

Timetabling FAQs

Q. What if we are not able to timetable Transform in this way?

These timetables are examples of how one school timetabled their Transform. Each school will have its own response to how their timetables can accommodate the activity. In order for Transform to be recognised within the school programme of work, time must be taken from the school timetable and not only from extra-curricular time, especially if work is to be led by school practitioners.

Q. Our school does not have the same format of timetable as the one shown in the examples.

This will vary for each school and it is advisable that you work alongside and base your Transform timetable on the school's existing timetable where possible.

Q. The number of periods used and the length of the periods vary, how can we plan for equal time with learners and school practitioners?

This may not be feasible. However, each school may decide to adapt the period length and number of periods to suit the project. It is best to aim for as little disruption as possible to the original school timetable.

Q. Some schools have double periods and others do not. Do we need to have double periods?

Ideally there would be enough time given for practitioners and learners to develop their responses to the creative exercises and to develop the performance. With schools that did not have double periods, full morning sessions or full afternoon sessions were used. Sometimes the afternoon sessions carried into the twilight sessions.

Q. Was PSD time used for Transform?

Some of this time was used and this was useful as the project tended to compliment the learners' development of personal and social skills. However, your Transform work should not be solely focussed around this time and it may be important that subject time is given up to the project so that the teachers can engage with curriculum aspects.

Q. Subject teachers have other planned work to teach. What if there is no time to deliver our Transform?

Problems were encountered with timetabling when teachers were not able to use the Transform activity to connect with the subject they were teaching. It was therefore viewed as time away from the subject. In those instances extra homework and peer support for pupils who had lost out on subject time was negotiated. All staff involved should be on board with the project and can see the benefits for the learners. You may wish to plan in advance and include your Transform as part of the planned delivery of subjects to be timetabled that year

Please note that S4-S6 learners are likely to be undertaking examinations during this section of their school years.

Q. Is it the school's responsibility to do the timetabling?

Each school has overall responsibility for their timetable. Planning for your Transform timetable will require consultation between those who are delivering the creative activity and those who plan the timetable. Ultimately, the timetable is the school's responsibility; but those involved will be able to advise on who they may be interested in working with, in what curriculum areas, what time will roughly be required and why. It may be that the school decide there is a particular group of learners for which Transform would be most suitable and planning is developed from this decision.

Q. How did the tutors/artists fit in with the existing class teachers?

This depended upon the teacher but can be planned earlier to clearly establish the role of everyone involved. Where possible we included the teacher in all activities as an equal and as a guide to the learners.

When implementing your Transform, it may be that there are no artists working within schools and that the creative activity and Transform work is being delivered by the teachers with the support of the toolkit and/or National Theatre of Scotland.

Q. How many rooms/what space will we need to have?

This will depend on the size of your Transform. Often communication around timetables can be difficult and you may find that an agreed timetable has teething difficulties as other classes or groups are displaced and obstacles no one had foreseen appear. For example, canteen staff may traditionally clear a school hall fifteen minutes before the bell in order to do their job, cutting short planned activities. Clashes with other timetabled events can also happen with rooms being double booked. In schools in particular any agreed timetable can be subject to revision as priorities shift towards exams and events led by staff who may assume rooms will be available without booking. It is vital that everyone involved understands why certain rooms are suitable for different activities. This can help to avoid, for example, a physical movement activity being moved to a room where the floor cannot be cleared or which is too small for the number of participants.

Important issues to think about when allocating spaces to work in, include: the size of the space, the time it takes to clear away and put back furniture if necessary, power points for electrical equipment, and even whether a floor is carpeted can be important (for movement and art activities for example).

FOR ANY FURTHER SUPPORT PLEASE CONTACT NATIONAL THEATRE OF
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