



**creative
schools**

**DONNYBROOK
DISTRICT HIGH SCHOOL**

CASE STUDY – TERM 2

creative schools

Visual Artist

Andrew Frazer

Teacher

Jonelle McLoughlin

School

**Donnybrook District
High School**

Year group

Year 7/8

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 & 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-minutes 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

English/Literature

Literature & context: Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts.

Evaluating texts: Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts. Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage.

- Texts and the contexts in which they are used.
- Listening and speaking interactions.
- Oral presentations
- Analysing and evaluating texts
- Creating texts
- Editing
- Handwriting

CREATING THE CONDITIONS FOR LEARNING

When Jonelle and I discussed the possibilities I was inspired to see Jonelle was already implementing many elements of what the Creative Schools program advocates: a great class atmosphere through an inspiring interior, collaboration through creative seat layouts. The group of students seemed genuinely to respect and care for her.

There was some considerable flexibility within what curriculum area we covered and how we approached the content for each respective student. We started with an exploration into typography/hand lettering and drawn character development with the desire of seeing each student create their own graphic novel.

However, though skill development is a good thing, the students really needed to develop a sense of self-worth: the belief that their story was worth telling. We scaled back a little on the skills development side and began more collaborative exercises that encouraged connection.



THE LEARNING PROCESS

Jonelle and I placed value on how we learn and the things that can inspire this process rather than just the outcome. Some of these initiatives were: not wearing shoes in class, various games to build more positive language between peers, and a self-initiated seating plan to empower students in their choices and/ responding to the unknown. We continued to reiterate that we were not there to control the students but to see them develop self-control both within and beyond the classroom.

We ended the term with an open parent night to exhibit the graphic novels (alongside other class content) and the response was very positive. It was brilliant to see so many students come out along with various family members. We see them demonstrating such pride in what they had achieved. It's always a different dynamic to see students outside of the traditional classroom setting and to get a bigger picture of their family context. This can be confronting, inspiring and insightful all at the same time.



IMPACT OF LEARNING

Reflection from Renee Reid (Associate Principal):

'I think the Creative Schools program has been a wonderful addition to our school. Andrew has been a very effective and cooperative practitioner and seems to be able to get the best out of our students. Students, particularly in the 7/8 Literacy and Numeracy support class, are excited to welcome him into their class regularly and his calm, yet enthusiastic, approach supports their progress. Term 2 culminated in a "show and tell" night for parents/carers and we had a strong turnout where parents could see the impact it was having. Students are producing more work, the work they produce is more detailed and expressive (I noticed a vast improvement in their imagery development) and they are more engaged.'

Reflection from Andrew:

'The benefit of being in a small regionally based school means that teachers actually gather together on breaks to talk the day over, help each other out where they can and empathise with various challenges. This environment immediately inspired me and I felt supported from the beginning. The staff culture is very much for the betterment of the students and that has continued to provide resilience within myself.'

Reflection from Jonelle:

'2019 is the first year that Donnybrook District High School has taken part in the Creative Schools Program. I have worked with our creative, Andrew Frazer, for a term now and it has been great for me as an educator to see a different perspective on teaching the curriculum. Although I believe I deliver curriculum in a variety of ways, Andrew has shown me how to look at content differently, and how to get students more engaged through activities that make the students think outside the box or use critical and creative thinking. The part about this program that I have liked the most is that Andrew has been able to increase the engagement of certain students whom I have found difficult to motivate. Our initial data (with PATs testing) also indicates that students are making better progress this year than they have in the past. This is a big win for these particular students. I look forward to seeing what our students create in Term 3 and I'd love another chance to participate in this program again in 2020. I would also love to be able to roll this out to other curriculum areas.'



STUDENT QUOTES:

‘Creativity is when you think about something and you then create it in real life.’

‘Creative schools is delightful because I was able to interact with others and it was really fun.’

‘Creativity is letting your mind free and expressing myself.’

‘Creative schools takes on subjects in a different way. Instead of just writing answers on a page, you are taught valuable lessons.’

‘Creativity is like taking something and twisting it’

‘It makes learning a lot more interesting and you become more inquisitive.’

‘Creative schools program is really exciting because I don’t know what we are doing next in each lesson!’

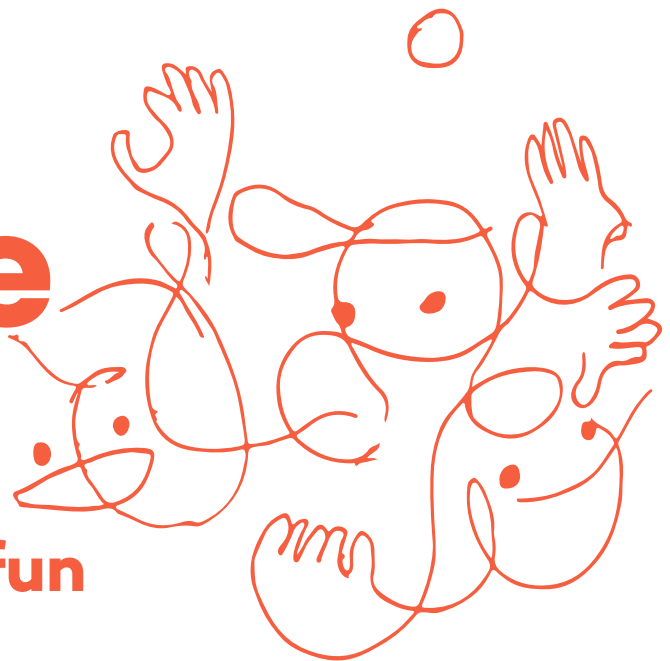
‘Creativity is thinking outside of the box...doing things differently, like drawing something that no one else would do. That type of drawing comes from the creative part of your mind.’



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