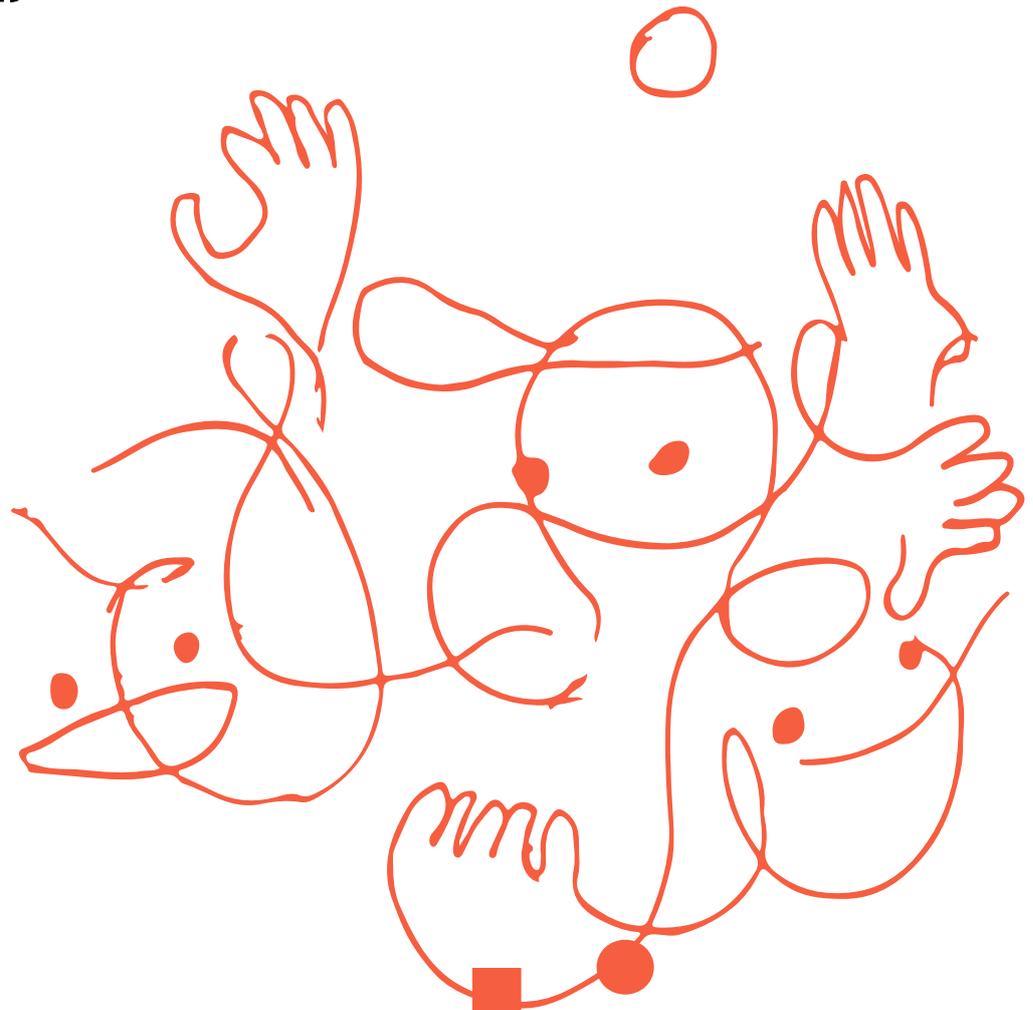


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Program 2019

Western Australia - Term 2 - Interim review

Mathilda Joubert, Director of Excellence & Innovation, Sheridan College

FORM's Creative Schools program aims to improve the learning outcomes of young Western Australians. It does so by activating creative learning strategies through the establishment of meaningful partnerships between teachers, creative practitioners and young people. The program covers a full academic year, with Term 1 dedicated to professional development and planning, weekly creative learning sessions in classrooms during Terms 2 and 3, and reflection, evaluation and dissemination taking place during Term 4.

A combination of quantitative and qualitative metrics is used to monitor the impact of the program on students, teachers, creatives and schools. Students participate in baseline wellbeing, attitude and engagement surveys. Academic, attendance and/or behaviour data is tracked across the school year. In addition, qualitative data is being collected through classroom observations and interviews. The student surveys will be repeated at the end of the 2019 program, and these, together with other data, will be compared with the baseline data collected at the program's start.

This review presents assessments of the 2019 program at its midpoint. It must be stressed that this is an interim snapshot of the Creative Schools program after one term's classroom activity, capturing emergent themes from the evaluation data.

Term 2 has seen an array of exciting creative learning projects with students, teachers and creative practitioners working together in 32 classrooms in 16 different West Australian schools. The partner schools this year are very diverse, including primary and secondary schools; public, independent public and independent schools; regional and metropolitan schools; and representing widely diverse student communities:

- Index of Community Socio-Educational Advantage (ICSEA) ranging from 912 at Boyare Primary School to 1170 at Scotch College
- % students from Aboriginal and Torres Strait Islander ATSI (ATSI) backgrounds ranging from 0% at Churchlands Primary School to 26% at Brookman Primary School
- % of students with English as an additional language (EAL) ranging from 7% at Mundaring Christian College to 97% at Highgate Primary School

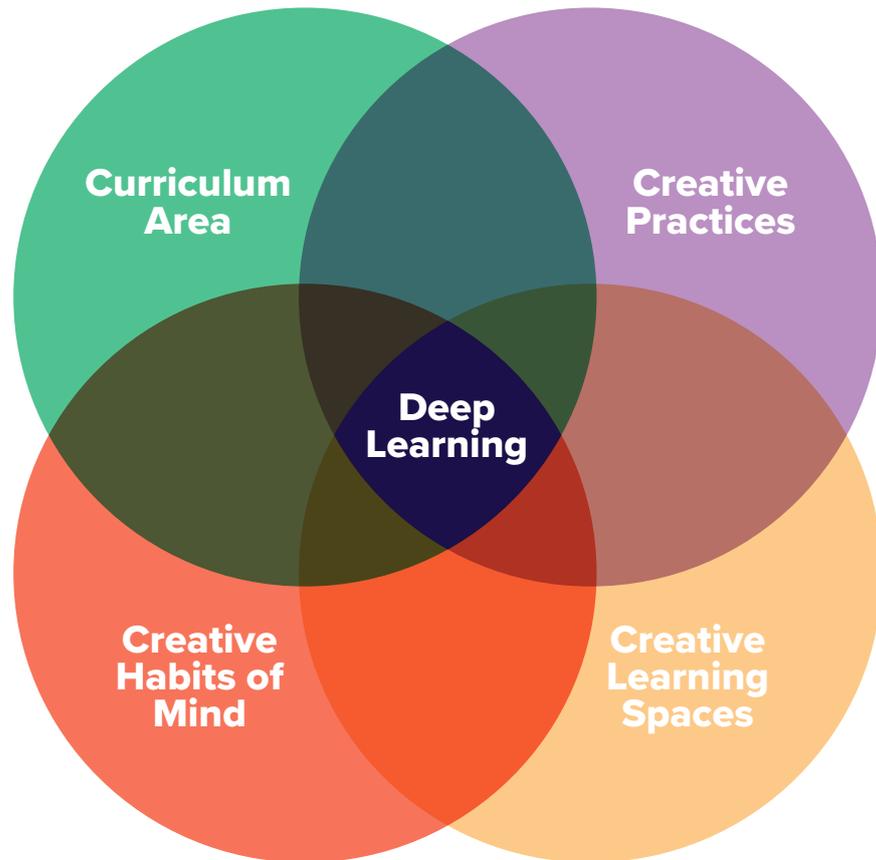
The projects during Term 2 were equally diverse, covering a range of subjects (English, Maths, Science, HASS, Technologies, Languages, Health and more), drawing on a wide variety of creative practices (e.g. animation, cartooning, drama, film-making, game design, music, nature play, writing or sculpture) and working with children spanning age ranges 3 – 16, covering all phases of education (early learning, primary, middle and upper school).

At the heart of the program is the interaction between students, teachers and creative practitioners and the fine balance between the Curriculum, Creative Practices, the development of Creative Habits of Mind and the activation of Creative Learning Spaces within schools. Where these elements work well together, deep learning can occur, as captured in the Deep Learning Model.

CREATIVE SCHOOLS 2019:

Boyare PS
 Brookman PS
 Churchlands PS
 Donnybrook DHS
 Glencoe PS
 Governor Stirling SHS
 Highgate PS
 Hillcrest PS
 Kinross PS
 Melville PS
 Merriwa PS
 Mosman Park PS
 Mount Lawley SHS
 Mundaring Christian College
 North Fremantle PS
 Scotch College

Deep Learning Model



Some of the key decisions that make the Creative Schools program successful can be linked to these four components:

CURRICULUM AREA

- Addressing a priority learning area in each class, (e.g. mathematics, history or science) and exploring novel, creative ways of teaching this curriculum area.

CREATIVE PRACTICES

- Partnering teachers (experts in curriculum) with artists/creatives/'creative practitioners' (experts in creative practices, e.g. painters, game designers, musicians, actors, chefs or writers) to devise and deliver classroom activities to teach the curriculum in ways that are physically, socially, emotionally and intellectually engaging.

CREATIVE HABITS OF MIND

- Nurturing the Creative Habits of Mind of in the classroom: being collaborative, inquisitive, persistent, disciplined and imaginative.

CREATIVE LEARNING SPACES

- Considering the characteristics of a 'creative learning space' and adapting pedagogical practices accordingly.

IMPACT OF CREATIVE LEARNING

The case studies of creative learning coming alive in each classroom this Term are inspiring, which raises the question: what is the impact on student learning and school communities? Early analysis of evidence from the first Term's classroom activities is identifying a number of exciting emergent themes, captured in the impact diagram on the next page and each illustrated with a brief snapshot from the data.

Impact of Creative Learning



Creative Schools provides an education of the head, heart and hands by making a positive impact on learner knowledge & understanding, attitudes & attributes; and skills & capabilities. The program is also creating wider ripple effects, making a positive impact on the pedagogical practices of teachers and, through their infectious influence on professional peers, leading to whole school impact. Positive impact is further evident on the working practices of the creative practitioners and ultimately bringing about wider community benefits and benefits to nature.

LEARNER AGENCY “What I love most about this program is the belief these children hold that they can make a difference and make change with us backing them up 100 per cent.” (Rikke, special needs Education Assistant, North Fremantle Primary School).

- **KNOWLEDGE AND UNDERSTANDING** (Head)

- **Subject Learning Achievement** “We did a science investigation on forces. These students all went straight to thinking about their marble ball-run ideas and applied it. They just did it, no questions asked. ... other classes would have really struggled to do it without going through the creative learning process. They did so well in this assessment.” (Sophie, Teacher, Governor Sterling Secondary School)
- **Habits of Deeper Learning** “People ask me ‘What are you making in the Creative Schools program?’ We are making better learners.” (Lauren Hay, Teacher)

- **ATTITUDES AND ATTRIBUTES** (Heart)

- **Increased Engagement** “I think it’s one of the best things that could happen in a school. I just wish it could happen twice a week.” (Year 3 Student, Melville Primary School) “It makes you like school more.” (Year 6 Student, Merriwa Primary School)
- **Improved Behaviour** “It’s really helpful. Everyone in the class have noticed people are behaving better, using their imagination more, being more creative and working in a team more since Creative Schools started.” (Year 6 Student, Highgate Primary School)
- **Reaching Hard to Reach Students** “I’ve got an Aboriginal boy in the class who is really shy. He is now engaged for the first time, ever. He’s really coming out of his shell now, putting his hand up.” (Jackie, Teacher, Mount Lawley High School)

- **SKILLS AND CAPABILITIES** (Hands)

- **Enhanced Creativity** “The activities are making us use our brains more and making us think more creatively. We are learning to think more outside the box. We are learning problem solving skills.” (Year 5 Student, Boyare Primary School)
- **Improved Collaboration** “At the start my thinking was very different. It taught me to be more open to other’s suggestions. At the start I wasn’t. I can be very independent. I used to think everything I do is good. I’m now more open to people giving me feedback and not just me giving others feedback.” (Year 5 Student, Kinross Primary School)

- **WIDER IMPACT**

- **Teacher Impact** “With every session I feed my philosophy of teaching with precious nutrients ... My mantra has been extended to not only permission, but patience. Be patient and wait with my information until [the students] are ready to receive it and ask for it.” (Benita, Teacher, Glencoe Primary School)
- **Professional Contagion** “I had a teacher come to me this morning VERY excited by the look and feel of my classroom, and asking for my help in making her classroom a more flexible and creative learning space. So we are meeting to have a Gumtree shop and planning session! Out with the old desks, and in with the new seating.” (Lauren, Teacher, Highgate Primary School)
- **Whole School Impact** “Creative Schools is offering our school an opportunity to effect change in a meaningful, real and actionable way. Using creativity at the centre of teaching and learning practices as a whole school focus is a fundamental shift for our school. As a school we have created a Professional Learning Community for the Creative Schools Program to share and workshop activities and practices from the teachers and artists involved.” (Elizabeth, Program Coordinator, Governor Stirling SHS)
- **Wider Community Impact** “The children are bringing their parents to the park now on weekends. The parents feel so lucky that their children are in the program.” (Michelle, Teacher, Melville Primary School)
- **Impact on Creatives** “I have learnt so much from Sophie, e.g. seeing her model behaviour management. It was really daunting for me going into High School – and Science. I’m not going to be the teacher, but it’s about partnership. Appreciating each other’s strengths is what collaboration is all about” (Jodie, creative practitioner)
- **Impact on Nature** “I love it. It is like you have to use nature and you get to be outside. It is good for your learning. You learn how delicate nature is.” (Year 3 Student, Melville Primary School)

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**Learning through
a creative lens**

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building a state of creativity

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