



**creative
schools**

**GLENCOE
PRIMARY SCHOOL**

CASE STUDY – TERM 2

creative schools

Nature pedagogy specialist

Daniel Burton

Teacher

Benita Swart

School

Glencoe Primary School

Year group

Year 3

**THE ECHIDNA AND
THE SHADE TREE**

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

General Capabilities

- Critical and Creative Thinking
- Personal and Social Capability
- Intercultural Understanding

Cross Curricular Capabilities

- Aboriginal and Torres Strait Islander Histories and Culture

CROSS-CURRICULUM LINKS

Health and PE

- Personal strengths and achievements and how they contribute to personal identities (ACPPS015)
- Strategies to include others in activities and games (ACPPS019)
- Ways to interpret the feelings of others in different situations, such as: words other people use/facial expressions/body language (ACPPS020)
- Positive responses to physical activity, such as a feeling of wellbeing (ACPMP028)
- Ways to maintain a balanced position while performing various skills (ACPMP029)
- Positive choices when participating in group activities, such as:
- Dealing with winning and losing/encouraging team-mates (ACPMP030)
- Actions that keep people safe and healthy in and outside the classroom, such as: staying hydrated/being sun smart/following school rules (ACPPS022)
- Importance of rules and fair play in partner, group activities and minor (ACPMP032)

English

- Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
- Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)
- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)
- Identify the audience of imaginative, informative and persuasive texts (ACELY1668)
- Innovate on familiar texts by experimenting with character, setting or plot (ACELT1833)
- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)
- Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to, contradict or multiply the meaning of accompanying words (ACELA1469)



HASS

- The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their country/place (ACHASSK049)
- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHASSK044)
- The importance today of an historic site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity) (ACHASSK045)
- Present findings in a range of communication forms, using relevant terms (e.g. written, oral, digital, role-play, graphic) (WAHASS23)
- Reflect on learning and respond to findings (e.g. discussing what they have learned) (WAHASS25)

Science

- Different materials can be combined for a particular purpose (ACSSU031)
- Earth's resources are used in a variety of ways (ACSSU032)
- A push or a pull affects how an object moves or changes shape (ACSSU033)
- Science involves observing, asking questions about, and describing changes in objects and events (ACSHE034)
- People use science in their daily lives, including when caring for their environment and living things (ACSHE035)
- Pose and respond to questions, and make predictions about familiar objects and events (ACSIS037)
- Participate in guided investigations to explore and answer questions (ACSIS038)

- Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions (ACSIS040)
- Compare observations with those of others (ACSIS041)

Mathematics

- Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)
- Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047)

Technologies

- Develop, communicate and discuss design ideas through describing, drawing, modelling and/or a sequence of steps (WATPPS12)
- Characteristics and properties of materials and individual components that are used to produce design solutions (ACTDEK004)
- Use components and given equipment to safely make solutions (WATPPS13)
- Work independently, or collaboratively when required, to organise information and ideas to safely create and share sequenced steps for solutions (WATPPS15)

CREATING THE CONDITIONS FOR LEARNING

From the outset, I knew that my role in working with Benita was to be a catalyst for change. but most importantly a supportive peer. From the moment I stepped into her classroom I could see her creativity, her passion for child-centred learning and her pure dedication to these children. I knew that as the creative practitioner, I wasn't going to need to 'bring creative activities' to this class, they were already brewing under the surface. Each reflection time with Benita resulted in buckets worth of creative ideas bubbling out of her – she was looking for permission, validation that she was on the right track – in a system that seemed to ask of her so much that went against the grain of her creative approach to facilitating learning.

THE LEARNING PROCESS

Our initial lessons were very focussed and content driven with hints of creativity laid on a foundation of 'let's move the learning outside'. We planned a lesson that involved reading the story 'The Echidna and The Shade Tree' and making echidnas with artist's clay and sticks, which was wonderfully creative, and the children flourished in all of the creative habits of mind: they were imaginative in their echidna creations, they were collaborative as they shared ideas, resources, space and feedback; they were persistent because working with clay, outdoors, with natural materials is difficult; they were disciplined in the way they made changes, developed their techniques and thought deeply about their creations.

Logistically, the session focussed on the use of the nature play space, where the children searched for sticks to become the spines for their echidnas. It was so lovely to see spontaneous maths skills coming into play in this session. Through the task of collecting 25 sticks, the students had to count and estimate. They shared sticks and then they sorted the sticks from shortest to longest which resulted in some great problem solving, persistence, and collaboration when the children started sharing.

A bag of clay that Benita had collected on her January holiday to the Pilbara became the provocation for a shift in direction. She had been wanting to use this with the children all year but didn't feel brave enough to introduce it. Providing the clay and water as resources, we explored mixing, making mud and painting the echidnas to explore concepts around texture, descriptive language, measurement, sharing and equity, experimentation and so much more. In our reflection though, we realised that the resource we failed to provide enough of was the resource of 'time'. We had tried to pack too much into the lesson, to structure and direct the creative expression. So, our next session we highlighted TIME and spent the whole session exploring and experimenting. Our role as teachers then became one of documenting learning, asking questions that challenge thought and most importantly providing the resources that they needed to extend their exploratory learning process.

It was through this session, and the following few that all surrounded a common theme of time and exploratory play, that we saw the students come alive. They interacted in ways that Benita hadn't seen before, those who were usually quiet or those who regularly 'disrupted' learning were engaged contributors. What's more is that their play changed, and other teachers noticed. Their recess and lunch time interactions became more elaborate, more playful, more creative and more collaborative.

During one of our last sessions we gave the children the opportunity to really see and celebrate how much they had been learning. We printed photos out from each session, ensuring there were photos of everyone, so each person had the chance to find themselves and really feel a part of the journey.

Throughout our later sessions, Benita and I had a discussion about the children's 'play deficit' that she identified, and it really stuck with me. The fact that each new experiment or creative experience the children are provided with requires time and space to play, indicates that a lot of the children lack the fundamental play building blocks. I love Benita's mantra that 'you have to Maslow them before you Bloom them' as I think it is such an important way to look at these experiences.

IMPACT OF LEARNING

A reflection from Benita, received after our second last session, sums up our journey this term and is a personal goal of mine in working with educators;

"The feeling of joy is very mutual. With every session I feed my philosophy of teaching with precious nutrients from just observing your calm way of interacting with us and nature. My mantra has been extended to not only permission, but patience. Be patient and wait with my information until they are ready to receive it and ask for it. We are only mere search engines and sometimes we rush forward and spill info without being double clicked on!"

"The importance of nature connection and kids has been magnified by your positive energy and your presence inspires all of us. I cannot thank you enough!"

further impacts include:

- Appreciation and respect for nature is visible in the kid's interactions with nature.
- Deeper understanding and connection with my students.
- More authentic learning for students.
- Patience with my information
- Facilitator of child driven learning.
- Awareness of my teaching, thinking of more creative interaction and teaching opportunities.
- Observe positive behaviour changes in my kids.
- Engagement in their learning





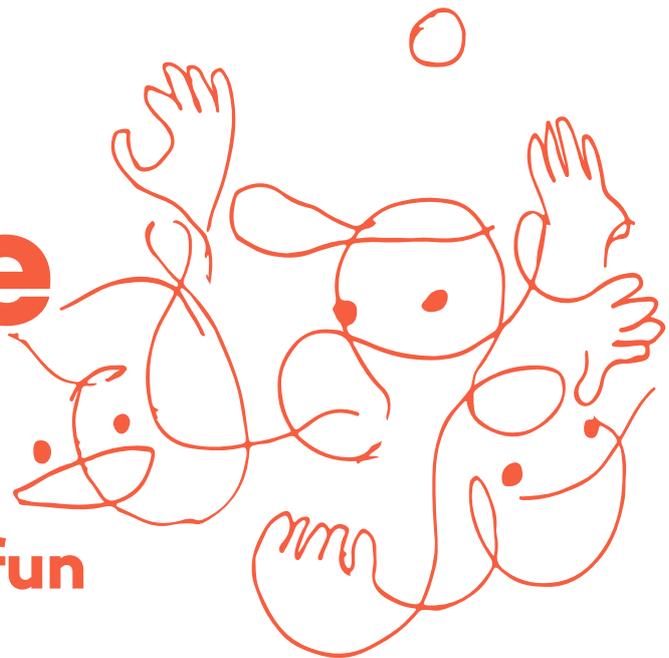
The implementation of the Creative Schools program at Glencoe Primary School has been invigorating. It has been enthusiastically received by students and staff, and resulted in a paradigm shift towards teaching and learning by the two participating teachers. Significantly, a strength of the program has been the opportunity to take learning outdoors. Students have been empowered to work together, use higher order thinking skills and be more authentically engaged in learning, while connecting with an environment that readily promotes the development of the whole child.

**Karl Palinkas. Principal
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