



Transform

Transform your School
Transform your Community
Transform your Life

Quick Guide

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Transform is the brain-child of the ground breaking **National Theatre of Scotland.**

Transform is an initiative which gives opportunities to schools and communities to work collaboratively on a large scale creative project. Allowing participants to engage with and learn from artists from a range of creative industries.

Successful projects have run in a number of communities from Orkney to Dumfries, bringing generations closer together and creating a piece of unique, local, event theatre.

“No-one is the same person after doing this!”

Kevin, 15,
Transform Moray.



I have experienced the energy and excitement of presenting/ performing for different audiences.

EXA 4-01A

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How do we get involved?

National Theatre of Scotland want to give every community in the country the chance to create their own transformative experience. This is why they have created this pack to enable you to focus your ideas and start transforming your school, your community and your life.

“Staff are going to have to raise their game to meet the pupils’ expectations”

Who can make this happen?

You will need help and support from many people to make your project successful. You should aim for your community and educational establishments to work in partnership.

Based on my interests, skills, strengths and preferences, I am supported to make realistic and informed choices and set manageable goals.

HWB 4-19a

Everyone in your school has a part to play:

HEAD TEACHER - WHY?

You will need a commitment of time, resources and money. It is therefore imperative that you gain their support first and foremost. Head teachers who have been through this process have found it to be a hugely worthwhile and enlightening experience, both for the young people and the staff:

“Every single school in Scotland needs an experience like this!”

Head Teacher

Dyce Academy

Transform Aberdeen

SENIOR MANAGEMENT TEAM - WHY?

You will need an organised timetable of events for the project and support communication with the whole school. SMT will help foster positive relationships with others throughout.

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I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 4-11a

STAFF - WHY?

Undertaking a whole school project requires the support of the whole school. All staff should be encouraged to participate in any way they can from exploring the theme within a lesson, taking responsibility for admin or budget, to creating set, scenery, costume, art work or music.

LEARNERS - WHY?

“A good opportunity to work with others and find out their ideas about the world”

Transform Dumfries



This includes learners of all ages and from the community. Learners will be the central focus of the project.

The aim will be to have a rich, creative learning experience through which all learners have a chance to develop and enhance skills across the curriculum, impacting positively on learner confidence, ethos, respect for self and others as well as achievement and attainment.

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 4-13a

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Everyone in your community has a part to play:

PARENTS/GUARDIANS - WHY?

Involving learners' guardians creates an effective home link, investing them in their young person's learning. Guardians are welcome to participate fully in the process, either in a supportive or more practical role.

"Working with the professionals is key – a once in a lifetime experience."

Transform Orkney

COMMUNITY GROUPS - WHY?

This offers a cross generational, cross community experience for all, making the project truly inclusive. This allows opportunities for learners to gain a greater appreciation of the wider community and for all to celebrate the skills each individual has to offer.

I can identify internal and external factors influencing planning and decision making and can assess how these decisions contribute to the success or failure of businesses.

SOC 4-22B

SPECIALIST PRACTITIONERS - WHY?

This will help harness the skills and talents of all participants, teaching them to employ these skills in a practical manner. By using experts from a range of fields the young people will be inspired to explore their own creative potential.

LOCAL BUSINESS - WHY?

This creates links with enterprise, showing young people the important role business plays in their community and how it can support the arts e.g. through sponsorship, publicity, use of premises etc



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When I engage with others, I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.

LIT 4-02A



NATIONAL THEATRE OF SCOTLAND - WHY?

Although they will not be running your project, National Theatre of Scotland are willing to act as facilitators and supporters throughout your Transform experience.

National Theatre of Scotland
Civic House
26 Civic Street
Glasgow
G4 9RH
Tel: +44 (0) 141 221 0970
Fax: +44 (0) 141 331 0589

e-mail: info@nationaltheatrescotland.com

HOW DO WE GET STARTED?

It's time to make positive connections across the school and wider community.

- Send letters to parents and community leaders inviting involvement
- Consider holding an open evening or drop in session
- Contact prominent local theatre companies and artists
- Advertise for local businesses

“Staff were very supportive when the kids were not working with artists/directors. The staff related their S3 lessons to activities the pupils were doing in the transform project”

Alastair Peebles

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OTHER CONSIDERATIONS

DIRECTOR

You will need to appoint a director/project leader with overall control of your event. This does not necessarily have to be an expressive arts specialist.

TIME SCALE

Are you planning on running a short or long term project? Your project could take between 4 weeks and a full term depending on timetabling. You would also need to consider the scheduling of rehearsals: within or outwith the school day. You must also decide on a date(s) for the event to be staged.

Here are some examples of how Transform projects have been approached across the country.

Transform Fife:

The venue was found first—a disused factory. This allowed the project members to explore the working life of the factory, through a variety of media, and it's lasting impact on the community.

Representing my class, school and/or wider community encourages my self worth and confidence and allows me to contribute to and participate in society.

HWB 4-12A

I have continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks.

EXA 4-02A

Transform Aberdeen:

The group explored the concept of dreams. They experimented with creative writing and puppetry. Dreams as a stimulus allowed the community the opportunity to develop a range of weird and wonderful storylines.

Transform Orkney:

The islanders developed ideas pertinent to their culture and sense of isolation. They looked at what it means to belong to their community using free writing, physical theatre and art installations.

Details on other Transform projects can be found here: http://www.nationaltheatrescotland.com/content/default.asp?page=s4_9

Now you are ready to explore your theme.

HOW TO DISCOVER YOUR THEME

Your theme should:-

- Relate to the participants
- Relate to your school
- Relate to the learners in your school
- Relate to the local community

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PRACTICAL SUGGESTIONS

Create a mind map within each community group to explore the suggested questions.

Conduct research within the community, making connections across generations and cultures.

Individual free writing tasks to encourage people to express their thoughts and feelings on their place in and connection to the community.

Gather images of the community past, present and future.

Collate these images to elicit responses from all participants.



I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original texts.

LIT 4-25A

I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work.

EXA 4-03A

There is so much more that a child can do than the conventional. Unless you give them a chance to unlock their potential they will never know that and you will never know what they are capable of.

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What happens next?

You are now ready to take your project forward. The responses you have received from your exploratory work will guide the direction of your Transform event.

We can guarantee that participation in this project will allow learners' the opportunity to fully appreciate and understand the power of Curriculum for Excellence.

Transform YOUR learners into:

SUCCESSFUL LEARNERS

CONFIDENT INDIVIDUALS

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS

All over Scotland, these projects have been transforming learners, schools, communities and lives—

NOW IT'S YOUR TURN

Please use the toolkit on Education Scotland's website to support you in developing your own Transform.

Quick guide written by Jo McGlaughlin and Lesley Eadie from Kirkintilloch High School.