



creative schools

**MOUNT LAWLEY
SENIOR HIGH SCHOOL**

CASE STUDY – TERM 2

creative schools

Creative Practitioner
Bernard Taylor

Teachers
Ms Tanyushka Fitter

School
**Mount Lawley
Senior High School**

Year group
Year 7

In 2019, with support from the Department of Education and DLGSC, FORM partnered with 16 metropolitan and regional schools to deliver its Creative Schools program. FORM developed Creative Schools in partnership with *Creativity, Culture and Education* (CCE), an international foundation dedicated to unlocking the creativity of children and young people in and out of formal education, and *Hidden Giants*, an education consultancy agency supports schools to re-imagine their curriculum by placing 'disruptive', creative, and critical thinking at its heart.

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 (arts) practitioners and young people. The program is a valuable and imaginative addition to class and school strategies for raising attainment, improving well-being and supporting inclusion

Creative Schools engages with the participating school over a full academic year. In Term 1, the creative and teacher participate in an intensive Professional Development on Creative Learning. The program then partners each teacher with a creative practitioner to co-design and co-deliver these learning activities, which focus on a priority area of the curriculum as identified by the school and teacher (e.g. mathematics, HASS or science).

Teachers and Creatives co-facilitate a 90-minute sessions for students on a weekly basis in Terms 2 and 3. Each class has access to 16 weeks (24 hours) of direct engagement of the creatives with the students. Two classes from each school were selected to participate, a total of 32 classes in 2019. Term 4 is an opportunity to reflect on the program and FORM's independent researcher, evaluates outcomes.

This document describes the activities and outcomes of the first term of delivery: Term 2 (over 8 weeks). It also includes reflections from school leaders, teachers and students.

ACADEMIC YEAR 2019



TERM 1

PROFESSIONAL DEVELOPMENT FOR ARTISTS AND TEACHERS

Observation and diagnosis of student engagement in the classroom.
Planning time for teachers and artists



TERM 2

PROGRAM DELIVERY IN THE CLASSROOM

Creative Learning workshops per week for eight consecutive weeks



TERM 3

PROGRAM DELIVERY

Learning workshops per week for 8 consecutive weeks



TERM 4

REFLECTION AND EVALUATION OF THE PROGRAM

CURRICULUM FOCUS

SCIENCE

Earth rotation and revolution

Giving students the opportunity to learn and apply life skills through Science that enable them to be more independent.

CREATING THE CONDITIONS FOR LEARNING

A number of creative techniques have been used at Mount Lawley Senior High School particularly in helping students recap and revise what they have been taught in their everyday Science lessons. These creative techniques include the use of storytelling, drawing picture books and designing board games.

These activities required students to collaborate with each other and to share what they were learning through the process. Storytelling activated their imagination and they were inquisitive about the ideas they were hearing.

During the course of the term, the students were given the opportunity to identify ideas for how they would like to learn about Science. In teams of four and five, the students used post-it notes and butcher's paper to write down their ideas. They learnt about the art of building upon the idea of ideas as they looked at the ideas of the other teams and added their ideas to what was already on their butcher's paper. An assortment of pictures that I had selected were placed on a Powerpoint slide and used as prompts for inspiration.



What emerged from the ideas were students wanting more games, using art more often, learning in nature/about nature; having a more creative physical space and having the availability of healthy food in the classroom to keep energy levels up. It was important for them to know that their ideas were valued.

Based on what the students had identified, I came up with the idea of getting the students to become games designers. They had to apply their knowledge of the moon as the purpose of the game. This they got into with great gusto.

Once again they worked in teams. Using materials like cardboard, sticky tape, pins, textas and scissors they created some amazing board games which were clever in the level of detail, thoughtful in terms of the rules and considerate of the number and age of players.

Once their games were completed the teams had a chance to play each other's games. The students gave instructions and explained to each other how their game worked.



IMPACT OF LEARNING

The gamifying of learning was a success in that it achieved several things. The students activated their imagination as they came up with ideas for the design of the game. They were inquisitive about what they had to do. They collaborated well as a team. They persisted over three sessions to develop and test their game, and they were disciplined in how they reflected and honed their technique over time.

As a result their knowledge of the moon was reinforced several times over, and most of all they had fun.

"I am very impressed with the cleverness of some of the games I saw being created.

You (the creative practitioner) are part of the classroom now, part of the atmosphere and the way it works. The students are responding to that. I can feel the change, it is a known thing. There is a validation of what was known as creativity before but is now being clearly experienced. I notice the productivity of the students, and their higher level of engagement. Even the cynical kids were having fun." Tanyushka, Teacher

"I have experienced real growth and felt joy at what I have seen. I was uncomfortable and apprehensive at the start of the term. I stayed with the discomfort and through being trusting of the process and being authentic with the students I felt their acceptance. It was a joy to coach these young people and to witness their change." - Elaine, Creative Practitioner

"It is going really well. A lot of things are surprising me, in a good way. A few times I have felt a bit uncomfortable - I took that as a good sign that I was stepping outside my comfort zone." Tanyushka, Teacher

"We have seen some really insightful feedback from the students. I am feeling my presence here is making a change." Elaine, Creative Practitioner

"We have focused on gamifying science, running an ideation session around learning science more creatively." Elaine, Creative Practitioner

"This school is very rigid and structured. The culture engenders it. Trying to break that fixedness in the students is the first step so they will risk being creative." Tanyushka, Teacher

"I really appreciated the openness of the teacher to try things. The partnership is so important." Elaine, Creative Practitioner

"Trying new things have been to my benefit." Tanyushka, Teacher

"Storytelling and gamifying has made the children learn and remember more." Tanyushka, Teacher

"We have challenged the students to design a game to convey their learning." Elaine, Creative Practitioner

"They've been working together as teams, they have been developing ideas. They are having fun and as a result they are learning more." Tanyushka, Teacher

"Mostly in science you write notes and listen to the teacher. When Elaine's here we get to create things with our friends. It's easier to remember stuff because it's fun. If it's boring it's harder to remember stuff in science." Student

"It's enjoyable because it's really different from what we normally do in school. I find it easier to learn in this way. Instead of memorising information it's more interesting so it sticks in my brain." Student

"I'm learning to work with people that I haven't talked to before. Using creative skills that I haven't used much before. For example thinking of a board game that relates to science." Student

"In other lessons we write notes and learn definitions and revise them. When Elaine comes we are learning by making board games and learning in a whole new way." Student

"The changes I've noted is that people seem to have more fun in Science." Student

"I'm more creative and better at understanding people." Student

"Different people are helping each other during Creative Schools." Student

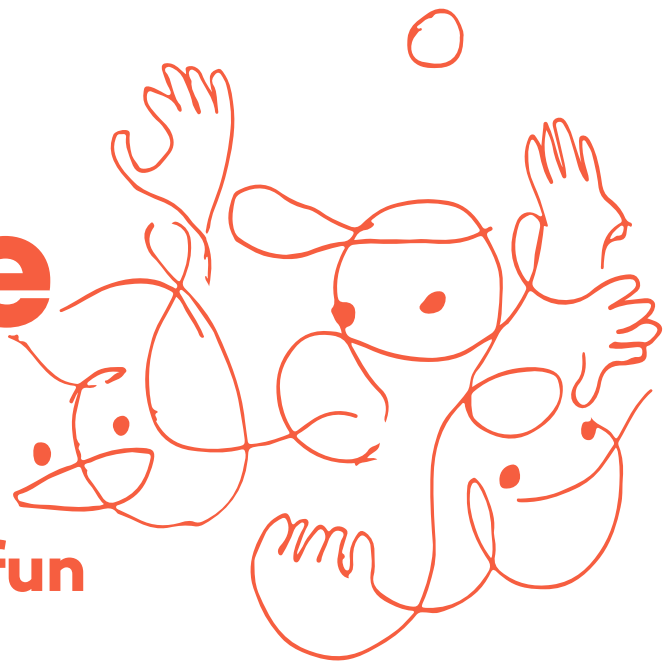
"The game design was helpful because everyone likes learning when it's fun and no one likes boring lessons." Student



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