

**creative
schools.**

a FORM initiative



Creative Schools 2022
**Information
Package**



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

Through Creative Schools, teachers and artists participate in professional learning workshops where they learn to effectively collaborate to enhance their ability to co-design and co-create more engaging and effective learning experiences with students.

creative schools

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 co-design 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.

Through the program, 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.



“Well in class we usually do writing and some activities. But in Creative Schools we go outside every time and do exciting activities. We got to hug trees with our partners and we had to describe how it felt and draw it. We measured the tree and did facts about trees.”

STUDENT

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.

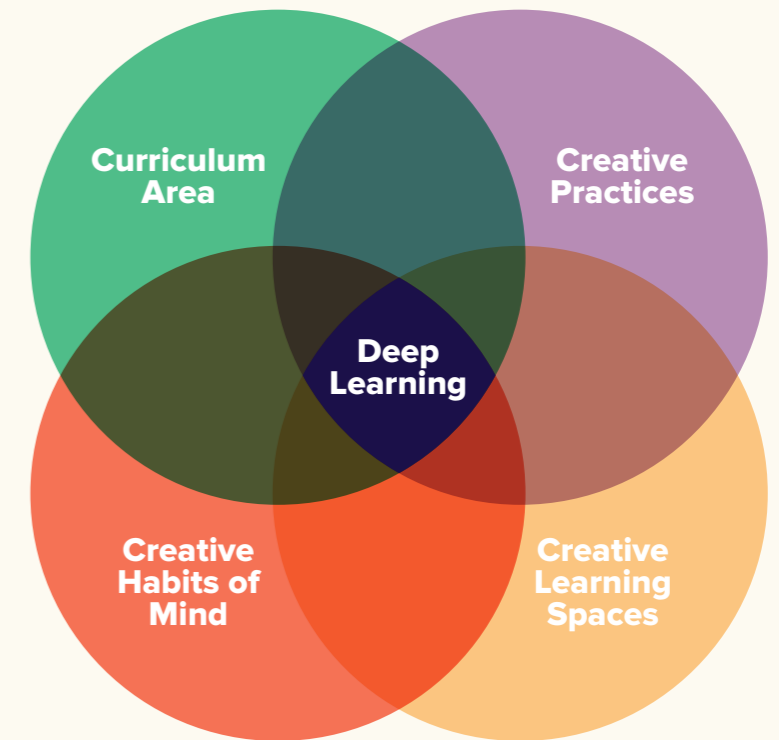
"My personal highlight has been watching our participating teachers grow and flourish. The teachers involved were able to take the Creative Learning journey as the students did, inquiring, challenging, things went wrong, but ultimately when they let go of their preconceived expectations and allowed the journey to dictate the path, problem solving, experimenting and exploring possibilities."

LIZZIE PHILIPS, CREATIVE SCHOOLS COORDINATOR
GOVERNOR STIRLING SHS

"It has been a really big learning curve for the teachers. They have learnt to give students time to explore, time to breathe and think, letting the children shape the learning projects. We want to make it the Glendale way – this is the way you teach here. The Glendale consulting company produced a video of what they need to learn in outdoor learning spaces and presented it to the leadership, then they watched their ideas being built – it was absolutely real life learning, authentic learning."

JENNIFER GRAHAM, DEPUTY PRINCIPAL
GLENDALE PRIMARY SCHOOL

Deep Learning Model



"FORM, we have broadened our understanding and skills about teaching critical and creative thinking and consequently have developed an authentic commitment to linking this General Capability to the curriculum.

We have also learned during this project that FORM provided us with the research, professional development, networking, expertise and structure to confidently teach in this area. This was something that we were missing before the project.

Our focus has changed from content to process. Explicitly teaching the Creative Habits

of Mind: being collaborative, inquisitive, persistent, disciplined and imaginative, has given both the staff and the students a common language and understanding that we can apply to teaching and learning in preparation for the 21st Century. We are now exploring ways to embed this practice throughout the school. The students are key stakeholders in this next step, and together with staff are currently designing professional learning for both staff and students.

We are keen to share our knowledge and expertise with other schools."

SUE WATERHOUSE, PRINCIPAL
MERRIWA PRIMARY SCHOOL



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 co-deliver a range of thoughtfully designed creative learning activities over a period of 16 weeks during 2022. 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 experts in Creative Learning, and will participate in two networking opportunities with teachers from other participating schools across the year.

Please note that delivery timeframes may be adapted for regional and remote participating schools.

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 2022



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:

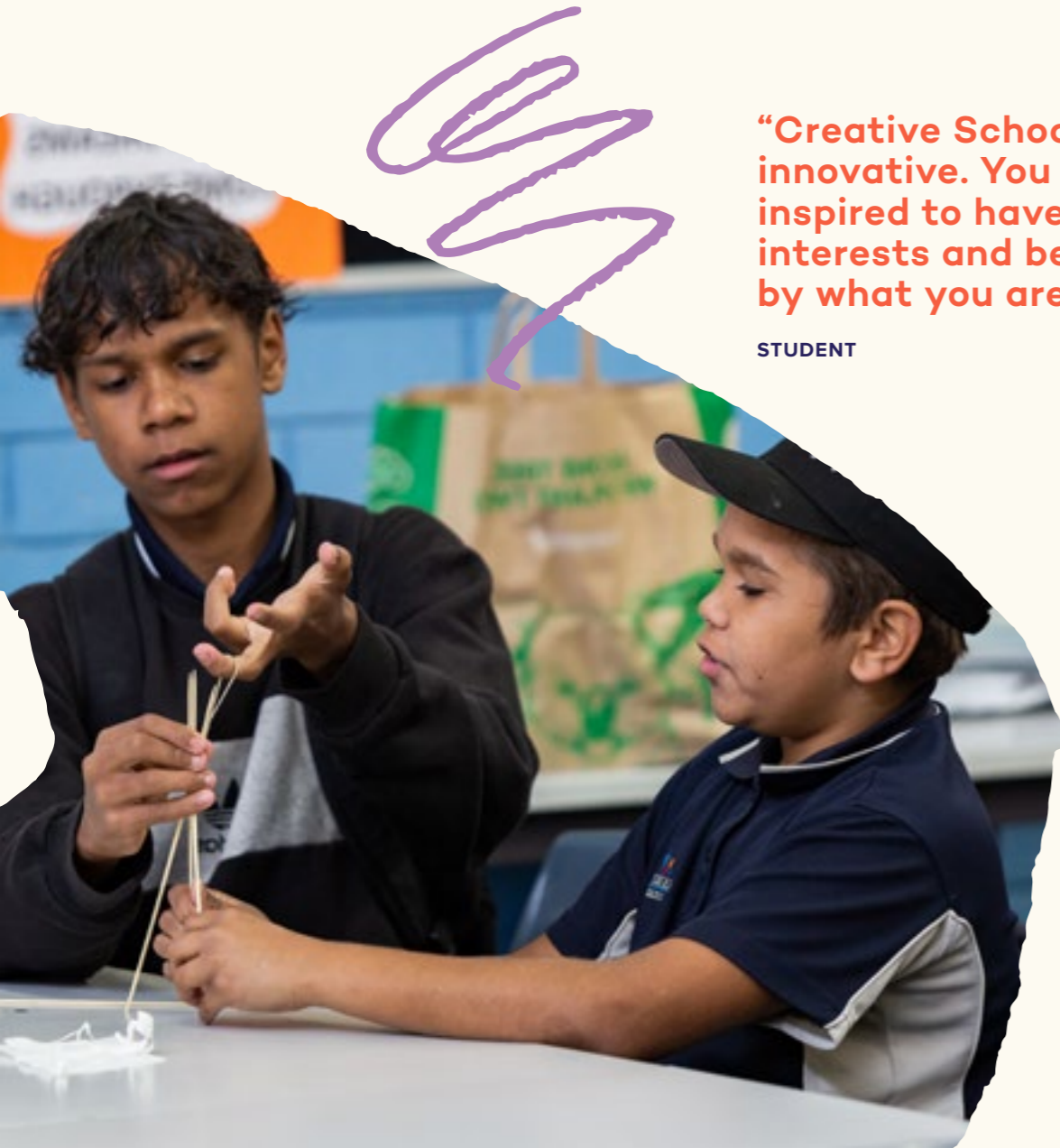
Bring in new ideas, approaches and resources to support you to address important school-based priorities;

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 emphasising 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.

“Creative Schools is innovative. You can be inspired to have new interests and be inspired by what you are learning.”

STUDENT



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;
- preference will be given to low-ICSEA schools particularly in outer metro, regional or remote Western Australia;
- 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:

- identifying two motivated classroom teachers to work in partnership with a creative practitioner in their classroom;
- the two nominated teachers commits to lead the project and share learnings with other staff and the community;
- making a commitment to developing teacher practice;
- selecting a Creative School Coordinator for the program; ideally a member of the senior leadership team;
- releasing two teachers for four days of professional learning with 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 to supporting creative school and community collaborative partnerships to ensure an enduring legacy of arts, cultural and/or creative industry engagement and participation continues in your local area.



Commitment of being a Creative Practitioner:

- guaranteed employment for up to 16 weekly creative learning sessions;
- opportunity for professional learning in educational/community settings;
- opportunity for artists to develop their creative practise within a school setting;
- 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. This timeframe may vary for regional schools.
- The Creative Practitioner will work closely with the School's participating teacher, to co-deliver a session (being in the classroom for a minimum of 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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2022

Creative Practitioner Application

Creative Practitioner Application

Name _____
Email _____ Contact number/s _____

Q1. Please describe how your arts/creative practice is relevant to working with children/young people and how it will develop their creativity skills?

Q2. What do you understand as the role and function of a creative practitioner within an educational setting?

Q3. What do you think are the most important success factors to working effectively in a school environment? (List up to 5 dos and up to 5 don'ts.)

Link to your website/online portfolio (if applicable)

Are you willing to travel regionally to deliver the Creative Schools program?

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- 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'.
- Successful applicants should be prepared to follow current health advice about vaccinations to reduce the transmission of COVID-19

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2022

Schools Application

school application

2022 Program Expression of interest

Basic Information

Principal's name _____

Email _____ Schools name _____

Website _____ Contact Number _____

Schools Address _____

Summary of school context

Q1. Why would you like to participate in the Creative Schools program?

Q2. Please tell us about your school's vision, strategic goals and/or school improvement priorities and how being a Creative School might contribute to your ambitions.

Q3. Please identify two teachers who are interested in participating in the program (ideally self nominated).

Q4. Please tell us how you will create the capacity within your school to meet your commitments as a Creative School?

Q5. Looking to the future once you become a Creative School participant, what are the potential areas of further exploration, improvement, or innovation you envisage for your school and community?

About FORM

FORM is an independent, non-profit cultural organisation that develops and advocates for excellence in creativity, collaboration and artistic practice in Western Australia. We work to build a cultural and creative ecology for Western Australia that improves access to arts and culture for all, and encourages the development of resilient and vibrant communities. Our aim is to explore and show how cultural activities and creativity can be catalysts for learning, sense of place, social wellbeing, income generation, and enjoyment. FORM focuses on demonstrating the value of creativity in making a difference to people's lives, which we do through a broad portfolio of artistic activities, thought leadership, strategy development and residency programs. We also manage and develop creative project spaces which combine professional and community amenity with artistic excellence: The Goods Shed in Perth, and Spinifex Hill Studio and Project Space in South Hedland. At the core of our programming is a process of cocreation, whereby we facilitate relationships between diverse communities to enable outcomes that are mutually relevant, authentic and enduring. We also partner with organisations, businesses, schools and government, bringing local and international creative professionals to work with metropolitan areas, regional and remote communities.

FORM started the Creative Schools program in 2016, to give children and young people in Western Australia the opportunity to experience creativity as an integral part of their life and learning. Creative Schools' vision is to ignite the creative potential of tomorrow's workforce today's young people in order to build a better future for Western Australia. The program establishes meaningful partnerships between schools, artists/creative practitioners and students and aims to strengthen links between the school and the community.

To find out more, contact Lamis Sabra,
Creative Learning Manager at learning@form.net.au

HOW TO APPLY

Fill in application form online through
creativeschools.com.au/apply
or send it to
learning@form.net.au

Applications closes 30 January 2022, by 5pm

For any questions please call Vanessa Bradley,
Creative Learning Program Coordinator at FORM on (08) 93852200

form.net.au

creativeschools.com.au

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