



**creative
schools**

**BROOKMAN
PRIMARY SCHOOL**

CASE STUDY — TERM 2 & 3

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-minute 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 across two terms of delivery: Term 2 and 3 (over 16 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 goodest. 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



TERM 3

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Creative Practitioner
Cristy Burne – children's author

Teacher
Kym Dalton

School
Brookman Primary School

Year group
Year 2/3



CURRICULUM AREA FOCUS:

Literacy

CREATIVE HABITS FOCUS:

Disciplined and persistence



CROSS-CURRICULAR LINKS

- Creating texts: 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.
- Visual language: Identify visual representations of characters' actions, reactions, speech and thought processes in narratives and consider how these images add to or contradict or multiply the meaning of accompanying words.
- Use of software to construct texts featuring print, visual and audio elements - 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).
- Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006).
- Digital systems (hardware and software) are used for an identified purpose.

WHAT WE DID

Project overview:

We focused on developing children's literacy skills, self-confidence and self-discipline by focusing on pen-and-paper activities that involve imagination and foster a positive relationship with the page. For example, every child received their own IDEAS book and every session started with them responding to a whimsical question pasted into their book. *What would you do if you were the teacher? What would happen on your perfect day? If you could invent a machine, what would it do?* We also played with shape poetry and used written conversation to communicate. The children responded well to these activities, so we challenged them to write and illustrate a pop-up book over the course of the project. I prepared an example pop-up book to showcase a) what could be achieved and b) story structure; they were wowed by the quality of the product and what was possible to make using just black paper, recycled boxes and textas and were enthusiastic from the start. Many encountered difficulties with paper engineering or illustration and worked to solve these problems by themselves, in discussion with a friend/teacher or by referencing techniques used in the example book. Many were able to focus for long periods and to refocus after a short brain break (during which we ran like wild things around and around the netball courts for five minutes). Many more were challenged by the idea of writing their own story: their literacy levels are low, with some unable to read. Although I originally wanted to give the children total freedom in writing their own texts, Kym wisely suggested we use a scaffold that the children could personalise. This worked a treat: the kids were able to work intensely and creatively on a well-structured story, and they had to coordinate text with the illustrations on each page, which forced them to think about story structure and resolution. Many found the willpower to stick with the painstaking process of typing out their stories on computers, but for others it was just too time-consuming. We chose to use computers for

this story writing process to give them experience using ICT, and also because a typed text is more forgiving of errors, and you can fit more text more neatly on a page. Later, in reading their pop-ups to other classes, they were able to read more fluently, over and over, in effect mimicking a school-reader but one they had made themselves and were fully engaged with the task.

How did we make the curriculum come alive?

We gave the students an opportunity to dream, to create, to do some hands-on gluing and sticking and colouring alongside more brains-on planning, writing and executing their project to a deadline. We provided the chance to create a good-looking product and present it in a real-life application.

How did we make the Creative Habits of Mind come alive?

Throughout the process we repeatedly referenced the vocabulary and concepts behind the Creative Habits of Mind, so that the children hopefully have a strong association between engrossing creative work and the habits that creative people foster.

How did we activate student voice and learner agency?

The students chose the theme of our term's project (Space) and were able to write their story about anything, so long as it featured a character who had lost something. They designed their own characters, constructed their own scenes for each page, and worked to solve their own problems. Where students requested help, we tried to guide them towards an answer and often they were insistent that they didn't need help and could do it themselves. The students were so proud of what they produced and read their pop-ups to multiple audiences across the school to genuine acclaim.

WHAT WAS THE IMPACT?

Students

I'm not sure whether this is just my perception or an actual change, but I feel as if the students are now able to concentrate better on tasks, and perhaps they are able to listen and focus for longer when it comes time to listen and focus.

Students certainly became more trusting and affectionate towards me. Students who were initially tentative or shy began to open up and became willing to share ideas or ask for help and give things a try. I think they have loved the sessions, even though they have sometimes found them challenging.

Students have had the chance to really focus on bits of their projects that interest them: for example, in their pop-up books, some focused on illustration techniques, others on paper engineering. This allowed them all to provide something they were proud of.

Teacher

I feel that in having me as a weekly guest, Kym felt supported in her work with her class and supported to experiment with new ideas and techniques and processes, and I hope that as a result of this, she has perhaps discovered a new set of tools or techniques that she can now use more regularly and in the future. I am so grateful for the trust Kym showed me in welcoming me into her classroom.

Creative Practitioner

Almost immediately I have been able to apply what I have learned in my ordinary classroom workshops and student interactions as a children's author. For example, during this program period, I successfully developed and piloted a week of hands-on STEAM workshops with Mount Pleasant Primary School. I found students and teachers to be exceptionally engaged. This was the second time I'd worked with MPPS and students and teachers commented on how engaging the workshops were.

I have also shared what I have learned with teachers, other artists, parents (it's super-valuable in parenting as well) and children. Reinforcing the value of creative thinking as opposed to 'being smart' is a regular part of my message to students when I present at schools.

My personal highlight was being able to build trusting and personal relationships with many of the children I've been working with. I made them all personalised name-acrostic bookmarks (all signed and stickered and love-hearted) so that after I have gone from their classroom, some of the courage and/or inspiration we've been able to foster can live on.



QUOTES

"I learned that you have to keep trying and keep trying and never give up." (Student)

"I was too shy to read my story in front of the Year 2s but my boss in my head said 'Keep going' so I kept going and by the end I wasn't shy at all." (Student)

"I learned that you need to ignore people who are trying to distract you and just focus on your own work." (Student)

"I'm very proud of my kids. This was just like watching magic grow. They would sit there for 2 hours and just work. They had to create their characters first. They knew what they were doing, so just went with it. The ideas book became really invaluable to have all their planning in and they could just carry on each week." (Teacher)

"They got to read their stories to the other year 2 class. They just blossomed. Even kids who can't read asked to read their books to the Pre Primary class. They were just glowing and feeling so proud of what they have achieved. I was so proud. Just watching them grow. These are kids who didn't want to write." (Teacher)

"It is fun because you get to do fun things like make pop-up books." (Student)

"Creative Schools lessons and STEM is about creating stuff and imagining stuff." (Student)

"I've learnt sharing, imagining, keeping doing work and not getting distracted, being my own boss and asking questions." (Student)

"We are making our own stories. We are going to take our books home and our parents would really like to see them." (Student)

"We make stuff. It's fun and interesting because I'm a crafty, creative person." (Student)

"Creative lessons is helping me learn." (Student)

"We are making characters and puppet books. We are going to share it for parent night. It is going to be amazing." (Student)

"We are learning to work together with partners and we are learning creating stuff." (Student)

"We have put together structure and imagination this term. The children have really enjoyed it. They see there is a goal and they know they can do it. If you don't have a goal, you can't achieve it." (Teacher)

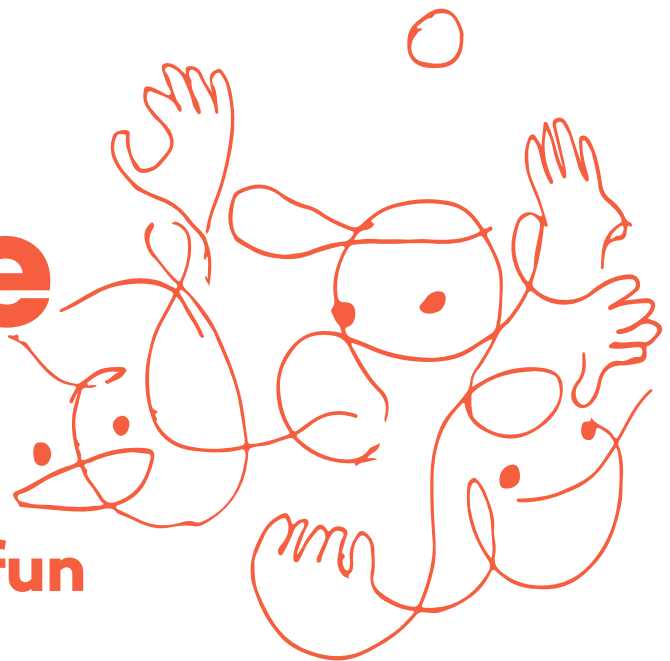
"They are all more focused. They worked two hours solid and would have gone on if we didn't stop them. I love it. They are all motivated and know what to do. The structure has really helped." (Teacher)



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