculum planning from the learning.

*‘As a result of meeting Daniel (Fixperts CEO) I am interested in assembling a small group of ‘fixperts’ in school to solve the needs of pupils who have additional needs. I hope to complete an initial plan of the project in the next few weeks ready for a September launch.’*

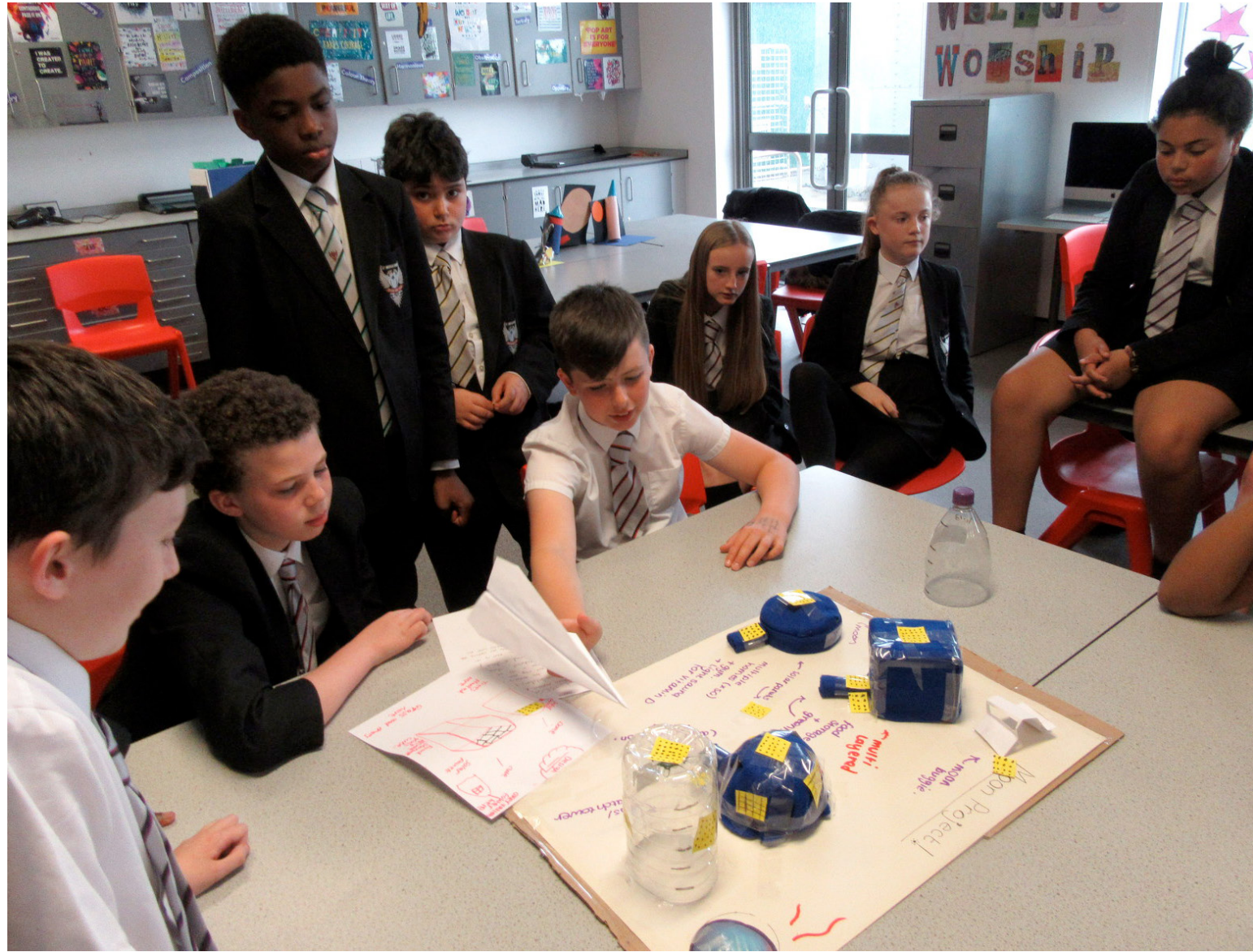
**Kieran Mullan; Head of Design Technology, Abraham Moss Community High School**



**NWCCC schoolteachers get inspired about Inclusive Design with their Fixperts trainer**







NWCCC CASE STUDY: **LIVING ON THE MOON**

We are always inspired by Cambridge Solar Scientist, Dr Helen Mason and her collaborative work with European Space Agency Ambassador, textile artist; Helen Schell, for ESA's UK education arm. Once again this year we were able to bring the STEAM partners up to inspire science students in year 7 at St Ambrose Barlow High School to think about some of the practical and social challenges of living on the Moon. Dr Mason launched the project with an update on global programmes working right now on this challenge and talked students through some of the technological solutions that are emerging to overcome key barriers. Pupils then got hands-on with an immersive design workshop into SMART materials led by Helen Schell. Pupils were left with a brief to research the scientific challenges more intensively and respond with their own designs for a moon village, then to present these with their findings at a return visit.



**St Ambrose Barlow High School pupils present ideas for a Moon Village to European Space Agency Ambassadors from University of Cambridge**





# RESEARCH



“THE MOST SUCCESSFUL EDUCATION SYSTEMS INVEST IN DEVELOPING THEIR TEACHERS AS REFLECTIVE, ACCOMPLISHED AND ENQUIRING PROFESSIONALS WHO HAVE THE CAPACITY TO ENGAGE FULLY WITH THE COMPLEXITIES OF EDUCATION AND TO BE KEY ACTORS IN SHAPING AND LEADING EDUCATIONAL CHANGE

G. Donaldson  
*Teaching Scotland's Future 2011*

RESEARCH

For many years The Comino Foundation have supported the work of Emeritus Professor Guy Claxton and Professor Bill Lucas and the Centre for Real-World Learning at Winchester University. Both educationalists are global thought leaders in creative education, as highly respected theorists in this field. Some years ago, Professor Lucas launched a membership network for teachers interested in developing action research projects which explore the impact of creative approaches to teaching and learning. Through our Comino connections NWCCC schools belong to a North West EED.net which is led by Comino Lead Practitioner from St Ambrose Barlow High School: Bernie Furey.



Teachers present their Action Research findings at an EED.net plenary event







FIRST WORD

**Bernie Furey**  
*Assistant Principal (former)*  
**St Ambrose Barlow RC High School**

Context

*“Allow teachers to study their own classrooms, to better understand them and to be able to improve their quality and effectiveness”*

Mertler 2012

The North West Hub for Expansive Education is made up of a selection of secondary and primary schools from across Greater Manchester that are interested in and see the benefits of teacher research. The hub provides opportunities for teachers to research their own professional practice. Support is provided to help teachers choose something small that they would like to explore in their classrooms. University tutors mentor teachers throughout the process helping them to prepare a plan that includes suitable methods for 'noticing' the impacts of their research.

EED.NET Aims to:

- Develop teachers as researchers. The role of the teacher as a learner, not always an imparter of knowledge.
- Allow teachers to explore the ways in which they can improve their teaching and impact on the outcomes for all pupils.
- Improve the practice of teachers encouraging them to engage in professional learning.
- Develop an approach to teaching and learning that develops life-long learners.
- Create a research culture across schools.
- Encourage teachers to be risk takers and develop their practice more creatively.

Process

In the academic year 2018/19 a number of teachers from across the North West hub led their own action research projects. As teacher-researchers they acted as participants and observers as they conducted research in their own classrooms. With these dual roles, they completed the following tasks:

- Developed research questions based on their own curiosity about teaching and learning in their classrooms.
- Explored new and innovative ways of delivering the curriculum whilst collaborating with other teachers and educational practitioners.
- Managed the research project. This was sometimes in collaboration with industry partners or universities.
- Analysed and interpreted the data and the research methodology.
- Examined their underlying assumptions about teaching and learning.
- Produced a research report and shared their findings through a presentation delivered to students, colleagues, and members of the educational community.

Outcomes

The teacher research projects resulted in:

- Improved pedagogy. Teachers improving their practice and engaging in professional learning which they used to benefit learners.
- Improved performance of pupils. Teachers from all schools discussed how pupils made progress in the projects; this surprised some staff, as they had not expected the pupils to respond so positively.
- Increased sharing and collaboration across departments and schools.
- Increased dialogue about pupil learning between teachers, parents, industry partners and universities.
- Teachers adapting their practice in response to their findings/evaluations.
- Teachers building new skills, relationships and sharing learning with colleagues from their own and others schools.







**CREATIVE INDUSTRIES**  
**EMPLOYER ENGAGEMENT IN FE**







## CREATIVE INDUSTRIES EMPLOYER ENGAGEMENT IN FE

*Reforming the skills system is one of the most important challenges we face as a country. Getting it right is crucial to our future prosperity, and to the life chances of millions of people.*

*Despite progress there are still some serious issues. Technical education remains the poor relation of academic education. The choice of courses and qualifications can be confusing, and links to the world of work are not strong enough. Perhaps most significantly, we have not paid enough attention to the lessons of the past or from abroad. Years ago, our international competitors realised what it takes to ensure there is access to high-quality technical education – and have moved even further ahead of us as a result.*

### Nick Boles: Minister of State for Skills 2017

After many years of focus on purely academic achievement, we welcome the development of a UK talent and skills strategy that is challenging education, particularly Further Education, to bridge the gap between education and employment. Research from Gatsby tells us that multiple encounters with employers will dramatically change outcomes for young people, particularly those from disadvantaged backgrounds. This is particularly true of creative and digital industries, which still struggle to engage with diverse communities of young people for entry level jobs, despite being the fastest growing sector in the Greater Manchester economy. Too, often we've seen young people with a huge amount to give, fail to demonstrate the best of themselves at placement and interview. To often success feels like a lottery that they will never win.

Ideas and Comino Foundations engage support from some of the country's leading creative players and by working in partnership with the College we believe we are ideally placed to drive change. In 2017 we began to combine our skills to develop a pilot programme which explored innovative ways to overcome these traditional barriers and give the extraordinary young people we had encountered a platform to shine to local employers. This work has continued to broaden out and be refined during 2019.



### Creative Media student George on the Coronation Street set during his work experience placement







## FIRST WORD

### Katherine Rushton

*Creative Media Tutor*

My work with Ideas Foundation/ Comino has been going on now for a number of years. In this time we have taken part in various projects including WorldSkills and students pitching at Canon headquarters in Uxbridge. The Manchester Colleges relationship with IF/ Comino really solidified last year when we became partners with the Employability Boot Camp. This has meant so much more time to work with the IF/ Comino team and has really benefitted our students. The beautify of the IF/ Comino partnerships is the way it complements our existing employer partnerships. Opening up opportunities to more students and supplementing the more traditional work experience with one to one mentoring and work shadow days.

Our existing employer partnerships involve courses partnered with small agencies to input on the curriculum. Our two partners are Flow Creative, a multi award winning animation studio based in the Northern Quarter and Creative Cow, a small, multi-disciplinary team of creatives and technologists. They set briefs, offer industry talks and feedback on student works as well as work experience. With Flow, staff from the animation course will also be spending two days in industry over the summer as CPD.

Our relationship with IF/ Comino has brought further industry contact with big players in the local, national and even global creative and digital industries. These are connections we couldn't have gained otherwise. We are hopeful that some of these companies, namely Brown Bag films and McCann Manchester could become more formal partners in the future. Cementing the network, we have built up with our own partnerships as well as those brought on board by IF/ Comino.

Shafia Fiaz has been through the IF/ Comino Boot Camp and has also taken part in extra media camps such as the one at Facebook London this Easter. She has just finished a

Placement at McCann which she enjoyed immensely. Of her work with IF/ Comino this year she has said "Every time I do something with Ideas Foundation/ Comino I think it's the best thing I have ever done. Then I do something else and that becomes the best thing I have ever done."

As a teacher working with IF/ Comino has been extremely rewarding. I have seen a change in every student who takes part. I have seen those who were too scared to pitch in class stand up and sell their ideas to industry professionals, I have seen students take their first independent train journeys to placements and most importantly the realisation that students who didn't do that well in school have skills and qualities valued by employers, that they have options for their future careers.

As our relationship with IF/ Comino has grown we will be offering more opportunities to more students. Giving some of the most disadvantaged a foot in the door to industries they would never have found connections with otherwise. Last year 92% of creative jobs in the UK were held by the most 'advantaged' in society. A very large percentage of TMC learners come from areas of high deprivation. 52% of 16-18 year olds received financial support, and those 19+ received the highest rate of Adult Learner Support Funds in England in 2012-13. IF/ Comino recognises the potential in our learners, despite the barriers they face and provides opportunities that open their eyes and open doors.





## CREATIVE INDUSTRIES EMPLOYABILITY BOOTCAMP

This unique programme co-funded and developed between Ideas Foundation, Comino Foundation and The Manchester College has aimed to provide a supportive and individualise programme of employability skills and experiences to sit alongside students' vocational study programme. The aim has been to nurture students' confidence, build their employment capital and to provide achievable stepping stones to successful work placement in aspirational settings. Coaches are recruited and trained on a continuous basis, and matches between students are carefully considered from both a vocational and a pastoral understanding of both parties involved. This year we have matched Manchester College students with coaches from some of Greater Manchester's leading creative employers, including the BBC, McCann Manchester, Brown Bag Films, ITV, BJL and Hoopla Animation in roles which are particularly related to their specialist study. Following coaching all students attend a Work Shadow Day at their coach's workplace, then onto a negotiated 5 day placement, during the second year of their course.

*'Every time I do something with Ideas Foundation I think it is the best thing I have ever done, tonight my best just got better again.'*

**Shafia: Level 3 Creative Media student**

*'Having seen colleagues from last year act as coaches, and seeing how much they enjoyed it, I was excited to take part as a coach this year. I'm lucky to have 24 years of experience in an amazing industry, so to be able to offer advice and guidance to the next generation was an opportunity I did not want to miss.'*

**Danny Brown: Animation Coach, Hoopla Animation**

*'As a copy writer working in the advertising industry for many years, I just want to help inspire young people to understand what an amazing sector this is to work in. Not just that, I wanted to be inspired by new and brilliant young minds and I am definitely getting that from the experience.'*

**Belinda Hanks: Senior Copywriter; McCann Manchester**







**Photo of Shafia with coach Sarah**

*Shafia joined us in September 2018 as a Bootcamp student and has embraced everything we have been able to offer her. She took a leading role in the McCann Smyths Toys project, has been coached by Junior Art Director, Sarah Winstanley from McCann, and joined the Graphic Design and UX team at McCann Manchester for a 5 day placement in June. As a Future Creative she has attended masterclasses at Facebook, London and our BBC Creative Media Camp during summer 2018.*







## CREATIVE MEDIA CAMPS

Ideas Foundation/ Comino bring an enviable range of high street brands and top industry partners to our portfolio of work in The Manchester College. Their national flagship Creative Media Camps provide aspirational 'live' briefs and bring industry professionals into college to mentor students through both commissioning strategy and production roles for creative business. This year 120 Digital Media first year students were challenged by McCann Manchester to produce campaign ideas for Smyth's Toys, whilst 20 students from Games Design, Digital Animation and Motion Graphics took part in a national competition set by Nationwide Building Society and London Agency VCCP. A group of four internal winners from the College, along with winners from three other FE colleges, pitched their ideas to senior teams from VCCP and Nationwide at VCCP's London headquarters for a national first prize. No surprises it was this team of Northern stars who took the crown. The Nationwide were so impressed with the work of this team, they have invited them back down to pitch their ideas for real to a panel of Senior Managers from the company.



### **Ikenna, Employability Bootcamp student**

*As an Employability Bootcamp student, Ikenna first demonstrated his exceptional presentation skills when pitching his campaign ideas to McCann for the Smyth's Toys brief. We worked with Ikenna to discover his perfect coaching match would be in TV Production and were delighted to match him with Senior BBC Producer; Linda Wynne-Jones. The two have bonded so well that Linda has invited Ikenna to spend two week with her and the BBC Children's TV team over summer.*







FUTURE CREATIVES

Pupils from any of the projects we develop in partnership with Ideas Foundation/ Comino are invited to join Ideas Foundation/ Comino's out-of-college programme; Future Creatives. This is an out-of-school programme which brings some exceptional national opportunities along with funded travel for pupils who opt to get involved. Some Manchester College students have added to their employability work in college to get involved in these other activities. Several lucky students were invited for an all-expenses paid visit to Facebook UK's stunning new London headquarters, where they were able to take part in masterclasses run by Senior Facebook staff, whilst more students are booked onto our BBC Creative Media Camp in Manchester in July.



Stoyan, Future Creative Student

*Stoyan has been involved in the Smyth's Toys Creative Media Camp, and as a Future Creative student visited Facebook HQ in London. As an outstanding Employability Bootcamp student, he has also attended a 5 day work experience placement at McCann Manchester's incredible Prestbury site, working with the TV Production and the Photography Studio team.*







## WORLD SKILLS UK: NATIONAL GRAPHIC DESIGN COMPETITION

Comino and Ideas Foundation are proud to have supported the World Skills UK Graphic Design competition as industry partner in this inspirational challenge for several years now. Time spent with finalists each year at the UK's largest careers event at Birmingham NEC re-confirms our belief that creative education in the UK is amongst the best in the world. It has been a particular privilege, therefore, to have been instrumental in helping The Manchester College take over competition management during this academic year. The three-stage competition opened with a national online Passive round, with a creative brief set by Manchester's iconic young Social Chain agency. With applications from all corners of the UK, long listed candidates took part in 'live' competition heats in June in London and Manchester on a brief developed for us by McCann Manchester. McCann are also supporting us with a bespoke 'live' competition brief for a shortlist of Finalists at the 3 day studio competition Finals at the NEC in November 2019.



**Ben Elson**  
*WSUK Graphic Design Lead; The Manchester College*







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.

BBC Digital



DINOSAUR

doc10



FIXPERTS

hoopla



Manchester Art Gallery



MANCHESTER SCHOOL OF ART

McCANN MANCHESTER

MEDIACOM



MUSEUM OF SCIENCE + INDUSTRY



RSA  
21st century enlightenment



seventy7

TAD360  
PART OF THINK ADSSION GROUP



UNIVERSITY OF CAMBRIDGE

the Whitworth





