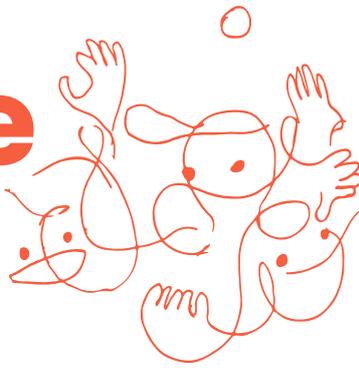


# creative schools

a **FORM** initiative



2021  
information  
package



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## CREATIVE SCHOOLS PROGRAM

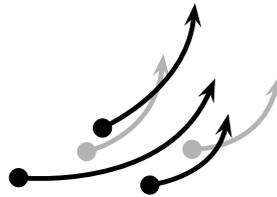
Creative Schools uses creative teaching and learning strategies to cultivate student agency and engage students in deep learning of curriculum and General Capabilities, particularly Collaboration, and Critical and Creative Thinking.

The program pairs teachers with creative practitioners to codesign and codeliver subject areas of the Western Australian curriculum in new and imaginative ways, with a focus on student engagement, nurturing capabilities, creating the space for students to develop their sense of agency and inspiring their love for learning. Creative Learning sessions are designed to improve personal and social capabilities including enriched collaboration/team-working skills, and increased understanding of the General Capabilities for improved employability.

Teachers are experts in pedagogy and knowledge of the curriculum. Artists/creative practitioners are skilled in thinking creatively and engaging young people.

### Through being trained to effectively work together in the classroom, teachers and artists can collaborate to:

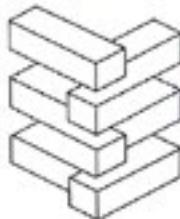
Enhance student learning through increased engagement and motivation.



Improve academic attainment across all subject areas including literacy, numeracy, STEM and HASS.



Better prepare students for the future by developing skills such as creative and critical thinking, problem solving and team work.





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## THE CREATIVE SCHOOLS PROGRAM

At the heart of the program is the interaction between students, teachers and creative practitioners; and the fine balance between the Curriculum, Creative Practices, the development of Creative Habits of Mind, and the activation of Creative Learning Spaces within schools. Where these elements work well together, deep learning can occur, as captured in the Deep Learning Model.

Some of the key elements that make the Creative Schools program successful can be linked to these four components:

### CURRICULUM AREA

Addressing a priority learning area in each class (e.g. mathematics, history, science, English, etc.) and exploring novel, creative ways of teaching this curriculum area.

### CREATIVE PRACTICES

Partnering teachers (experts in curriculum) with artists/creatives/'creative practitioners' (experts in creative practices, e.g. painters, game designers, musicians, actors, chefs or writers) to devise and deliver classroom activities to teach the curriculum in ways that are physically, socially, emotionally and intellectually engaging.

### CREATIVE HABITS OF MIND

Nurturing the Creative Habits of Mind in the classroom: being collaborative, inquisitive, persistent, disciplined and imaginative. These habits can be mapped to WA's General Capabilities.

### CREATIVE LEARNING SPACES

Considering the characteristics of a 'high-functioning space' and adapting pedagogical practices accordingly.

*"As a school with embedded STEM practices we were thrilled to be included in the Creative Schools Program as I had hoped it would offer further opportunities for students not only in Creativity, but also in discovery and innovation.*

*In visiting classes involved I was impressed with the levels of collaboration and self-discipline during activities. Students displayed high levels of enjoyment and persistence to tasks while also demonstrating improved inquiry skills and imaginative thought processes.*

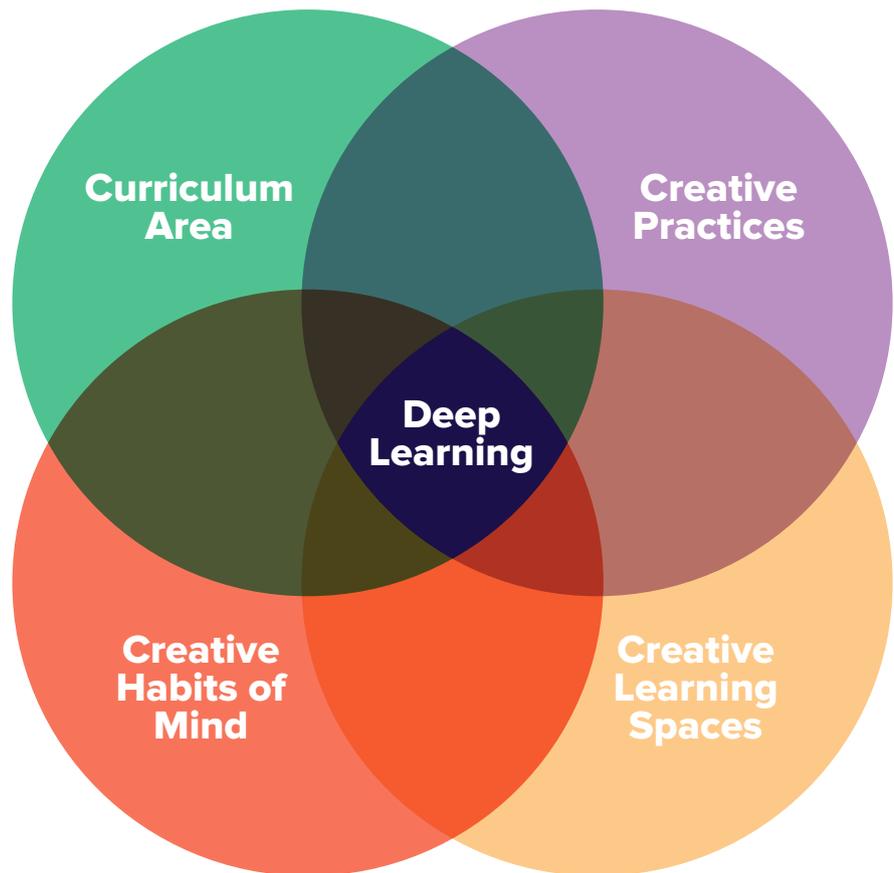
*Our students, staff and 'creatives' have gained significantly from the program. Not only have our teachers and students gained from the creative approaches, but additionally, the exemplary teamwork and planning has provided a rich context for students to develop skills in independent thinking, critical analysis, problem solving, teamwork and communication, essential skills for success in the 21st century."*

- Principal, Hans Geers  
Brookman Primary School

*"There is convincing and robust independent evidence that a focus on creativity in schools results in improved attainment across the curriculum, more engaged parents, improved motivation, behaviour and attendance, and the development of a range of skills which underpin success and fulfilment in children and young people growing up in the 21st century."*

- Paul Collard, Chief Executive Officer of  
Creativity, Culture and Education, UK

## Deep Learning Model



*“The evidence is clear that an integration approach to arts education, where artists work in partnership with teachers, holds significant benefits for individual learners, for teachers, for artists, for whole schools and for education systems at large. It improves engagement and motivation with learning, enhances academic attainment in all subject areas, it improves behaviour and attendance, prepares young people for the challenges of the 21st century by developing skills like creative and critical thinking, problem solving and team work, it improves the quality of teaching, raises staff morale, enhances community integration, it can turn around failing schools and reduce the equity gap between rich and poor.”*

Mathilda Joubert  
*Creative Schools Independent Researcher & Evaluator*



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## HOW WILL IT WORK?

Selected schools will nominate two classes to participate in the Creative Schools program. Specially trained WA Creative Practitioners will work weekly with the teachers of the two classes of students to deliver a range of thoughtfully designed creative learning activities over a period of 16 weeks during 2021. The teachers and school leadership team will select particular area(s) of the curriculum to focus on.

Teachers will receive two days of initial training from leading international experts in Creative Learning, and will participate in two networking opportunities with teachers from other participating schools across the year.

It is essential that Creative Practitioners and teachers have the opportunity each week to plan and reflect to ensure that all the activities are adapted to meet the needs of the learners and the specific context of the school.

Project artists can come from a range of creative professions. Here are some examples but this list is not exhaustive.

## Examples of Creative Practitioners include:

- animators
- cartoonists
- choreographers
- composers
- dancers
- dramatic enquiry practitioners
- film and video makers
- gaming developers and programmers
- graphic designers
- illustrators
- musicians
- painters
- photographers
- physical theatre practitioners
- playwrights
- poets
- sculptors
- storytellers
- textile artists
- theatre directors
- visual artists
- web designers
- writers

## Academic Year 2021



### TERM 1

#### PROFESSIONAL DEVELOPMENT

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



### TERM 2

#### PROGRAM DELIVERY IN CLASS

Codesigned and codelivered creative learning workshops. One per week for eight consecutive weeks.



### TERM 3

#### PROGRAM DELIVERY IN CLASS

Codesigned and codelivered creative learning workshops. One per week for eight consecutive weeks.



### TERM 4

#### REFLECTION & EVALUATION OF THE PROGRAM IMPACT

## WHY PARTICIPATE IN CREATIVE SCHOOLS?

### Participating in the program can support your school to:

- bring in new ideas, approaches and resources to support you to address important school-based priorities;
- provide teachers with a rich practice-based professional development opportunity, directly engaging them and their learners in a project to enhance creative teaching and learning approaches;
- excite and inspire students, making learning meaningful and authentic by engaging them with the world outside their school and by emphasizing the real-life dimensions to what they are learning;
- bring about improvements in teaching and learning, improve academic outcomes for learners and develop their creativity;
- support the development of growth mindsets and a learning culture in your school.



**“I hope that this program will allow me to try something creatively brave – take risks, let go, allow kids to take agency, trust them to drive (which is scary)! I hope it will allow space for me to step back and observe the thinking and learning even more. I hope it will reinvigorate my students (and me) and get us both to be broad and adventurous thinking. I want the kids to draw on their imagination and curiosity, and to think about their thinking, creative process and learning, including questioning. I want this opportunity to bring curriculum to life. I hope the artist will bring fresh energy and fresh eyes, a different perspective and lots of fun and joy to our learning.” TEACHER**

**Schools applying to be part of the project are required to demonstrate expertise, capacity and interest against the following criteria:**

- consideration to schools facing challenges;
- the capacity of the school to deliver the program effectively;
- the level of commitment of the senior leadership team and their interest in embedding critical and creative thinking across the school;
- the value your school places on developing the creative skills of learners;
- a compelling desire for changing teaching and learning practice through creativity;
- evidence of how the program can support your vision, strategic goals and/or school improvement priorities.

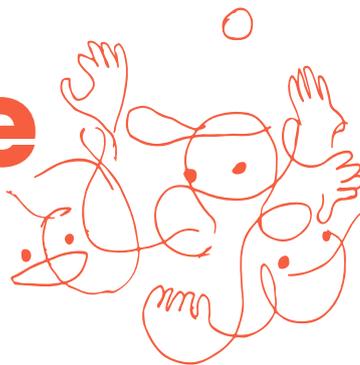
**The program will require schools to commit resources, time and capacity. Participation in the project will require:**

- making a commitment to developing teacher practice;
- selecting a Creative School Coordinator for the program; ideally a member of the senior leadership team;
- identifying two motivated classroom teachers to work in partnership with a creative practitioner in their classroom;
- releasing two teachers for four days of professional learning with international experts across the year;
- hosting two creative practitioners working in two classrooms, once a week for 16 weeks during Term 2 and 3;
- facilitating opportunities and the time for creative practitioners and teachers to collaborate on a weekly basis for planning, team-teaching and reflection;
- participating in the program evaluation; and committing to advocate and disseminate program experiences within educational networks.

**Commitment of being a Creative Practitioner:**

- The Creative Practitioner will deliver a 90-minute session to a class per week in the school for 16 weeks in Term 2 and Term 3.
- The Creative Practitioner will work closely with the School's participating teacher, to co-deliver a session (being in the classroom for one session per week). This session will be covering a specific part of the WA curriculum delivered more creatively to students.
- The Creative Practitioner provides a non-judgemental space to create a sense of belonging and a community.
- The Creative Practitioner provides focuses on the asking of questions and encourages deeper digging.
- The Creative Practitioner celebrates diversity and can inject curiosity to keep the process alive.
- The Creative Practitioner supports others (is a collaborator).
- The Creative Practitioner allows, and is confident, working in the unknown.
- The Creative Practitioner gives permission by modelling.
- The Creative Practitioner provides room to see the context in a different light and can 'hold the space'.

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[creativeschools.com.au](http://creativeschools.com.au)

The Creative Schools Program was initiated and is managed by FORM, provided by the Department of Education and is financially supported by the Western Australian Government.

**FORM.**  
building a state of creativity



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Education