

MADE CASE STUDIES:
Emoplyability: How can MADE
help you reach your Gatsby
benchmarks? - Royal
Exchange Theatre and The
Manchester College



HOW CAN MADE HELP YOU REACH YOUR GATSBY BENCHMARKS?



All MADE projects reflect our mission to work in support teacher CPD, offer access to cultural capital and highlight creative career of opportunities. In this case study piloted using the Gatsby benchmark model as a framework for achieving high quality careers skills and work experience with the Manchester Collier and Royal Exchange Theatre.

Title of project: How can MADE help you reach GATSBY benchmarks

Cultural Organisation: Royal Exchange Theatre

School(s) / lead contact: Kate Heaton , The Manchester College

Enquiry Question: How can MADE help you reach Gatsby benchmarks?

Dates of Project: 3-5 July 2023

Pupil phase : College / cross phase

Art form(s) curriculum area: Theatre, Fashion Costume, Design

Budget: £600

Numbers/groups: 10 students made up of 2 x Foundation student (L4) 7 x L3 Fashion 1 x L2 Fashion

Links to skills for life framework: Communication, Problem Solving and Teamwork (including leadership)



GATSBY BENCHMARKS

These are the 8 Gatsby benchmarks. Highlighted are the 3 shown for this project:

- 1. A stable careers programme
- 2. Learning from career and labour market information
- 3. Addressing the needs of each pupil
- 4. Linking curriculum learning to careers
- 5. Encounters with employers and employees
- 6. Experiences of workplaces
- 7. Encounters with further and higher education
- 8. Personal guidance





BACKGROUND: ROYAL EXCHANGE THEATRE

“We connect, and art is our vehicle. By experiencing theatre together or taking-part, we provide transformative points of connection and exchange, reminding us who we are and what we share with the people around us. And our role in bringing joy and entertainment to people is critical. Being an accessible world-class theatre and a thriving civic space is central to our vision. To achieve this, collaboration and partnership is paramount”.

THE MANCHESTER COLLEGE

The Manchester college support young people aged 16+ to engage in FE and achieve qualifications that make students work and life ready. They offer work experience as a mandatory part of the careers offer. The College is the largest single provider of 16-19, adult and higher education in Greater Manchester, with more than 25% of Greater Manchester's learning provision undertaken by the College.

CONTEXT: POINT OF ENQUIRY

The project began with very specific goals. The **Gatsby benchmark framework** was used to give this pilot a focus. The school lead then picked which of the 8 benchmarks the project would aim to achieve in partnership with the chosen cultural partner. The cultural partner was chosen based on their suitability to the department of the students which in this case was fashion and theatre. As a long standing partner and creative provider, with a costume department and learning and engagement team, **Royal Exchange Theatre** were the right partner. We they felt they could offer a relevant hands-on, unique and high quality experience for the students. They also had a show programmed at the time that the project could work alongside, giving the students real life experience in the costume partner of a theatre show. MADE's objective was to create a partnership that had a deep impact by being co-produced by the partners with possibility for continuation in the future, whilst working with young people who would never usually experience the offer.





Teacher Voice

“This is a stand out project compared to others – they really got to meet the theatre director!”

IMPLEMENTATION: PROJECT SUMMARY AND METHODOLOGIES

The students were introduced to the show, ‘**Untitled **** Miss Saigon**’ play at Royal Exchange Theatre. They met the director, they went into costume department and explored the ‘hidden jobs and potentially funded real life apprenticeships from Hamilton, available in this department. The show was written by Kimber Lee and directed by Roy Alexander Weise. It is an audacious and thought-provoking production that fearlessly delves into the legacy of racist, imperialist, and misogynistic tropes perpetuated in Western portrayals of the East - Thom Bamford, I Love Manchester.

They were working to a brief set on the **Manchester International Festival** to be programme between 3rd – 5th July:

- Monday workshops 10.30-4.30pm
- Tuesday – watch performance from 7.30pm
- Wednesday workshops 10.30 – 4.30pm

The workshop were pitched at Level 3 students , 2 foundation and 1 level 2 student so it was flexible in order to give the most about of young people the opportunity to learn and be inspired. There was a historical, socio-cultural focus on learning how to work with the poor and rich kimonos – discussion around the details of the Kimono and the young people showcased their work at the end . The lead teacher went to see it with students and they loved it many had not been to the theatre before! They loved it.



This is how the project reached the desired Gatsby benchmarks:

No2. Learning from career and labour market info

By looking at hidden jobs in fashion – Students met various staff at REX (including Theatre director, set designers and costume dept) which included talks on jobs in the industry that students might not be aware of but would require a fashion background.

Teacher Voice

“I feel like that’s what’s really important when you’re really young and you want to get into an area and it is so interesting and important to have eyes opened”

Discovering career paths that students weren’t aware of – They had talks on opportunities in the industry in Manchester including Hamilton apprenticeships.

Learning about careers in your area – They experienced workshops with the costume department to work on a live brief.

No5. Encounters with employers

Meaningful encounter related to curriculum area – Students worked on a brief of a current production at REX which the costume department would have worked on months earlier. This gave the students authentic insight into costume department jobs.

No 6. Experience of workplaces

Firsthand experience of visiting and shadowing workshops. Learning from employers and expanding students networks. They spent 3 days with the costume department which gave the students a chance to forge relationships and showcase their abilities in person.





IMPACT AND LEARNINGS

The teacher would like to do the project again and felt it was valuable to the course. They think it would be valuable in the year the 2nd year on would need to be offered to more students. There are young people who had never been to the theatre and had their first cultural experience through this, which will be a milestone for them, and hopefully a Manchester memory.

CHALLENGES AND LEGACY

The strikes meant the originally planned dates were moved but this was fixed and did not disrupt the project actually happening. The project would have logistically worked better if it was earlier on in the year would be more helpful to help them decide, after Christmas.

Next steps and future legacy, as per the school lead's desires MADE will facilitate and support phase 2 of this partnership, building on this as a work experience model. We will use this year's teacher feedback how to work in a timeline that would maximise its impact on the pupils and fit in better with the college timetable. The case studies and feedback that these pilots gain will be shared across the MADE network and the learnings passed on to other cultural partners to consider as a

"Work experience is essential". - Lead teacher

