



**creative
schools**

**KINROSS
PRIMARY**

CASE STUDY – TERM 2

creative schools

Visual Artist

Jodie Davidson

Teacher

Jarryd Evans

School

Kinross Primary School

Year group

Year 5

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-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

The class was already working on HASS (Civics and Citizenship) and understanding types of voting (ACHASSK116) while in English they were about to begin the book *Water* by Geoff Havel.

Building a marble run would encompass design technology, production and processes (ACTDEK019). Using industrial offcuts and recycled materials, screwdrivers, hammers and cutting implements (WATPPS30) we were able to refresh understanding the difference between needs and wants (ACHASSK119). The materials gave students the opportunity to explore technologies that incorporate materials, components, and equipment used both in the home and industry promoting discussion of creative reuse and sustainability (ACTDEK023).



CREATING THE CONDITIONS FOR LEARNING

Selecting a variety of warm ups enabled students to begin each session by experiencing the benefits of collaboration in sharing both the challenge of the warm up but also the solution.

Our first warm up using balance and trust didn't go quite as planned. This result proved to be absolutely necessary in order for them to reflect critically on their behaviour, the time they chose to take and how much they were able to achieve and then to devise ways in which they may be able to improve. Allowing them to discover their own connection between reflecting and re-evaluation took one week. By the following session, students collaborated so much better on their warm ups. Not only did they balance in groups and as a whole class within 7 minutes, they also succeeded as a class at unravelling the human knot. All activities were complete within 15 minutes. As a result of follow-up individual reflections on their behaviour from the previous week, it was interesting to note the students had implemented a change in behaviour.

Initially they weren't being as efficient as possible with their tasks and although they used the word 'collaborate' they didn't yet understand how to implement various ways of physically collaborating outside of the whole group working together.



THE LEARNING PROCESS

Jarryd (teacher) opted to include lessons with them on Government and why we have ministers for each department to assist with building connections for the benefits of splitting up tasks and achieve more. This was followed up with a warm up in groups of three; one would write, one would draw and one would build. Using the science topic of matter (ACSSU077) each group were asked a question to establish what they knew or would like to know while practicing how to work independently on the same task. It was observed that most groups still worked together task by task and in some cases would wait for someone else in the group to take over their role. There were two groups out of the nine who each did an independent task and then collaborated. This process gave insight into how much they didn't understand about solids, liquids and gases while observing their methods of collaboration.

Although they had shown more concern for the aesthetics than the mechanics of the project, they began to create solutions in engineering principles and systems. Referring to characteristics of a high functioning classroom, we moved the location of the marble runs outside which provided the space for decisions of where the angle was best and also enough room for the entire course. By reflecting throughout the session, students got the opportunity to make connections at the time and then choose to make changes (WATPPS31). By incorporating a timer as it was their last chance to finish their marble run, they began to divide tasks working efficiently and practicing independent collaboration (WATPPS32). Groups took their courses to a grass slope and trialling and timing them to work out what needed to be changed and altered to ensure they worked (ACSIS087).

Jarryd's flexible approach to time for this project allowed students to extend the activity into the afternoon which allowed them to reflect further on what they could do to improve the collaborative run to make it flow more freely and to give them time to action their reflections (WAHASS60) (ACSIS091).

Apple muffins incorporated food productions and introduced students to chemical science exploring objective, liquids and solids, viscosity, measurement, optimal conditions for experiments (ACSIS086), prediction and why each station must be the same to record accurate data (ACSIS218). Following from the marble run creations, groups used half a cardboard tube wrapped in cling film as the track for the liquid ingredients to travel on into the bowl (ACSSU077). Using a stopwatch to time each ingredient they investigated which had high viscosity and which had low viscosity (ACSIS087).

Reflecting on how different things can have an impact on an experiment (ACSIS231) students referred to the various effects of order in which ingredients are added, one ingredient mixing with another, creating friction by using different surfaces, angles of the tube, flour slowing liquids, heat turning liquid into solid and solids into liquids. They used the method and findings of the experiment with persistence, collaboratively developing it into a narrative, pushing beyond their initial difficulty of simply reciting the scientific explanation into incorporating sensory awareness describing what it looked like, how it felt, the smell and taste. They began to demonstrate discipline, crafting and improving their response, attempting to explain it to someone who may be without hearing, sight, a sense of smell or taste (personal and social capability).

IMPACT OF LEARNING

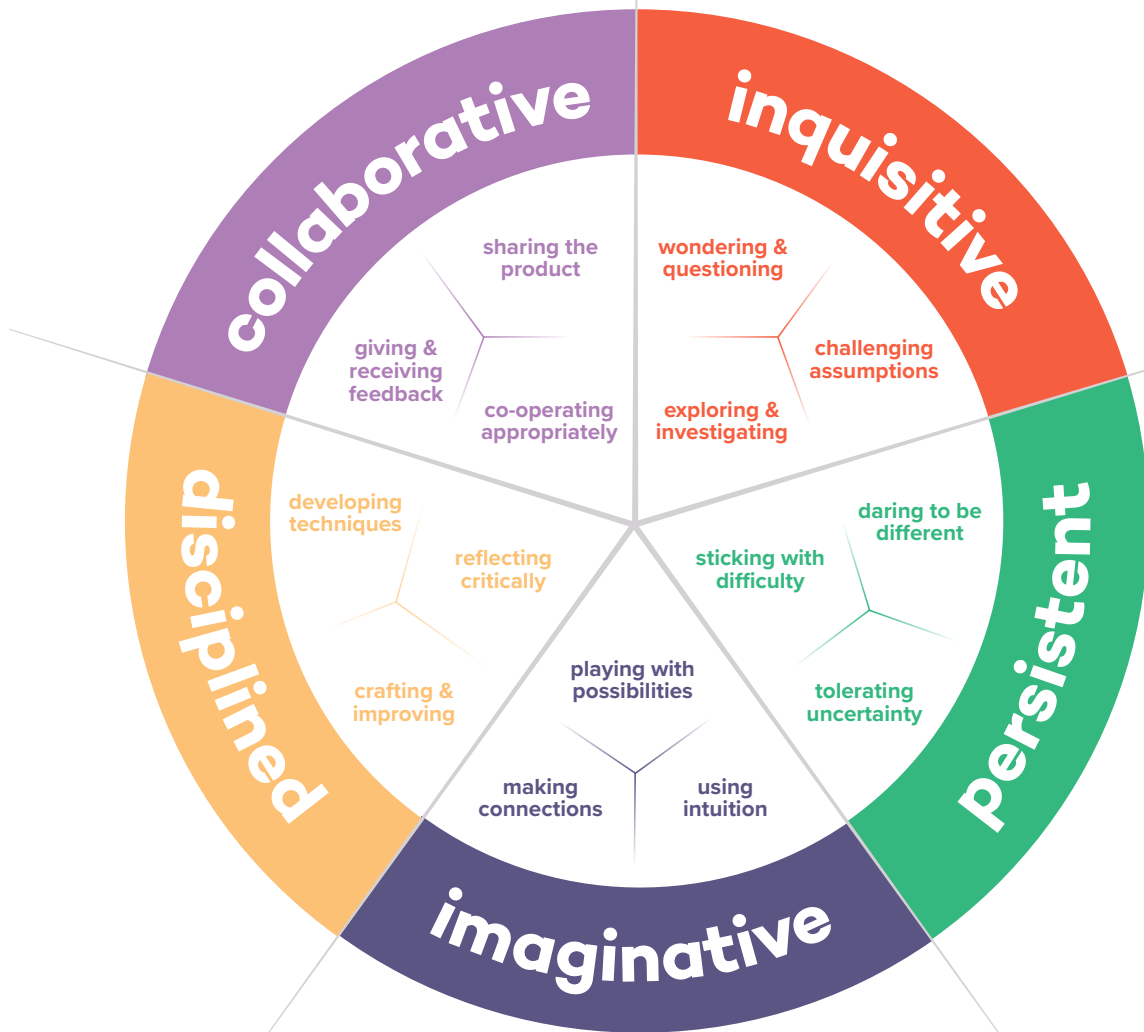
Every week incorporated collaboration into activities whether as warm ups, group work or class discussions. Groups were provided with feedback after activities. Initially this was critical rather than positive. By referring to the creative habits poster, particularly giving and receiving feedback students began to suggest what could be done to improve each performance as opposed to stating what wasn't done.

Requesting feedback from those who didn't have hands up rather than the regular five or six students enabled the quieter students the opportunity to express their ideas.

Constructive feedback improved as the weeks progressed following into other lessons. Groups and individuals are beginning to reflecting on their failures, implementing strategies both individually and collaboratively to improve techniques. This class of 27 students has used persuasive debating strategies, clapping to bring attention back, problem solving, diverse ideas, participated appropriately and undertaken preferential voting rather than majority (ACHASSK116), (WAHASS63).



WHAT ROLE DID THE CREATIVE HABITS PLAYED IN THE PROJECT?





Imaginative

Promoting collaboration, persistence and playing with possibilities by passing a flat ball along a line using bodies rather than limbs led into a drama challenge requiring imagination to devise a one-minute skit of their science cooking experiment (WATPPS27) combined with one of the creative habits of mind. The audience was to guess which habit they were given and which sub heading they had incorporated. Selecting groups based on the dominant students being put together along with quieter students grouped together resulted in two of the most talkative boys playing the role of a table and an oven without speaking. Extending from this, groups changed and used a creative habit matched with a particular scenario. One group commented that their topic of 'sport' and 'imaginative' were hard yet:

“The game that we came up with was so good that we actually want to try playing it at recess.”

Persistent

Moving into the classroom, the narratives shifted from a collaborative descriptive and energetic discussion into stagnant and stilted individual work. The process worked more positively when they were sharing the product. Using huge post it pads and back in groups they used one sentence to create a collaborative piece. One particular student was embarrassed because he hadn't fully understood what he was meant to do and therefore didn't want to join his group. His story began with:

“There was once a twenty-six-year-old deaf and blind guy and he really liked to cook.”

Suggesting to the group that they could start with his sentence wasn't received well.

It wasn't right! It wasn't what we were asked to do! That's not what happened!

Back to the Creative Habits of Mind chart of discovering alternatives, daring to be different and being imaginative. Instead of being left out for apparently getting it wrong, he could be part of his group. It was clear though that there were still more experiences required to improve their social awareness and tolerating uncertainty.



Inquisitive

The final activity of the term as voted and decided on by the students was to make Anzac biscuits. They were given the recipe which prompted wondering and questioning in their planning and application of the elements of scientific investigations to answer their own questions of what would happen to the butter when it was heated, when the bicarb soda was added and after it was baked. They had to solve problems including being without measuring cups and risks of undercooking or overcooking the biscuits, getting enough baked in time to share with the visiting pre primary class and navigating both the heat of the oven and the melted butter (AC SIS086).

Collaborative

Every week incorporated collaboration into activities whether as warm ups, group work or class discussions. Groups were provided with feedback after activities. Initially this was critical rather than positive. By referring to the creative habits poster, particularly giving and receiving feedback students began to suggest what could be done to improve each performance as opposed to stating what wasn't done.

Requesting feedback from those who didn't have hands up rather than the regular five or six students enabled the quieter students the opportunity to express their ideas. One extremely quiet boy who struggles with collaborating found it difficult to come up with a response. Rather than moving past him, he was given time. When he still couldn't come up with anything, I gently said that I would come back and ask him. After the second person had presented their feedback he was asked again. His suggestion of improving a performance by facing the audience when



speaking was articulate and very specific. He later said

“...that being given that little bit of extra time to think really helped.”

Constructive feedback improved as the weeks progressed following into other lessons. Groups and individuals are beginning to reflecting on their failures, implementing strategies both individually and collaboratively to improve techniques.



Disciplined

General capabilities of critical and creative thinking skills generated ideas, possibilities and actions, Warm ups provided a wonderful foundation for the emergence and opportunity to improve on new skills including communication and developing strategies. First performances were often silly and not overly thought out however feedback made a huge difference when they came back to present a second attempt.

Every group took the feedback on board and in reflecting they could see the difference between their first and second attempt and would endeavour to craft and improve. Prior to the final session we decided that the students could plan the warm up, main activity and reflection for last week of term while we sat in another room. Watching from the wet area outside of the classroom, they demonstrated capabilities of social and self-management techniques, writing lists on the board, having two students at the front and proceeding to vote. Initially thinking they

only had to come up with a list, they were given longer to narrow down the selections. In the end two students came out and said that they had reduced them down to two activities but were unable to agree and needed help. This class of 27 students had used persuasive debating strategies, clapping to bring attention back, problem solving, diverse ideas, participated appropriately and undertaken preferential voting rather than majority (ACHASSK116), (WAHASS63). When asked how they knew what to do

“We just acted like teachers and copied what Mr Evans does.”

This is a wonderful reminder that by demonstrating the type of behaviour we would like children to adopt, they will eventually implement them. It was also evidence of just what students are capable of when they are given the freedom, trust and opportunity to try.

“It’s fun and definitely new to me. My old school had nothing like this.”

“It’s different that we get to create stuff and work in teams.”

“I’m learning to make friends. In my old school it took me 6 months to make friends.”

“It’s different. The thing I like about it is it’s challenging and it’s a nice challenge. I really like challenge. It has made me love challenge more. I now do challenges at home.”

“I’m learning how to build more imagination and have more ideas.”

“It is making me trust other people more.”

“We did a marble run project. You had to be as creative as you can. It was hard.”

“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.”

“I like the warm-ups. It teaches me to be more collaborative.”

“It’s different because you learn there is more than one way to do things. Normally there is just one right answer on the worksheet.”

“With creative schools there are lots more right options. There are wrong options, but lots of right options.”

“We’ve been reflecting on our work, to make it better and keep learning. I definitely think my second performance was better because we got lots of feedback. The feedback helped us improve.”

“We learnt about science viscosity. It could be about science and drama.”

“It opens up your way of thinking and you make your learning better because you get feedback and opinions from other people that does not just say ‘you are amazing.’ It gives you ideas how to improve.”

“Giving and receiving feedback is a skill we had to learn.”

“I really like our lessons on getting to know everyone more.”

“I love doing things differently. I’m now doing things different from last year. It has given me creative ways to engage students with the topic. It was more engaging.” (Jarryd, Teacher)

“Jodie and I have such a great collaboration, bouncing ideas off each other and getting more creative ideas.” (Jarryd, Teacher)

“I love integrating subjects. Learning science viscosity through making muffins was such a creative way to deliver that content.” (Jarryd, Teacher)

“Drama is being used to teach Design & Technology skills of developing a prototype, getting feedback and making changes to an outcome.” (Jarryd, Teacher)

“The reflections have been good. As teachers we get so caught up in the content. As a teacher I reflect, but don’t get the students to reflect as much. Now we get the students to give more feedback. Doing the reflections every session has shown me how valuable student voice is.” (Jarryd, Teacher)

“It’s too easy for teachers to get too focused on so many proprieties and initiatives. The creative learning is driving skills for life that covers everything – and they are transferable. That is a really good focus to have. The project allows integration and these skills are so important.” (Jarryd, Teacher)

“It’s not about one subject, but the skills that support all of life.” (Jarryd, Teacher)

“Schools focus too much on the nitty-gritty details. The Creative Habits of Mind covers it all.” (Jarryd, Teacher)

“The students are now responding better to feedback in their other work too, like their writing.” (Jarryd, Teacher)

“He is a different kid now. He is more on task lately. And showing less avoidance behaviours.” (Principal, Therese Gorton)

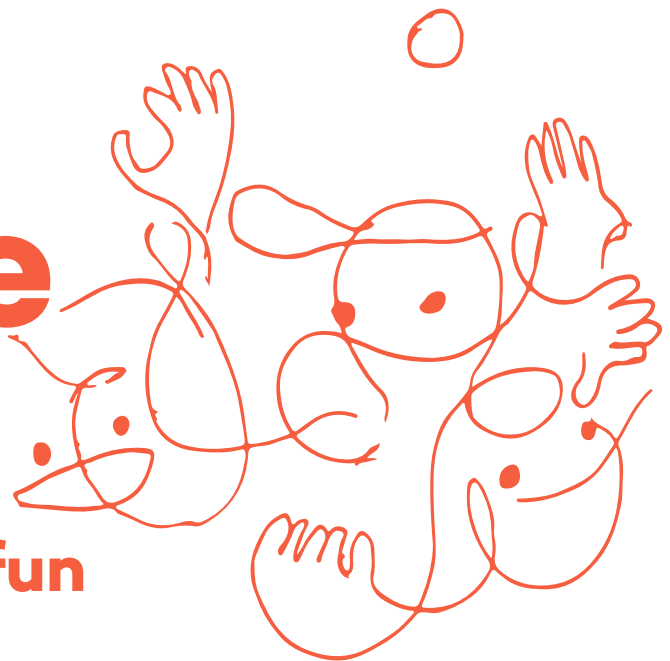
“I found it so valuable. It has been so good. The collaboration is so powerful. It has so many rich layers.” (Jarryd, Teacher)

“I believe in the program.” (Principal, Therese Gorton)

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