



**creative  
schools**

**BROOKMAN  
PRIMARY**

CASE STUDY – TERM 2

# creative schools

Creative Practitioner  
**Cristy Burne – children's  
author**

Teacher  
**Kym Dalton**

School  
**Brookman Primary School**

Year group  
**Year 2**

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

### HUMANITIES AND SOCIAL SCIENCE

**Geography:** people are connected to many places

The location of the major geographical divisions of the world (e.g. continents, oceans) in relation to Australia

## CURRICULUM LINKS

Language for social interactions Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)

Listening and speaking interactions Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)

Listening and speaking interactions 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)

Oral presentations Rehearse and deliver short presentations on familiar and new topics (ACELY1667)

Use of software Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)

Communicating Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010, ACHASSI027, ACHASSI043)

Use media technologies to capture and edit images, sounds and text for a purpose (ACAMAM055)

Present drama that communicates ideas, including stories from their community, to an audience (ACADRM029)

Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006)

Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)

Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)

**CREATIVE HABITS FOCUS:**

Imaginative, Collaborative, Disciplined and Persistent



## CREATING THE CONDITIONS FOR LEARNING

At the start of the term we planned for students to plan and report on their own round-the-world holiday, learning about other countries and cultures in the process. The big question was originally: What would it be like to travel the world?

As the term evolved, our plans evolved too. The big question for the term turned in to: What is it like to be your own boss, in charge of your own creative project? We wanted to create an environment where they could practise self-discipline and experience the creative 'flow' that comes with working on a self-directed creative project.

The students undertook two major creative works

- The design and creation of a model vehicle for taking around the world. They designed this first on paper, then constructed a model with recycled materials.
- The design and creation of a story involving their vehicle traveling somewhere in the world. The students were free to work individually or in groups, and to tell the story any way they wanted: as a written work, a song, a puppet show, a video, etc.



## THE LEARNING PROCESS

In the first session we asked them to write a creative story about visiting anywhere in the world. We're hoping to use this as a baseline evaluation for comparison at the end of Term 3.

We worked with the kids to discuss and develop all of their creative habits. The kids were genuinely amazed, I think, to hear that these habits might help them. They thought the most important thing for being creative was being "smart". They were especially interested to hear how many times famous inventors (Dyson, Edison, etc) fail before finally achieving success. And we shared our own stories of "failure" at school.

They were super-motivated to design their vehicles, first on paper. They then worked on improving their vehicle designs, had an opportunity for collaboration where they toured each other's designs, then more opportunity for improvement and elaboration on their own work.

When they moved on to building their vehicles from recycled materials, they loved the freedom and I was amazed with how effectively they worked. Kym said

they \*love\* to build things, which is great. I asked if they were working differently to usual; she said she was happy to see they were using the language of the habits. Some started working alone but decided to collaborate, for example.

The children seemed to find the creative habits of being Imaginative and Collaborative relatively easy compared to being Disciplined and Persistent, so to help students develop self-discipline and concentration, we worked on activities that could exercise their ability to take charge of their own learning. We actively gave them opportunities to practise self-discipline, self-drive and to develop a sense of agency in their own learning.

For example, in the latter half of the term, we challenged them to plan and create their own story involving the vehicles they had made. In groups, they decided to aim to produce a story in their own way - puppet show, video, book, etc - and set to creating puppet stages, backdrops for their films, characters to perform in their plays. This was all entirely self-directed.



## IMPACT OF LEARNING

**As the term progressed, I feel the students became more engrossed in activities and used to the idea of being in charge of their own project and time management. All groups saw opportunity for improvement. Their response to being self-disciplined seemed to change, with more students accepting that although such challenges were hard, it also brought rewards for example, the chance to work freely on a creative project. If the opportunity arose in the future, I would very much look forward to my school's involvement with the Creative Schools program again.**

### Principal, Hans Geers

"It's been a great opportunity as the students have been really engaged. It has been wonderful to have Cristy to work and collaborate with as she is so knowledgeable. The Students aren't getting bogged down with an "I can't" attitude They are trialling new things and have done really well with this project." Kym, Teacher

"I am really thrilled at how they are concentrating in this program." Cristy, Creative Practitioner

"In Creative Schools you make interesting things and learn about it. If you say this is too hard, I'd say try your gooddest. Keep going until you get it." Student

"Creative Schools is fun you are crafting something new. When you make something you are learning and learning something very interesting." Student

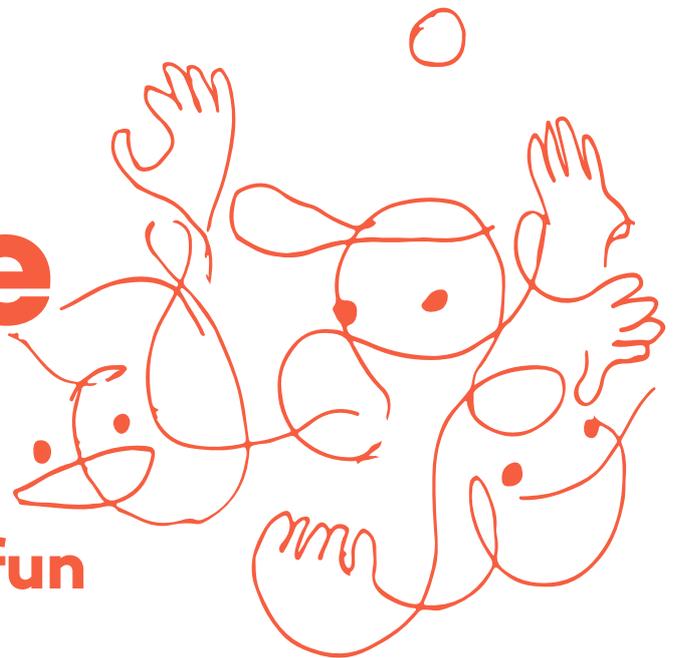
"It's about crafting is about making stuff like stories. Creative schools is about learning stuff about how to make your own things." Student



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deep learning, hard fun



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