

Slough Learning Revolution

Virtual Scrap Book



Organisation/Centre(s):

WEA

Creative Junction

Creative Partner(s): Julie Roberts

Programme Leader:

Hilary Pugh

Dec 2009 – March 2010

(+ Celebration in May 2010)



Aims of the project	Context	The Story	Learner's Creativity	Other impacts on learners	Staff Learning	Change	Learning from the work	Revisiting the planning	Next steps
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The project was set up for women in the Manor Park area in order to work with a textiles expert and an ESOL tutor.

It was hoped that a number of textile techniques would be learnt and then used to create items which would be displayed, along with photographs of the course in progress, at the Adult Learning week celebration and later at WEA learner events.

The aim was to engage a number of women who do not speak English as their first language .

It was anticipated that the project would then develop as part of the Learning Revolution and that learners would be enabled to continue to their work as a self-generated group in the area.



Bag making in progress

	Context	The Story	Learner's Creativity	Other impacts on learners	Staff Learning	Change	Learning from the work	Revisiting the planning	Next steps
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The project was important to the WEA as part of its developing commitment to adult informal learning in the area. Manor Park is one of the more deprived areas in Slough with few opportunities for women, particularly those from ethnic minority groups, to celebrate and develop their traditional skills.

It would also be an opportunity for participants to develop their English speaking skills in a practical context and expand on what they have learnt in ESOL classes.

Brooch using new techniques

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Women from Manor park developed their textile skills and confidence with what they wanted to and could make during the sessions. *"I have just moved to the area and now I have made friends here."* (Thasmeem)



Taster Session



Finished Bags

	Context	The Story	Learner's Creativity	Other impacts on learners	Staff Learning	Change	Learning from the work	Revisiting the planning	Next steps
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The learners choices in what they created became more personal and their confidence in using English to articulate what they meant increased. They explored textile and language ideas more as their confidence grew. *"I never made a skirt before"* (Thasmeem) *"I like to make [things] for my home"* (Naziran)



Skirt Making, own ideas and project



Felt making, a flower brooch

	Context	The Story	Learner's Creativity	Other impacts on learners	Staff Learning	Change	Learning from the work	Revisiting the Question	Next steps
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Conversation and making



The groups brooches made in an early session

Learners enjoyed making new items as well as gaining skills. They engaged with the project and achieved skilled finished items. Simultaneously they practiced their English skills and became increasingly confident with using them. *“I enjoyed this course because I learned new art techniques. I am interested in art and it was a good opportunity to be creative. I found new friends and improved my technical language and vocabulary.”* (Ligita)

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The ESOL tutor was able to develop her own creative skills alongside the group, as well as conversing more informally with them in English. *“I really enjoyed joining in from the same starting point as my learners – learning with them rather than teaching them.” (Hilary)*

The creative partner learnt how to simplify and explain techniques in an extremely simple manner, she also learnt that creative skills are harder to teach with language barriers but they develop, just more slowly.



ESOL tutor, Hilary proud of her new Brooch



Creative partner, Julie working with group member

Enquiry	Context	The Story	Learner's Creativity	Other impacts on learners	Staff Learning	Change	Learning from the work	Revisiting the Question	Next steps
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The most notable change was confidence in the participants to interact using English. They could make themselves clearer in their thoughts and creative ideas. The longer the project went on the more the learners' voice was heard, less and less direction was needed from the creative partner. *"I have to listen and say what I need in English"* (Naziran)



Bag Making, using own ideas, pattern and project

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Hair Bobbles made during an early session

Visit the project website for more information:
<http://www.stitchandcreate.me.uk/>

Numbers were lower than expected in spite of energetic advance publicity. This was the result of bad weather which meant we started late and which also deterred learners from attending the early sessions.

We were competing against another sewing course in Manor Park as well as exercise classes and family learning course on Wednesday mornings. Learners had to miss sessions because of illness in the family.

Participants preferred to work on individual pieces rather than construct a joint piece as the project had previously outlined.

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Everyone taking part was very proud with their achievements and looks forward to seeing it on display at the exhibition and at the celebration event.



Participants purchased some of their own materials in shops to suit their projects with the confidence to buy the right things and converse in English.



The group were keen to develop personal ideas after some initial techniques sessions, they wanted to create their own things that they could use and have at home.

Both Images, Bags made as part of the project

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Develop learners presentation skills. Continue to build their confidence and ability to work with and talk to others in English. Also have the confidence do this with larger audiences at the celebration event as well as demonstrate some techniques they have learnt.

Continue in partnership with the local learning revolutionaries to build upon long term viability of the project.

The project has attracted the notice of other local community organisations and it is hoped to build on this contact in the future.



Brooches made using new techniques