

THEATRE PECKHAM TUTOR PACK

This pack will provide you with additional information regarding a freelance tutor contract with Theatre Peckham.

Theatre Peckham (TP) is a place for artistic excellence and social change. Inspiring creativity and ambition. We support young people through their creative journey, empowering them by providing a platform for their self-expression.

Our strategy is about 'ACCESS' as an acronym for Ambition, Champion, Challenge, Engage, Societal and Success - which is a blueprint for the culture of Theatre Peckham.

Below are the following: Expectations, Guidelines for sessions, Our academic year, and the Covid-19 rules and regulations we are putting in place for the 2020-2021 academic year.

EXPECTATIONS

At Theatre Peckham we expect all tutors to:

- Act professionally
- Create work that is inspired by the young people
- Listen to young people's ideas
- Work within the policies and rules outlined by TP
- Be polite and friendly with the young people, their parents and TP staff
- Keep their own timekeeping professional by beginning and ending each class on time
- Ensure the young people acquire as many qualities as possible.

We want students to acquire the following qualities:

- Actively participate
- Own their own voice
- Aware of the world
- Demonstrate their skills
- Articulate their needs
- Secure in self-identity
- Open-hearted
- Honest
- Personable and accountable
- Self-confident
- Authentic
- Generous
- Agile

GUIDELINES FOR SESSIONS

TP tutors are expected to be effective, professional leaders and role models. At every session tutors must work with their groups with energy, enthusiasm, and commitment.

Tutors should:

- Be inspiring and engaging and always give 100% and expect 100% back
- Work at pace and cover a lot of ground each week
- Include technical skills in each session

THEATRE PECKHAM

- Make their main focus the work
- Build confidence by giving everyone a purpose in every session
- Utilise the space each week and move within it to emphasise the importance of the transition from still to moving and vice versa
- Provide the challenge of learning
- Give students content to learn each week so that they exercise their memory muscles

Regarding pastoral care, tutors must:

- Welcome every student and make new students feel included
- Have high expectations in the work
- Use leaders within the group to raise the level of the work
- Praise those who do well
- Use the unexpected to prevent everything becoming predictable
- Dare students to be different and try new things

Theatre Peckham suggests avoiding the following:

- 1) Using 'games' unless specifically linked to the purpose of the session
- 2) Using activities that waste valuable time. The hour goes very quickly, so plan to make the most of valuable time. Be creative and challenge yourself through the work
- 3) Teaching a skill one week and dropping it the next. Revisit the skills throughout the term so students remember it
- 4) Using the same warm-ups each week. The warm-ups should progress each week and be as educational and interesting as the production you are creating

THEATRE PECKHAM'S ACADEMIC YEAR

At TP we want the young people to go on a journey of development. Each year they need to learn new skills and improve their craft. The academic year is a process of learning and tutors must ensure they plan their year accordingly. Below are guidelines for how to split up the year ahead.

Term 1: Building unity in the group

The first term is generally devoted to building unity in the group. The tutor will be expected to use the annual theme in their work with the students.

They should introduce different aspects and styles to their students so they can learn new things. Tutors will also be expected to challenge student's choices. The young people must be encouraged to use many different feelings and emotions in the work. They should find new ideas- don't let them just recycle what they've seen elsewhere. Lastly, the students should be asked to create their own warm-ups to be used during the term.

The following techniques and activities should also be covered:

- Using the spoken word and its connection to art in different forms
- Using music to help create atmosphere

- Using silence and focus as an important part of the work in order to build atmosphere
- Using movement to warm up to and movement skills as a way of creating
- Making stillness a means of creating atmosphere
- Teaching students to switch from light-hearted to focused impact
- Exploring the dynamics of space
- Varying the tempo of the work to create variety
- Encouraging own their own space in the room
- Making the studio a respectful, inclusive space for creative work

Term 2: Creating original work

The second term focuses on the creation of new works. Students should use their own creativity and be encouraged to create material in whichever way works best for them. The tutor should do their research and be passionate about their source material and allow this to drive the sessions. Additionally, they will be expected to identify the ideas which fascinate their students, feed this curiosity, and ensure that both tutor and students are digging deeper. This will encourage students to be fearless later if things get tough.

As a tutor you will be also expected to:

- Start building the story as soon as possible. The sooner you get to creating the more time you have to test the material
- Ask the question of how it could be changed to create a different feeling and hence a different story line
- Unite the whole group around the common purpose of the performance
- Make transitions clear and connected
- Getting the rhythm right is of most important thing so don't be precious
- Keep to the allotted time - don't be indulgent
- Guild students so they can be at their best

Term 3: End of year show

In the third term students will prepare to perform in front of an audience.

In preparation the tutor should:

- Encourage students to go beyond what they think they are capable of
- Foster an atmosphere where students are supportive of one another during rehearsal and performance
- Explore ideas in a dynamic way
- Find distinctive moments for everyone
- Discover and emphasise the relationship between the students
- Make gestures powerful and appropriate for the piece
- Make stillness really still
- Make sure students understand the context and purpose of their piece
- Find time to explore each aspect of their piece

THEATRE PECKHAM

- Teach students how to value performing to an audience

Once the piece is ready to be performed, the tutor is expected to:

- Put the group “into the moment”
- Let students know that their talent needs to reach the audience
- Step back and let the students own it

The performance should:

- Have clear and purposeful beginning and ending
- Make an interesting stage picture
- Use the whole space effectively
- Draw the audience to the right place at the right time
- Ensure that the audience can see and hear everything
- Connect with all sections of the audience

FEES & INVOICING

Tutors will be paid as total fee for the engagement which is equivalent to £30 per session. This is inclusive of all planning, briefings and training, delivery of sessions and end-of-session reporting; Fees will be paid in instalments via BACS on receipt of an invoice.

Tutor’s fee are inclusive of any and all travel to TP for the weekly sessions. Any additional travel expenses for additional activity must be agreed.

COVID-19 RULES AND REGULATIONS

The purpose of these rules are:

- To protect tutors who deliver in-person activities at Theatre Peckham, as well as the staff, students, visitors and artists.
- To provide tutors with the policies that Theatre Peckham will adopt to ensure that our programmes are safe and compliant with the Coronavirus Act 2020.

Legal framework:

Our policy has been drawn up on the basis of legislation, policy and guidance from the Coronavirus Act, 2020, Gov.uk ‘Protective measures for out-of-school settings during the coronavirus ‘(COVID-19) July 1st 2020.

Those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does or have been advised by NHS Test & Trace to self-isolate, should not attend.

Tutors should take their temperatures every day and they must not come to Theatre Peckham if they have a temperature or have any symptoms.

- Tutors should wear clean clothes to Theatre Peckham each day.

- Tutors should sign into EVEPASS (Theatre Peckham's Track and Trace system).

Arrival at Theatre Peckham

- Tutors should arrive at Theatre Peckham no longer than 30 minutes before the session start time.
- Tutors should use the hand sanitiser to clean their hands on the way in. Washing hands with soap is desirable.
- Tutors should sign in digitally.
- Tutors should check their designated room is clean, clear and with good ventilation.
- Tutors may be temperature screened on arrival.

During the Session

- Social distancing must be maintained keeping at least 1m.
- The group sizes will be maintained at all times.
- Tutors should run through group rules with students including: regular hand washing after sneezing or coughing, after going to the toilet, 'catch it, bin it, kill it', social distancing, not mixing groups and regularly reminding everyone not to come too close to each other. (We appreciate younger ones will need to be reminded of this more often).
- A warning system of a '3-strike' policy will be put in place to ensure social distancing rules are followed.
- Tutors should use the cleaning caddy in the studio when necessary.

After the Session

- Tutors should support the students to leave retaining social distancing rules.
- Tutors should check their designated room is left in a clean, clear state and
- and notify the reception of any areas that may need a thorough clean.
- Tutors should go home within an hour of the end time of the session.
- Tutors/facilitators should use the hand sanitiser to clean their hands on the way out.

SUPPORTING CHILDREN'S WELLBEING:

The coronavirus COVID-19 outbreak may have caused significant mental health or wellbeing difficulties for some children and we acknowledge that we may need to offer some children extra support especially those children who have found the long period at home hard to manage or have developed anxieties related to the virus. We appreciate some children may also have experienced bereavements in their immediate family or wider circle of friends or family or had increased or new caring responsibilities. We hope to provide a safe environment where children can share their experiences with trusted adults. We especially support our children of Black, Asian and ethnically diverse heritage as they may have been more severely affected.