

V&A Blog Archive

Fourteenth Blog Entry - June 2014

A lot has been happening at the V&A for students and teachers over the past couple of months. Since my last blog post there have been five teachers' CPD events. Teachers have enjoyed a designer-led tour with Jasleen Kaur, visited 'The Glamour of Italian Fashion' with Assistant Curator Lucia Savi, learnt how to design digital art through coding, developed pattern cutting techniques with Juliana Sissons, and investigated experimental drawing techniques with jeweller Lina Peterson. The final CPD event of the year will be a ceramics masterclass with Phoebe Cummings.

While delivering these sessions I have seen how valuable it is for teachers to work with a professional artist/designer, particularly as a means of developing new ideas for the classroom and learning how to utilise the V&A collections and resources in creative ways. For example, in



the 'Digital Design: Code' workshop, teachers were discussing how the 'Sketchpatch' (www.sketchpatch.com) coding programme could act as a basis for developing collaborative digital art projects between partner schools all over the world.



After a talk and tour from Assistant Curator, Lucia Savi, a number of teachers have brought their students along to the 'The Glamour of Italian Fashion' exhibition on self-guided tours. One school has used a trip to the exhibition and the permanent fashion galleries as a basis for their GCSE students' controlled assessment. It is encouraging to see that the new knowledge gained in these CPD events is being shared with students both in the classroom and here at the V&A. Although there is only one CPD event left to be delivered as part of the John Lyon's Charity Initiative, the new schools programme for 2014/2015 has just been released and there will continue to be a fantastic range of teachers' events. The new schools programme can now be downloaded from the V&A website:

<http://www.vam.ac.uk/content/articles/t/teachers-courses-and-events/>

I have also delivered the final two outreach sessions with designer/maker Jasleen Kaur. In both sessions students made jewellery to client briefs inspired by the V&A collections. The feedback from both teachers and students has been excellent:

"The students got to think about how to re-imagine ordinary objects and give them a new life. They gained a new understanding of how to work with objects and approach from a design brief." Teacher, Sion-Manning RC Girls' School

"I enjoyed being creative and catering to the needs of a client." Student, Northolt High School

The strategy for the outreach workshops is to use them as incentives to engage new schools



with the John Lyon's Charity projects. After initially attending a CPD event with Jasleen Kaur, a teacher from Sion-Manning RC Girls' School booked one of the Jewellery outreach workshops. Following this session, the teacher booked her students on to an in-depth project with artists in residence, The TShirt Issue. Inspired by the The TShirt Issue's professional practice and the V&A collections, the students are using digital programmes to create a collection of paper-folded jewellery and accessories. They have completed one day of the two day project so far; I will report back on their progress soon.

I am also looking forward to celebrating the culmination of the John Lyon's Charity Initiative at our 'Celebratory Event' on Friday 4th July. We are welcoming teachers to the V&A for the evening to look back at the highlights of the project and to explore how schools can continue to engage in the range of workshops, teachers' events and projects on offer. If you know of any teachers who may be interested in attending our celebratory event then please do ask them to get in touch with

me.

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Thirteenth Blog entry – October 2013

In her recent farewell speech V&A designer in residence Julia Lohmann described her residency studio at the V&A as a rockpool; a protected and sheltered space to test ideas, yet which remains connected to the ocean (the outside world). I have found this a compelling image and would like to think that the John Lyon's Charity project has acted as a 'rockpool' to teachers and students. It has guided them in finding the 'treasures' the V&A can offer – and enriched the 'ocean' of teaching and learning.



Yet just as rockpools must constantly change and regenerate so it will be one of my tasks during the coming year to ensure teachers continue to 'rejoin' the wider environment and access the fabulous resources of the V&A independently of the project. I will develop strategies for this throughout the coming year which I will share with you. Meanwhile, if anybody has experience and advice for how to sustain relationships beyond the life of a project it would be great to hear from you!



CPD programme for 2013/14

The programme of free CPD is a fantastic way for teachers to discover the wonderful array of workshops on offer. It is designed for teachers that have not yet engaged with the project to 'dip their toes in the water' and also for teachers who have previously engaged to explore our new offerings!

The CPD events introduce teachers to innovative ways of working within art, craft and design practices. They are designer-led and take place in a relaxed atmosphere where participants can learn new skills, gain ideas and inspiration and meet other teachers. The programme last year was very successful, with 100% good and excellent feedback.



Schools have been sent information and events have been booking fast - so far this year teachers from 26 different schools have booked places for CPD sessions. We are keen to circulate this as widely as possible, so please do share the details with any Secondary Art & Design and Design & Technology teachers within the John Lyon's Charity boroughs.

Please find the programme listed on the V&A website at <http://www.vam.ac.uk/content/articles/j/john-lyons-charity-project/> and do get in touch if you have any questions or would like to find out more at p.joiner@vam.ac.uk.



In the main V&A teachers' programme we are hosting an educators' private view to celebrate the opening of *Jameel Prize 3*.

16 January 2014, 18.30–20.30

Join us in the spectacular dome entrance to celebrate the opening of the Jameel Prize 3 exhibition, including works by international artists and designers directly inspired by sources rooted in the Islamic tradition. Hear from the exhibition curator, pick up free resources and

enjoy a drink with colleagues.

Cost: Free, booking essential, book now on +44 (0)20 7942 2211

Twelfth Blog entry – September 2013

A new academic year has just started and we are looking forward to commencing the third and final year of the John Lyon's Charity Project. Over the past two years a huge amount of progress has been made in engaging schools with the V&A. So far 47 schools out of the 85 within the beneficiary area have taken part in either a workshop, CPD event or outreach session.

This year already promises to be very exciting for the project. The London Design Festival kicks off this Saturday at the V&A and runs from 14th- 22nd September. Among the many inspiring installations and events will be a display of work from the John Lyon's Charity Project. Year 9 students from The Compton School in Barnet worked on an in-depth project with V&A designer in residence Julia Lohmann where they explored contemporary design practice and the Museum's collections. Please do come along to see the project outcomes on display in the V&A Residency Studios. The studios can be found on level 1 of the Sackler Centre and are open on the 14th, 16th, 18th, 20th & 21st September between 13:00-16:00.



Julia Lohmann is a multidisciplinary designer who opened 'The Department of Seaweed' for the duration of her residency. She explores the potential of seaweed as a sustainable alternative to a range of manmade materials and collaborates with designers from different disciplines to create objects from kelp.



Students from The Compton School took part in two workshops with Julia. This included a studio visit where they learnt about her innovative design process. They were then set a brief to design and make models of an architectural structure inspired by structures and forms found in the V&A collections. The students produced an array of interesting structures made with seaweed. Please follow the link to our Flickr site for more details on the project and more fantastic photographs!





Focus group

The focus group which I discussed in my last blog was very useful and informative. It helped us to evaluate and assess the impact of the project to date. It comprised of 13 teachers from different schools within the beneficial area – all with different levels of engagement with the project. The session was 1.5 hours long and we asked six core questions which allowed for in-depth discussion and debate. We also used a creative brainstorming activity where teachers wrote ideas on post-it notes. This further helped draw out interesting discussions and insights. Thank you for all your suggestions about possible activities to include!

The focus group participants spoke about the benefits of the project to their own teaching practice in more detail than the experiences of their students. This is perhaps understandable considering the different levels of engagement within the focus group. Additionally, while some schools booked multiple sessions these were often for different groups of students – making impact harder to measure. They did however cite examples of students' enthusiasm towards the outreach sessions and workshops.

We also conducted a student focus group during the summer term. This took place at school and lasted for 15 minutes. We reflected that it would be beneficial to have a longer session and to divide the class into smaller 'break-out' groups to encourage more contribution from less vocal students. All the ideas we have received through this blog will definitely help inform our future planning for focus groups during this final year of the project.

The self-complete evaluation forms given out at the end of every session focus on student and teacher experience and provides us with interesting and useful feedback on the overall impact of the project.

I look forward to keeping you updated as year three progresses.

Key findings from the teacher focus group were as follows:

Finding 1: Teachers highly valued the project co-ordinator as a single point of contact

Participants found the project co-ordinator easy to get in touch with and felt they were provided with relevant and timely information.

Finding 2: Working with designers provides insight and inspiration

Teachers articulated the difficulty of building relationships with designers themselves (as individuals or schools) and expressed their appreciation for the V&A in facilitating such opportunities.

Finding 3: The investment in Continuing Professional Development (CPD) for teachers and workshops had a positive impact on teaching practice

The CPD events helped to give teachers ideas to take into the classroom – with many teachers developing a lesson or Scheme of work after attending a session at the V&A.

Finding 4: Outreach provides greater accessibility to the V&A

The Outreach sessions have enabled students' greater engagement with the V&A and were seen as very beneficial for those that took part.

Finding 5: Workshops can support students in working together

It was commented that the outreach sessions encouraged collaborative learning between students.

Eleventh Blog entry – March / April 2013

There has been lots of activity at the V&A that has engaged both teachers and students so far this year!

There have been three CPD events since my last blog. These started with a 'design inspiration tour' where teachers learnt how the V&A collections have inspired designers working with the schools programme and how they are used as resources within workshops. Feedback included comments such as *'It's lovely to see that contemporary designers are showing students how to draw on inspiration from the collection'* and *'I liked the huge amount of ideas and inspiration for a range of subjects'*.



In the jewellery CPD event teachers made wire sculptures of objects in the V&A and then made jewellery based on the shadows these create. This gave teachers lots of ideas to take into the classroom as the following comment from one teacher shows: *'It challenged me to think outside of the box about designing within DT'*. The fashion CPD event looked at the relationship between armour and fashion. Teachers took creative inspiration for designs from the Medieval and Renaissance galleries and worked directly on mannequins to produce a range of fantastic designs.

The CPD events have been very successful, yet there are also some challenges. A high number of teachers book places, yet there is also a high drop out rate. So far, out of the six CPD events offered this year, 59% of teachers who booked did not attend. A significant factor in this 'no show' rate could relate to the events being offered free of charge. I have developed the strategy of booking a number of extra places beyond capacity to allow for the drop-out rate, which has worked well so far.



This year we are developing our research into the outcomes of the project through conducting focus groups with teachers and students. The teacher sessions will be co-delivered by a member of the V&A's Visitor Research team. We will be conducting two student sessions at schools during the spring term. The first visit will be on the 22nd April and we will spend 15 minutes gaining feedback from students and hearing their thoughts on the programme. A teacher focus group will also be held on 19th April. We have invited teachers who have engaged with the project in different ways. This includes those who have taken part in multiple

events (in workshops, CPD and outreach) to those who have only attended one event over the course of the project. They have all been offered a copy of the recent V&A publication 'Handmade in Britain' as an incentive to attend. There has been a good response with 11 places booked so far.

We are currently preparing a discussion guide for the focus group and would like to hear about any creative approaches you have taken to encourage discussion. We have been in touch with Streetwise Opera after their kind response to the last blog entry and gained some useful ideas from them. We look forward to sharing our findings from the Focus Group with you in the next blog post.

I have also been looking ahead to the next phase of the project and how to target those boroughs which are least engaged. I have been analysing the take-up of schools across all beneficiary boroughs to see where we have been successful and where we could improve. Whilst all have increased their involvement with the project I am particularly pleased to note that the number of schools in Brent (one of the most deprived of the beneficiary boroughs) has increased by 33% since the start of the project. Looking ahead, I plan to concentrate on engaging schools in Harrow, as currently only 20% of schools in this borough have taken advantage of the project so far. This is significantly less than the other boroughs which have engagement levels of between 36 - 80%. I will be offering schools in Harrow a tailored CPD session as an additional incentive. I will report back on my progress soon.

Comments:

The Bach Choir Choral Leaders/Masterclass event was held on Saturday 27 April in The Warehouse, Theed Street London. The Training Day was successful in achieving its objectives of enhancing the professional ability of teachers to create a pathway for children to develop their singing ability, sing as a group and prepare for performance. It also developed the capacity of The Bach Choir Outreach Project by training singing members to work more effectively as presenters and conductors for workshops and rehearsals in schools.

The event was attended by almost all the Music Specialists/ Teachers (6) from The Bach Choir Outreach Project Schools and the conductors and presenters of the Outreach workshops, held in their schools,(6) who are volunteers from The Bach Choir. Other members of The Bach Choir who are interested in working as presenters/conductors for Outreach in the future also took part (6).

The event was advertised in 'Get Involved': an on-line guide to the Tri-borough Music Hub projects on offer to schools.

It had limited success in drawing in teachers, (2) as the amount of information on-line made it difficult for teachers to access.

The guide is now in print and will be a useful way of marketing future Bach Choir events. It was supported by the Tri-borough Music Hub, which funded the costs for the 4 Music Specialists from its schools. Free places were offered to The Bach Choir volunteers who conduct workshops now or in the future. The workshop was designed to develop the professional ability of teachers in KS 2 and 3 who lead singing activities and choirs in their schools. This was the first Bach Choir Training Day led by the Musical Director of The Bach Choir, David Hill, with his wealth of experience in the field. Hilary Jones co-presented the morning sessions: 'How to teach children to sing'. Hilary is co-author of 'Giving Voice', a book on choir training and conducting. She has worked with David Hill for over 17 years both at Westminster and Winchester Cathedrals. She has taught choral scholars and students of the Universities of Oxford and Cambridge. Everyone enjoyed her informative and active delivery. The physiology of singing and the role of the larynx, tongue but also breathing and the

whole body was fascinating and all appreciated her depth of knowledge and up-to-the minute information.

The hand-outs will be useful for participants as they return to the classroom to try out techniques such as animal noises and adjusting head position like the dog in the Churchill ad! David then enlightened the participants with his insight into 'Conducting techniques and Choir Leadership'. Conducting is so much more than keeping the beat and the use of the hand, arm and body in 'painting' the sound, as with a paintbrush was also new to many of us and not as easy as it sounds. He pointed out the problems that can arise with the 'up-beat' and 'down-beat' and encouraged the use of a mirror and video so that conductors can hone their skills and use self-criticism to improve their performance. He gave useful tips on how to balance praise and criticism to help singers to reach a high standard of performance.

The afternoon session included practical workshops when participants were given the opportunity of conducting and working with Members of The Bach Choir. David gave advice and encouragement with humorous exchanges with those brave enough to wield a baton! Feedback was very positive with an average rating of 2.4/3 when participants were asked to rank the day: 3 expectations exceeded; 2 met expectations, 1 did not meet expectations.

Comments included: 'The sessions were really helpful and interesting. I learnt a lot about how to look after the voice, and how hard a conductor's job is!' 'Hilary's talk on children's voices was invaluable. I learnt a great deal from the conducting session.' 'No need to restrict this to teachers of KS2 & KS3 and it could be advertised nationally next time'.

*Christopher Lean, The Bach Choir
29th May 2013*

The CPD events sound inspiring.

Regarding no-show issue: If you haven't tried it before, it's worth asking for payment of a fee up-front, maybe just £20 or so, then cancelling/returning it for those who show up.

Regarding the creative approaches to focus group discussions:

Idea 1: ask the teachers themselves what methods come to their minds (in advance of session)

Idea 2: mind-map style, huge piece of paper, or digital equivalent, everyone writes or draws the thoughts/experiences/classroom challenges/visual associations etc that come to their minds in the given context - they express themselves, then ideas bounce off each other, connections are made visually on the mind-map, discussion ensues, and you end up with more than the sum of the parts. The shared visual record can be photographed and circulated as an on-going reminder and stimulus.

Idea 3: invite teachers to audio-record, photograph or video-record their experiences of outcomes between the CPD event and the focus group session, e.g. students creating jewellery inspired by shadows. Maybe a prize for the one that gets the biggest round of applause from the group.

Idea 4 - with students: invite them to share their creative ideas that stemmed from the CPD, on a blog page or through social media. Maybe prizes for students who take ideas to the next level.

Lorraine von Gehlen, UK Director, Epic Arts
19 April 2013

Interesting stuff.

The Bach Choir will be holding a Choral Leaders' Workshop/Masterclass on Saturday April 27th 2013 10am - 4pm at The Warehouse 13 Theed St London SE1 8ST.

The course is for teachers in Key Stage 2 and 3 leading singing activities and choirs. Whether new to leading singing groups or an experienced Music Specialist, the day will support your work and help us to enthuse children to sing! David Hill has a unique approach, founded on a wealth of experience. Thus a range of techniques will be used to achieve the goal of helping children to find their voice.

Using a practical approach, the day will build confidence in the participants' ability to: - - -

Grasp and hold the attention of children

- Warm up children's voices
- Improve body awareness and breathing techniques
- Focus on tonal quality - blending in unison and part singing
- Understand and extend the vocal range of all children
- Explore melodic line - exploring sound shapes and varying dynamics
- Improve diction and clarity of words

Practical workshops with a group of singers from The Bach Choir will give participants the opportunity to practise their own skills and observe others.

Timetable:

Morning Sessions - METHOD

Session 1 - David Hill 'How to teach Children to sing'

Methods and techniques

Coffee and Refreshments

Session 2 - David Hill 'Conducting techniques and Choir leadership'

Lunch - not provided but many local cafes and restaurants.

Afternoon Sessions - PUTTING METHOD INTO PRACTICE

Observation - David Hill and the singers from The Bach Choir

Practical Workshops - Participants conducting and working with Members of The Bach Choir.

Plenary and tea

This will be our first venture into CPD. Places on the course are free for teachers at our seven participating schools but there will be a charge for teachers from other schools.

I will report again after the event.

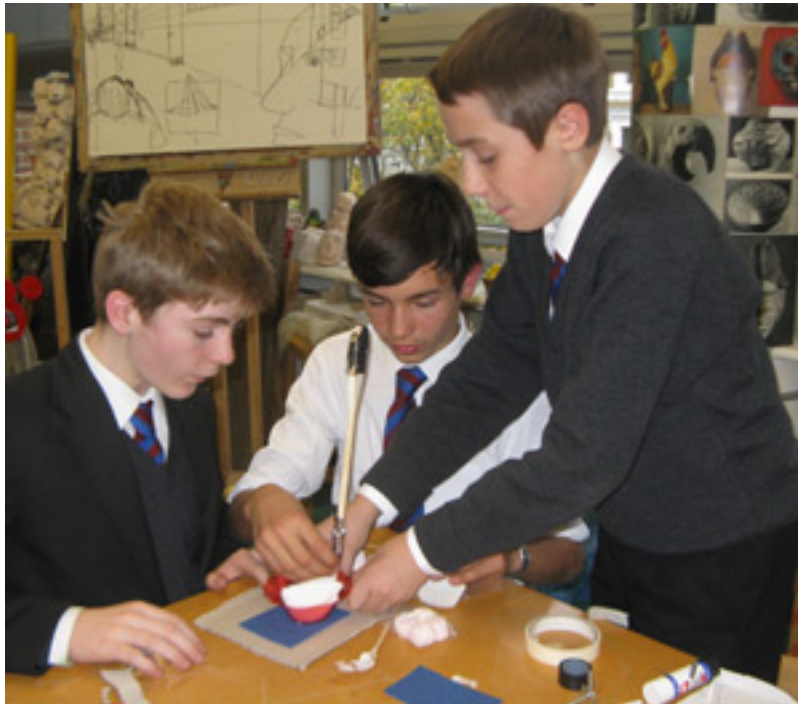
Christopher Lean, The Bach Choir

18th April 2013

Blog Entry - December 2012

The autumn term has been a really busy time. So far this term over 300 pupils within the John Lyon's Charity beneficial area have taken part in the programme through the delivery of 13 workshops and two outreach sessions. Workshops have included jewellery making, led by designer Lina Peterson, where students made wire sculptures using ceramic objects in the V&A

galleries as inspiration. They then traced the shadows of these to create an abstract pattern which they made into a mixed media piece of jewellery - with fantastic results!



The outreach sessions have been offered this year as an incentive to engage new schools, save some commitments to schools from year one. This is a slightly different approach from year one, where workshops, outreach sessions and CPD events were offered as a package. Feedback for these sessions has been good - Year 9 students at Cardinal Vaughan Memorial School gave comments such as 'I enjoyed utilizing imagination and initiative' and 'I liked the feeling when you come up with an idea that actually works' while their teacher said that 'Fun and enthusiasm was had by all. A very enjoyable range of activities organised'.

An important aspect of the project is building and maintaining relationships with schools and teachers. It is encouraging to note that 14 schools have continued their engagement from last year. We are keen to find out more from them and their pupils and to gain feedback about the impact the project had in year one. I am, therefore, currently planning a focus group for those who have engaged in the project so far.



My initial thoughts are to hold two focus groups: one for students and one for teachers to gain feedback and qualitative data about the project.

For the student focus group I would like to ascertain their views as they look back at the project a year later on. I am particularly interested in whether the workshop activities played a role in helping develop career aspirations in the creative industries. I intend to make participation in the focus groups as easy as possible for students and will therefore travel to schools to conduct the sessions. It will also be helpful to teachers for V&A staff to handle all the details such as collecting any information and recording and transcribing the session.

With the teacher focus group, I hope to get some longer and more in depth discussions. Again, I plan to make these sessions easy to attend. One way to do this would be holding them before a CPD event so that teachers would not have to come in especially. I also plan to offer incentives such as complimentary exhibition tickets for taking part. I hope to send out invitations shortly and will report back on my progress. If you have experience in delivering focus groups it would be fantastic to hear what was successful and what is to be avoided. I look forward to hearing your comments and experiences!

Comments:

This looks like a great project and a really good idea to see a blog on a funder's website - plus to hear about what has gone well and the challenges. If it's helpful we do focus groups and my colleagues have had some training in this area. Thanks Matt

*Matt Peacock
Streetwise Opera
08/02/13*

Ninth Blog Entry - October 2012

Year 2 begins!

It is exciting to be entering the second year of this project which supports Secondary D&T and Art & Design students and teachers within John Lyon's Charity's beneficial are in engaging with the Art, Craft & Design workshops at the V&A. Last year proved a great success, with around 900 students and teachers from John Lyon's Charity boroughs engaging with the programme. I would like to take the opportunity to thank those that commented on this blog last year and contributed their ideas and insights. I hope you will continue to do this throughout the coming year!

There have been some exciting changes to the V&A's programme of onsite workshops during the second year of the project. The sessions last year were all devised with professional artists and designers. This year, as well as being devised with professionals from the creative industries, they are also all being co-delivered by these professionals. Another change, due to teacher feedback, is that they are now full day instead of half day sessions.



The first workshops for schools within John Lyon's Charity boroughs were delivered last week. This included a Ceramics workshop, led by designer Amy Hughes and a Fashion & Textiles workshop led by Julianna Sissons. Whereas last year I was delivering the workshops, co-teaching has enabled me to reflect upon and observe more of the learning that takes place. One student commented that if they had just walked around the museum they would have been tired - but because they were focused on gaining creative inspiration they could look all day. I felt this perfectly summarised the aims of the schools programme - to learn about the collections and inspire creativity.

Having established good relationships with schools and promoting the programme early on in the year the workshops have booked really well so far, with 19 confirmed sessions. The challenge as the year progresses will be to continue to engage new schools as well as sustaining the relationships with schools who have already taken part in the programme. Out of the 19 workshops booked so far 5 of these are from new schools and the others from those who participated in the programme last year, which shows a good balance so far.



Schools have been approached in different ways through targeted mail outs. Existing contacts were sent more personal letters thanking them for their participation and have continued to be offered half price workshops. New schools were offered outreach sessions in addition to half price workshops to try and encourage engagement (save some commitments from last year). There are also activities aimed at both existing and new teachers such as the programme of CPD events.

The new programme of free CPD events and an outreach session have been designed exclusively for schools within John Lyon's Charity boroughs. The CPD events feature taster workshops where teachers can meet the designers and take part in hands-on challenges. All schools received this information through the post for the start of term and places have been booking fast. Two events have already taken place with successful results. They are offered throughout the year and the programme is listed below.

The first CPD event Ingenious! Masterclass led by designer Jasleen Kaur went well and received positive feedback. One participant said 'It was good to get involved and be creative with others and to listen to the designers ideas'.

Please get in touch to find out more or if you have any questions at p.joiner@vam.ac.uk

Who can attend a CPD event?

All CPD events are for Secondary Art & Design and Design & Technology teachers within the John Lyon's Charity boroughs.

Graphics Masterclass

Friday 7th December 2012

You will look at examples of design and typography and then use experimental 3D techniques to respond to a brief with artist Matthew Raw.

Preparing the Perfect Self Guided Visit

Friday 11th January 2013

Learn about the amazing galleries and facilities the V&A can offer. Try out fun, practical activities featured in our brand new self guided resource.

Jewellery Masterclass

Friday 1st February 2013

In this masterclass with designer Lina Peterson you will make your own jewellery pieces inspired by objects and their shadows.

Fashion Masterclass

Friday 1st March 2013

Work with designer Julianna Sissons and explore the Medieval and Renaissance galleries. You will then use this to inspire your own designs back in the studio.

Ceramics Masterclass

Friday 3rd May 2013

Discover treasures from the ceramics gallery in this masterclass with designer Amy Hughes.

Networking Event

Friday 5th July 2013

Enjoy meeting other teachers involved with the John Lyon's Charity initiative whilst exploring free resources that support Art & Design and Design & Technology.

CPD on request

Explore ways of using the V&A to extend and enhance the delivery of the curriculum. Through interactive activities, with content specifically designed to meet your group's needs, discover exciting and creative ideas to use on a visit and back at school.

Comments:

The programme sounds great - especially all the fashion related programmes. I would love to bring a group along. however I work with groups of children who all attend different schools in Ealing, so I really need to have events that I can bring them to in half terms and holidays. I suppose I mean bespoke programmes for more vulnerable groups. Any ideas?

Sue Tarry

26/10/12

This sounds amazing! Recruiting new schools is always a challenge as teachers have such busy schedules it's often hard to get hold of the right people! We're hoping to expand our schools network even further this year so great to read your blog!

Olivia Jacobs

25/10/12

Eighth Blog Entry - Wednesday, 11 July 2012

It is fast approaching the end of the school year and I have been delivering lots of events and workshops.

Throughout the year the programme of CPD events has been successful. After attending the events all schools stated that they would be more likely to book a workshop in the future. The evenings featured free wine and entry to an exhibition at the V&A as well as talks by designers and curators. This has proved a good way to maintain contact with schools and pave the way to developing a sustained relationship. I also made contact with a number of new schools who expressed interest in engaging with the programme.



Since my last blog entry I have designed two sets of outreach sessions in collaboration with Aberrant Architecture (past residents at the V&A) and designer Jasleen Kaur (recent RCA graduate who will deliver workshops on the core programme next year). These explore design processes and use the V&A's collections as sources of inspiration for 'hands on' design challenges. We have delivered all outreach sessions by Aberrant Architecture with good feedback and will deliver the sessions with Jasleen next week.

The outreach sessions with Aberrant Architecture were developed to extend the architecture workshop from the core programme of onsite workshops. Students were introduced to the company's practice and given practical design challenges relating to the theme of 'work' – specifically, working from home. They identified motivations behind this choice (such as reduced cost, reduced travel) as well as difficulties which may arise (such as a sense of isolation). Students came up with innovative ideas to solve real life problems. They worked in groups and were provided with a cardboard dolls house to modify and trial their ideas. Students responded well to the model and were able to produce detailed solutions in a short amount of time. A teacher from London Oratory School commented the session was *'a good insight for the boys to understand where design education can take you'*.



As we approach the end of the school year I have been reflecting on the project. There have been many successes to the year, but one of the most valuable things has been forming strong relationships with teachers. Over the course of the year I have managed to build good relationship with a number of schools. I have been able to be flexible and responsive to the schools' needs and have constantly promoted the project. The V&A is pleased with the work achieved this year and we hope to sustain the relationships already built with the schools during year one as well as reaching out to new schools that have not yet engaged.

Seventh Blog Entry - Wednesday, 25 April 2012

Over the past couple of weeks I have been busy organising events and attending meetings alongside developing ideas for outreach sessions.

I have met the STEM advisor for London East who will promote the project to teachers and hopefully be a valuable platform. STEM offer free consultations for teachers, recommending suitable workshops and CPD events. I have also promoted the project through a CPD event organised by LONSAS for teachers in the borough of Westminster. I offered a taster jewellery making activity which allowed teachers to see an example of the workshops available whilst learning new skills. We found again that this event was useful for promoting our Primary and Performing Arts programmes, but there were few teachers from John Lyon's Charity boroughs despite being in Westminster. I also attended the LONSAS event on 27th March aimed at teachers from Hammersmith and Fulham.

The programme of CPD events (as mentioned in blog 6) is underway. The 'British Design, 1948 - 2012' event was successful and well attended. 29 teachers booked from John Lyon's Charity boroughs, out of which 16 teachers (from 11 schools) attended. Schools were offered free entry to the exhibition as well as a free catalogue and a talk by curator Ghislaine Wood. Teachers commented that the evening was 'very well organised and informative' and that the lecturer was excellent. All the schools (except for one late arrival who missed the talk) stated that the event helped to raise their awareness of the project and that they would be more likely to book a workshop after the event, which is fantastic news! The evening - and perhaps the lure of wine and a catalogue - was a good way to maintain contact with schools and pave the way to developing a sustained relationship. I was also able to make contact with three new schools who expressed interest in engaging with the programme.



I have been designing two outreach sessions for Design Week (25th - 29th June) in collaboration with Aberrant Architecture (past residents at the V&A) and Jasleen Kaur, a recent graduate from the RCA who has worked regularly with the V&A Learning department, to develop the sessions. These workshops will explore design processes and use the V&A's collections as sources of inspiration for 'hands on' design challenges. Through my initial consultation with teachers I found that the chance to work directly with designers in schools was seen as highly valuable. The sessions are also strategically placed during Design Week in order to support teachers in promoting Design Technology as a subject. The sessions will also be used as a way to promote future plans for the project. Consultation showed that offering workshops at key times of the school year (such as after the exam period) would allow more schools to access the programmes and events.

The DesignLab programme also offers masterclasses with designers from the innovative company Seymourpowell (with whom two



DesignLab workshops were developed collaboratively). One school from Brent enjoyed such a masterclass yesterday. They liked 'experimenting with ideas' and being in a 'positive risk free environment'.

Over the next few weeks I will continue to promote the upcoming CPD events and further develop the outreach sessions for Design Week. I hope the other events will generate as much interest as 'British Design'!

Sixth Blog Entry - Tuesday, 6 March 2012

The exciting programme of CPD events for Spring and Summer terms 2012 has been finalised! The CPD events complement our core workshops including product design, lamp design and fashion. They will give inspirational ideas for the classroom as well as unique access to brand new galleries and exhibitions.

All schools within John Lyon's Charity boroughs will shortly receive information in the post. However, if your organisation has links to schools who may wish to take advantage of these unique offers then circulating this as widely as possible would be greatly appreciated.

Please get in touch directly to find out more or if you have any questions! p.joiner@vam.ac.uk

Who can attend a CPD event?

All CPD events are for Secondary Art & Design and Design & Technology teachers within the John Lyon's Charity boroughs.

CPD and outreach sessions are FREE for teachers upon booking a half price DesignLab workshop.

PRODUCT DESIGN

Opening Event: British Design, 1948- 2012

Friday 20th April

Time: 17.00- 20.30



Learn more about this exhibition which showcases the best of British design and creative talent from curator Ghislaine Wood.

Free entry, drinks and light refreshments will be provided.

(Exhibition tickets normally £12)

Visit to Random International's Studio

Thursday 17th May

17.00- 20.30

This is a unique opportunity to visit the working studio of design collective Random International, whose work features in the Lamp Design workshop. Learn about their creative processes, as they talk honestly about the development of their work and show never before seen prototypes.

Opening Event: Heatherwick Studio

Friday 15th June



Time: 18.00- 21.00

Come and explore the work of one of the most inventive and experimental design studios practising in Britain today. The evening will include a guest speaker from the Heatherwick Studio and a talk from exhibition curator Abraham Thomas.

Free entry, drinks and light refreshments will be provided.

(Exhibition tickets normally £6)

FASHION & TEXTILES

Creative event: Fashion Master Class

Friday 4th May

Time: 17.00- 20.30



Take part in a fashion masterclass with designer Julianna Sissons. In this session you will take part in a 'highlights' tour which explores the rich history of the Medieval and Renaissance galleries. You will also have the opportunity to create your own garment.

Opening Event: 'Ballgowns: British Glamour Since 1950'

Friday 1st June

Time: 17.00- 20.30

See the spectacular new exhibition of Ballgowns from 1950 to the present day. Learn about the designers and the dresses featured in the exhibition in a talk by curator Oriole Cullen. The evening also features a talk by the curator of the newly opened Fashion galleries, Jenny Lister.

Free entry, drinks and light refreshments will be provided.

(Exhibition tickets normally £10)

To book a place at any of these events please contact Pippa Joiner p.joiner@vam.ac.uk

Comments:

The programme looks great! Please let us know if you are planning any photography-based sessions for teachers and we can feature it in our monthly teachers' e-newsletter.

Janice McLaren
Head of Education & Projects The Photographers' Gallery
07/03/12

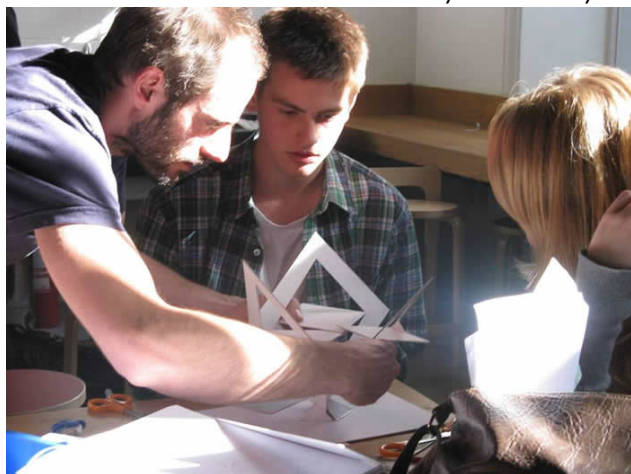
Fifth Blog Entry - Thursday, 9 February 2012

It has been fantastic to receive so many comments on this Blog and for you to share your advice and experience with me. Here are some of my responses:

In regards to questionnaires, I initially thought that this might provide a path to open dialogue with schools. However, as this proved more difficult than anticipated, it was decided to focus on the key objective: that of getting schools involved in the core programme. So far I have been able to consult with 9 departments on initial visits to schools.

Whilst it has been difficult to draw any conclusions from having a small sample size, meeting face to face with teachers has provided in-depth insights. I hope to build up more responses as I continue to visit schools and meet more teachers. We recently ran a CPD event where I was able to talk to some of the teachers. As Alec Haylor suggested, this created a good informal atmosphere in which to discuss ideas.

I had initially hoped that schools who were not engaging with DesignLab would give some insight into the barriers they face. From the consultations so far, and my own prior experience as a teacher, 'cost' and 'cover' seem to be key factors. With support from John Lyon's Charity the issue of cost has been dramatically reduced - yet many schools are not yet taking



advantage of the workshops. A handful of schools have expressed an interest in the project and I have been quick to respond to them. It is also my hope that I will be able to reach schools who have not yet expressed an interest in DesignLab. I hope that by finding as many different avenues to reach schools as possible they will see how DesignLab can support their students. I am keen to visit as many networking events and meetings as possible and would welcome suggestions of any upcoming events.

I am keen to gain the support of Headteachers for the DesignLab initiative. I do appreciate, however, that this may not be an easy task as Headteachers are extremely busy. I have been trying to attend a network meeting for Headteachers which is proving difficult - if there is any advice on this it would be much appreciated.



It was great to have suggestions to reach trainee teachers. In fact, I gave a presentation at the

Institute of Education (IOE) last night to a group of Art & Design trainee teachers and their mentors which had a positive reception. I hope that it will be possible to build on the relationship with the IOE to work more closely with trainee teachers in the future.

Thank you again for all your ideas and sharing your success. I look forward to hearing more of your comments and suggestions!

Fourth Blog Entry - February 2012

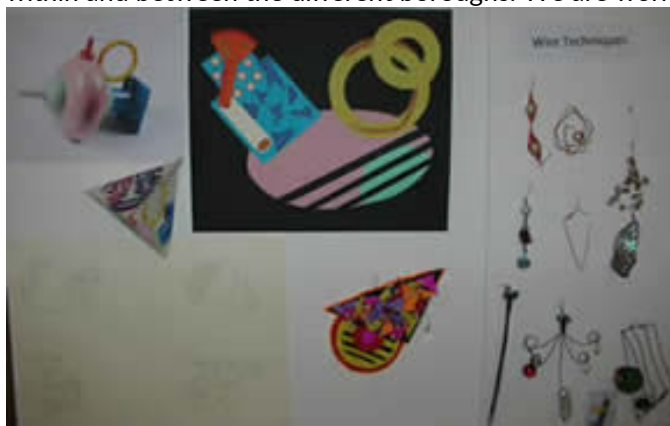
Thanks to everyone who has posted comments on the blog so far. It's great to get different people's ideas and advice.

Since the last post I have developed a new strategy of engaging with schools: they will be offered events as a package. Upon booking a half price workshop schools can receive a free outreach workshop and CPD session. This is a fantastic offer for schools and will hopefully provide extra incentives to engage with the DesignLab programme.

I have just finalised an exciting programme of events for teachers, including talks by designers, practical workshops and exclusive previews of forthcoming exhibitions and gallery openings. I have also been meeting a number of designers to give talks in schools. All sessions have been based on key themes in the DesignLab workshops and aim to extend and develop engagement with the core programme. A leaflet is currently being designed and will be sent to schools shortly.



Another idea we would like to pursue is using the V&A as a hub for different D&T departments within and between the different boroughs. We are working with the D&T Association to arrange the first of these events next month.



I delivered a teachers event for Brentside High School, Ealing at the end of January. This was a tailored session based on Postmodernist design. Teachers enjoyed talks by our curators and had the chance to make their own postmodern jewellery pieces. The evaluation for this was excellent and the school will be booking workshops. In this case, offering a tailor-made workshop was a good 'hook' for engaging schools.

However, tailor-made events could perhaps carry the risk of distracting from the

core programme instead of promoting it. With this in mind a programme of CPD events for the year was created, all specifically relating to the core DesignLab programme. Organising all these events will be a lot of work but it is very exciting and will hopefully attract many

teachers. We would love it if anyone reading the blog could help promote the new CPD programme and package to their networks and contacts. We would be happy to email you full details.

Comments:

As an ex-secondary teacher I completely understand the difficulties that Pippa has had in trying to get responses from secondary schools. (time constraints, pressure of exam courses etc) From what I have read on this blog, Pippa is doing a brilliant job organising CPD events and liaising with LEA and this project sounds wonderful. I just wonder whether it might be possible to get a 'slot' at a department meeting or during an INSET day (perhaps by contacting the head of department). Another strategy might be to run a session for PGCE/trainee teachers in partnership with one of the London Universities. So many of the students will have teaching placements at schools within target areas, they could themselves bring this project to the attention of their mentors in schools or in the longer term, once they have jobs in the schools they would have more influence in getting involved in this type of project. We host trainee teachers on 'alternative education' placements here from two London universities and whilst we do this to support the trainee teacher programme, one outcome may be that the students bring their classes back to us in the future! All the best with this, it sounds great!

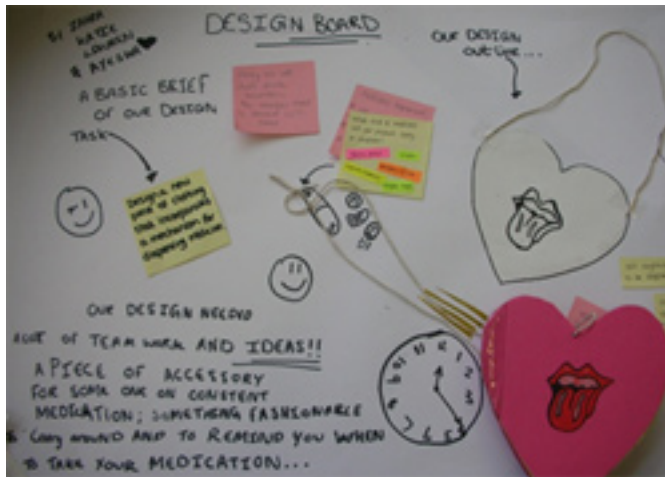
Lou Evans
Westminster Abbey Education Department
08/02/12

We would love to get involved! We are not a school - but a centre for children in care, who come to "Horizons" for education support and activities. Recently we have completed a poetry project and have published these poems. Next project will be with the Foundling Museum. As our children are all in various schools, in and around Ealing, we usually get to work with them on projects during the holidays. Would there be anyway we could do something which involved us coming to the V & A with a group and then doing some design work at Horizons? At the moment we are thinking of designing a library/ reading corner and have in mind something "high tech" - look up Horizons as a building on the website and you will see that something modern would be good. this could be a great project and help us with our design - please let me know!

Sue Tarry
Looked After Children Team, LB Ealing
08/02/12

Third Blog Entry - December 2011

I have recently expanded my focus on the 4 initially targeted boroughs to encompass 3 more: Harrow, Barnet and Westminster. This will provide an additional 41 schools to contact. There has been some positive response, with two initial visits to Barnet. So far I have made a total of 8 initial visits, delivered 2 outreach sessions and have 3 DesignLab workshops booked. I am also creating a tailor made CPD event for a school in Ealing for January.



However, there have also been some challenges. It has proved difficult to get responses for the DT provision questionnaires. I created an online questionnaire with many multiple choice answers to make the process of completing it as quick and easy as possible, but as yet have had only 1 response in addition to those completed in my initial visits. Some LA contacts have been kind enough to send reminders. I have considered incentives such as complimentary tickets, but feel at this stage that the focus should be on promoting the core programme. I have 9 responses to the questionnaires in total. This limited number of responses has made it difficult to draw generalities into provision in boroughs as a whole. However, I have gained a valuable understanding of individual departments and a useful insight into the types of projects they currently offer as well as how the V&A can continue to support them. I will keep gathering responses from teachers and add these to the report as they come in. The report will be used to inform the future development of the project.



In order to help support teachers in their long term planning I will create a brochure with a list of all the events for next year listed and send out in the summer term to allow 'take up time'. I will also create a brochure for events this year to send out after the Christmas holidays.

I am currently marketing free CPD events with designers from Seymourpowell taking place in early January and February, with three places booked so far. Meanwhile, the V&A Sanctuary

events, which allow teachers to work with practising artists and designers, have been successful. Following this success I am currently planning a programme of twilight Sanctuary events for teachers within John Lyon's Charity boroughs. The Design & Technology association have kindly offered advertising space for CPD events on their website. I am also in contact with the co-ordinator for London branch meetings for the Design & Technology association and am discussing the possibilities of holding an exclusive event for members in March.

Comments:

I work for an Arts Organisation and we have had contact with local authorities in assisting us with projects that we run.

The best way in for us was to set up a meeting with someone who had shown a genuine interest in us and the work that we do. The interest arising from them seeing a production of ours, or us talking to people at conferences that we attended. It has proved very difficult getting in touch with Teachers via email and phone call due to the nature of their work load and time constraints, but if you find someone who is interested in the work, then do persist in trying to contact them. Setting up a meeting with them, or asking to arrange for a one event to happen will spark more interest too.

Claire Taylor, Outreach Associate
Spare Tyre
19/01/12

I agree with Nicola's comments regarding the questionnaires. Drafting your questionnaire to make it accessible and quick is definitely a really positive move, but having the support of the Headteachers will make an enormous difference. Also, it sounds like you have a brilliant range of CPD events taking place either at the moment or in February. If these involve working with teachers appropriate to your research, then these could also be great times to get feedback, either through hand out questionnaires or just having a chat. We're currently planning a programme with Brent Primary Schools, in which we will be using a CPD session to get feedback prior to the project commencing. The context of the project is quite different, but the CPD session atmosphere normally creates a really positive environment for creative discussions and I'm sure you could use this to get some good feedback. Wishing you all the best with what sounds like a brilliant programme.

Alec Haylor, Community & Education Coordinator
Royal Philharmonic Orchestra
16/01/12

I am afraid we have found this is the norm with teachers – they are incredibly busy and to try and persuade them to take the time to respond to questionnaires, however easy you make the process, is a struggle. When we have done this in primary schools, we give them a deadline to complete the questionnaire before we leave the school!

I am sorry not to be more helpful but we wish Pippa lots of luck as obviously what John Lyon's is offering is amazing and you need the feedback. Are you using the headteachers directly? This might be a way forward and for them to nominate a certain number of teachers to undertake the questionnaires.

Nicola Wallis, Chief Executive
The Voices Foundation
20/12/11

Second Blog Entry - Monday, 14 November 2011

The visits to schools have gone well. In addition to the four schools previously mentioned I have met with two other schools (in Ealing and Hammersmith) for initial visits. The teachers

have all expressed interest in the programme and developing a sustainable relationship with the V&A. Two workshops have been booked so far and three places for special sessions with the product design company Seymourpowell (whom worked in collaboration with the V&A to devise two of the DesignLab workshops). I am in dialogue with the other teachers I visited whom are negotiating dates to bring students to the V&A within their schools.



Whilst on my initial visits I was able to conduct a short questionnaire to gain an understanding of the DT provisions at each school. One finding so far is the identification of 'inspiration' as a reason for booking workshops with the V&A. Teachers commented that DesignLab could offer new ideas and techniques to use within their teaching practice as well as the opportunity for students to gain inspiration.

I have contacted all the schools in the initially targeted boroughs again and am asking them to take part in the questionnaire about DT provision. The Local Authority Education advisors have kindly agreed to assist me in gaining responses from schools within their boroughs. Hopefully in understanding the schools more clearly, I will be able to devise ways to meet their needs through the DesignLab programme.

I have also been busy developing an outreach lesson, which schools have been offered upon booking a DesignLab workshop. I delivered the first of these to a school in Hammersmith & Fulham last week. I developed a practical activity to stimulate quick, creative thinking and for students to learn through making. Students worked together in teams to creatively solve a design challenge. They were given images of the V&A's collections as design inspiration and a bag of materials with which to create a 3D rig. The teacher commented that it was valuable for students to be introduced to the museum and the premise of the workshop before visiting.



Over the coming weeks I will continue to talk to the Heads of Departments within the initially targeted boroughs of Hammersmith & Fulham, RBKC, Ealing and Brent. I have contacted schools in the other John Lyon's Charity boroughs and hope to organise initial meetings and outreach sessions with them. I will continue to compile a report of DT provision across the boroughs and have started to devise a Teacher Training event to further interest schools in the DesignLab programme.

First Blog Entry - Thursday, 6 October 2011

My name is Pippa, and I am working on this project funded by John Lyon's Charity to support Secondary D&T students and teachers within specific London boroughs through offering new ways and opportunities to engage with the V&A's flagship programme DesignLab.

DesignLab

DesignLab was launched in 2008 alongside the opening of the Sackler Centre and aims to engage students with iconic design collections and professional design practice through

innovative workshops and projects.

I will be writing about the experiences of involving schools with the programme and sustaining links with them. Hopefully this will give some insight into the working methods, including the successes and challenges involved!

I have been in post since the beginning of September and have spent the first few weeks in my new position getting to know the V&A's education programme, observing workshops and analysing data to identify key wards within the John Lyon's boroughs to work with. In the initial phase of the project these will be Brent, Royal Borough of Kensington and Chelsea (RBKC), Ealing and Hammersmith and Fulham (H&F).

I started by contacting the Local Authority Education Officers to see what platforms were available to reach teachers. I organised a stall for an 'Arts in Education' event held by the RBKC Cultural Service for teachers in the borough as well as surrounding Westminster and H&F. The event proved really useful for promoting our Primary Programme, but unfortunately not many secondary teachers attended.

I have met the Secondary Curriculum Co-ordinator for H&F and will be sending out information to schools in their newsletter.

Directly contacting schools has proved successful. Several schools have registered interest through a phone call following an initial letter.



One school in Ealing, one in Brent, one in RBKC and two in H&F have booked free introductory sessions. Over the next few weeks I will be going out to these schools to explain what DesignLab can offer them.

This will also provide an opportunity to talk with teachers about their D&T provision. Industrial Designer, Steve Rogers has said that 'Designing a product is designing a relationship'. Hopefully these initial meetings will form the start of an ongoing relationship between the schools and the V&A.

Comments:

I am pleased to see that the Arts in Education event held at Kensington Town Hall was seen as useful in promoting and sharing the work that is on offer to schools. This is the first year of the event so it is hoped that more schools from the local area will attend in the future. Most attendees were from primary schools so it will be worth considering how to attract more secondary colleagues to next years' event. It would be good to know which secondary schools are engaging in the Design Lab project so that we can spread the word to other schools.

*Jean Carter
11/10/11*