Problem statements: when creating a Christmas production with primary school children for parents/carers

→ *Incorporating the 5 whys method to create further abstraction*

- <u>Overall goal</u>

  1) **SPECIFIC TECHNICAL SOLUTION**: Ultimately create a finished Christmas production that is memorable for both students, staff, parents and carers, to be kept for future generations whilst honing talent and togetherness in teamwork across the school community

  2) **ERROR REDUCTION**: Have a seamless and well-practised performance that is highly praised and showcases ability, individuality and aptitude in our school's children

  3) **REPUTATION:** Doing well in this Christmas production will inspire future generations of children to flourish within the arts, improving their skillset, ranging from determination to performing, whilst envisioning wider prospects for those with acting/creative talents

  4) Managing and helping with this project could be used as evidence for further opportunities for staff who want to widen their career choices in creativity whilst children also have a body of work that they are proud of and refer to when they are older/choosing subject options

  5) Showing a well-made production would encourage more students to join our school and use our facilities and resources, triggering a chain effect of support and general improvements

  6) Good feedback encourages other staff members to join our school if they can see that its children work hard in a range of projects such as the Christmas production

  7) More quality and experienced staff and children joining the school allows different exposures of teaching and learning which they may not experience elsewhere

  8) They are better prepared to do this all over again annually, reciprocating the process of practise, performance, production and memory-making
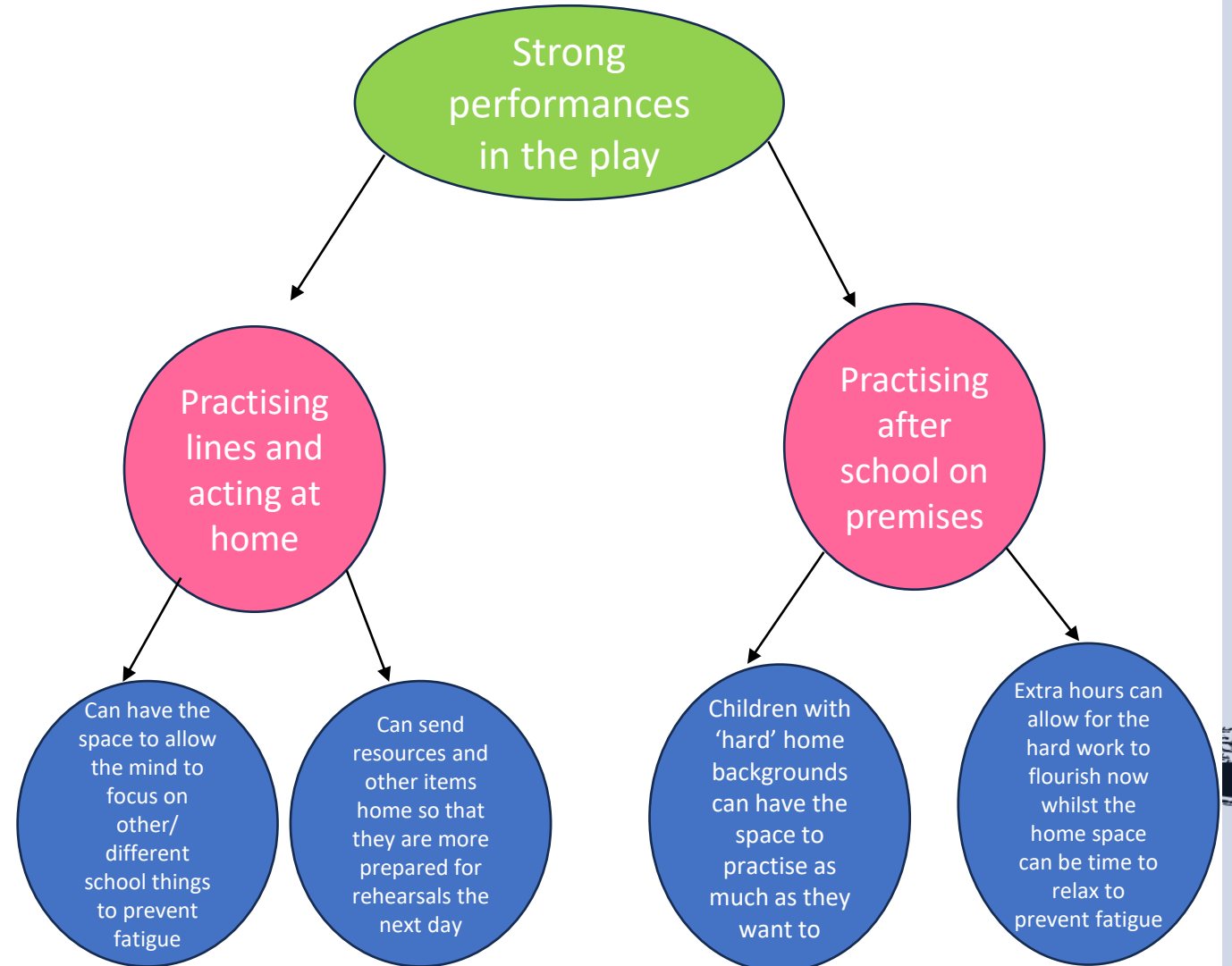
1) **"SPECIFIC TECHNICAL SOLUTION**: *Ultimately create a finished Christmas production that is memorable…"* – this problem statement is a social issue as it involves stakeholders who want to be entertained but have a keepsake of their children's talents that is fun and inspiring

2) **"ERROR REDUCTION**: Have a seamless and well-practised performance that is highly praised and showcases ability, individuality and aptitude in our school's children…" – this is a technical issue (perhaps a costs issue too concerning resources) because it requires being able to understand good scriptwriting, performance skills, behaviour and time management, teamwork, liaising between different systems (financial, interpersonal, relationships between teaching staff, parents and children)

3) **"REPUTATION:** Doing well in this Christmas production will inspire future generations of children…" – this is a sustainable issue in a creative context that uses a creative culture at the heart of its learning so that students feel encouraged to hone their craft and aptitude for different types of education; feeling inspired maintains a ripple effect of future generations desiring to work in theatre or other creative pursuits

4) "Managing and helping with this project could be used as evidence for further opportunities for staff who want to widen their career choices …" – this could be both a systems and economic issue; showing evidence of project management in one role could persuade an employer to take on that staff member for other employment opportunities, therefore widening their career prospects and thus their salaries

5) "Showing a well-made production would encourage more students to join our school and use our facilities and resources, triggering a chain effect of support" – this is another economic issue as showcasing positive work ethic and projects allows more students to be enrolled = more funding for our school and henceforth more opportunities for children and staff alike

6) "Good feedback encourages other staff members to join our school if they can see that its children work hard in a range of projects such as the Christmas production" – another social issue – more good education being exposed to children's development

7) "More quality and experienced staff and children joining the school allows different exposures of teaching and learning which they may not experience elsewhere" – another systems issue – mitigates the process of poverty for those children who need education

8) "They are better prepared to do this all over again annually, reciprocating the process of practise, performance, production and memory-making" – this involves lifecycle, performance and quality issues

"select the problem statement that seems most appropriate for intervention, considering whether it is both an important problem for you to address and also a problem over which you can exert some influence"

SPECIFIC TECHNICAL SOLUTION: Ultimately create a finished Christmas production that is memorable for both students, staff, parents and carers, to be kept for future generations whilst honing talent and togetherness in teamwork across the school community

- Some influences I cannot exert as me and other school staff members can try as hard as we can to manage behaviour and uphold expectations whilst encouraging children to learn their lines and perform to the best of their ability, however **systems thinking** can be at play as every child is coming to school with a whole range of different backgrounds, ranging between class, ethnicity, gender and other social factors.

- Ultimately, every child's own aptitude, attitude and confidence will affect how they perform on stage on the day, if they are willing to put the work in / have the time and resources to do so.

Strong performances in the play

Practising lines and acting at home

Practising after school on premises

Can have the space to allow the mind to focus on other/ different school things to prevent fatigue

Can send resources and other items home so that they are more prepared for rehearsals the next day

Children with 'hard' home backgrounds can have the space to practise as much as they want to

Extra hours can allow for the hard work to flourish now whilst the home space can be time to relax to prevent fatigue

Project: Christmas Production for primary school children

"SPECIFIC TECHNICAL SOLUTION: Ultimately create a finished Christmas production that is memorable…"

Requirements specification	
Outcome	
Quality	Maintain acting skills, delivery of intonation and volume of reading lines, costume and background design, staging – rehearsing many times with each scene, sometimes in smaller groups before being altogether, with eventual dress rehearsals
Legislation	Comply with school's behaviour management policy and safeguarding policy – we have a 'no shouting policy' at our school and we need to ensure vulnerable and SEN children are appropriately dealt with whilst working in a large group; use weduc to communicate when show times are and other information (policy states email communication between teachers and parents/carers is forbidden)
Scalability	Being able to use current staffing levels to practise and enhance different scenes of the play on top of the technical requirements of the production
Robustness	Practising each part of the play to get it as perfect as possible, whilst ensuring every member knows their roles well and adapting if someone is absent
Costs	Using current art resources and any materials or props from home to create costumes in good condition; try to limit how much is printed to decrease printing and photocopying costs; state to parents to not feel pressured to buy anything; pool together equipment and any artistic talents to create items for play; use apps or technology that isn't too expensive or that the school already subscribes too – if buying more software/etc, double check if this is allowed and doesn't put us in a deficit
Acceptance	Working together cohesively as a team so that the process isn't stressful, and the final product is a body of work made with pride and good memories; feeling encouraged and willing to do it annually for both children and adults alike
Performance	Being able to manage this production and finish rehearsing and making its resources within its time constraint – set date for performance to occur on (before holidays start); showcasing a proud body of work for parents, carers and children to look back on
Project	
Duration	Two month project, sometimes slightly more or less – build up to Christmas period
Resources	Art cupboard, pooling resources from children's homes and school, buying certain items ourselves
Staffing	Setting a task/role for every staff member to help practise scenes and make resources for the play (small / large groups when rehearsing)
Technical	Training or utilise staff who are adept at certain technical skills for the play, e.g. audio, lighting, visual effects, apps for making signs or other items
Lifecycle / Sustainability	Creating a production that can be recorded and looked back on, standing the test of time – a keepsake and inspiration for future endeavours; can use resources for a future Christmas production or likewise
Needs over time	Builds resilience, confidence and imagination for generations to come – also intervenes within different social systems, like the cycle of poverty and miseducation: different backgrounds of children are partaking in a single project with one end goal = to entertain, have fun and show off their acting abilities

Radar plot of problem characteristics

On a scale from 1-5, to what extent is each factor an issue?

Solver

You made the problem in the first place

You'll suffer if the problem is solved

You have no right to be wrong

Issue

The problem has conflicting requirements

The problem is not understood

The problem is not agreed

Process

Trial-and-error is not possible

You don't know when to stop trying

You don't know where to start

Context

The stakeholders are undefined

Each problem is a symptom of another

Unintended consequences are hard to predict

Having to balance practising the play with the school's schedule as every class has different lesson timings and lower vs upper parts of school have different break and lunch times

A Christmas production is standard requirement for students; just don't make it too complicated with unattainable expectations!

Staff and children can misunderstand what is required; there can easily be miscommunication between teachers, staff, parents and SLT; every child learns and processes expectations differently

Being wrong can feel like failure but could reveal different avenues not thought of before

You will feel relieved – one less thing to worry about!

If communication isn't good and team members clash, problems aren't resolved well

Trial and error can help reveal what is working and what isn't

Keep being resilient as there is an end date where all the hard efforts pay off!

People understand that the production is for the children, families and staff

Base the play from a well written script from online or writing/drama specialist

Failing to practise and rehearse with different aspects of the play means it won't run smoothly on the final date

Things don't always go to plan on the day, e.g. absences, fire alarms or technical issues

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