



# creative schools

HIGHGATE  
PRIMARY SCHOOL

CASE STUDY — TERM 2 & 3

## TERM 2

# creative schools

Nature pedagogy specialist

**Trudi Bennett**

Teacher

**Leanne Quadrio**

School

**Highgate Primary School**

Year group

**Year 3**

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 *Culture & Creativity in 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

### **HASS Knowledge and Understanding Civics and Citizenship**

Who makes rules, why rules are important and the consequences of rules not being followed?

### **English – Literature**

Literature and content: Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons. Creating literary texts: Create imaginative texts based on characters, settings and events from a students' own and other cultures using visual features, for example perspective, distance and angle

## CROSS-CURRICULUM LINKS

### **Technologies – Digital Technologies**

Representation of data: Different types of data can be represented in different ways. Collecting, managing and analysing data: Collect and present different types of data using simple software to create useful information

### **The Arts – Media Arts**

Making ideas, making skills, making production, responding

### **Health and Physical Education – Personal, social and community health**

Communicating and interacting for health and wellbeing

## CREATING THE CONDITIONS FOR LEARNING

In this project the teacher, Leanne Quadrio, was keen to explore the HASS curriculum using digital technologies and encouraging collaboration in small group work towards a common whole class goal. Leanne also expressed interest in developing her own skills in teaching HASS in imaginative ways and developing confidence in using technology. We decided to embark on a project of creating a stop motion animation to express learning around rules which could be used at a school assembly. Our big question was, "How are rules in society communicated through visual media and how can we use these techniques to communicate values in our school?"



## THE LEARNING PROCESS

The first session was a challenge for children to play a game together outside with hoops and balls provided. No mention of a game or the rules were given nor was a structure to the lesson. The game started in chaos with students interacting in the ways that they wanted and an amount of anxiety rising in the group as people tried to communicate but were not listened to. Eventually ideas spread and the game of Rob the Nest was accepted. Leaders emerged, the games were played and often ideas and rules were called out. The interactions and game was filmed and watched back in class to reflect on the rules formed and roles in the group. It was interesting that some children felt the game was exciting and others felt it was stressful. The students asked, "When does a rule become a rule? Can you cheat if there are no rules? How are unspoken rules formed by watching others? Do rules need leaders?"

The next week we continued our investigation into rules by taking iPads on a 'rule hunt' around the school. The students captured images of posters and information containing a rule as well as writing down some of the unwritten rules in the school. They used their iPads to take a photo of themselves acting out one of the rules in a poster pose, experimenting with camera angles and distances to portray power in rules. These were again showed on a screen and reflected upon.

We discovered that there were 188 rules the students needed to follow in the school and the students were shocked that there were so many that they had to learn and follow. They were also surprised that they were able to retain and follow so many rules. The rules were printed on small pieces of paper and the students classified them into the ones that were actually rules, ones that were instructions; others that were pieces of advice or etiquette and a few which were law. The ones that were rules were further classified into safety, efficiency and community categories to identify what the school values the most. Many of the conversations in this session were conducted in a circle to share power among us.

We continued to explore power and rules in the following sessions, exploring power roles in picture books and what techniques were used to communicate this to the reader. We removed some adult power in the classroom and wrote instructions on the Smart Board to silently

guide students to form two groups and self-facilitate the sharing of illustration techniques discovered. This democratic process created some more peaceful learning with students guiding themselves and learning from each other.

The fifth session, divided into small groups, the students took turns to present ideas for a story. Each group then combined the ideas into one story to bring back to the group. The groups presented their ideas to the whole class who were seated in a circle. A ball of string was thrown to students to talk and share ideas. Ideas for stories were voted on and successful ideas were written on the whiteboard. At the end of the session we reflected on who held the most string in the spider web and how those that talk most in class often hold the most power.

The next week, we challenged the powerful speakers in the class to wait until the end to speak in order to allow others to share some of that power in the class. We reviewed an animation created by Trudi and the students called for it to be stopped when they identified an emotion communicated. All but two students in the class contributed to the discussion which was a great improvement for the group.

The students worked in groups to collaboratively draw a storyboard using some visual literacy techniques collected. These were reviewed as a whole class and re-visited the following week to draw in more detail for the steps along the way. One of the interesting points of learning for the class was creating continuity between all the groups. This required not only collaboration within a group but between groups as well. Students were encouraged to check the scenes which came before and after them to ensure that the story flowed correctly from one board to the other. All the boards were laid out in a line for a final group check at the end of the session.

The following session the class started to build props and characters for the animation. Each storyboard group sent a representative to either characters, objects or background scenery to work in a new group. Group A, the group responsible for building characters, ended up containing most of the more powerful student leaders who spent all their time



## IMPACT OF LEARNING

planning, debating, voting and arguing so not much work got done. Even after this process many students ended up working on their own ideas and not working as a group to make a set of consistent characters.

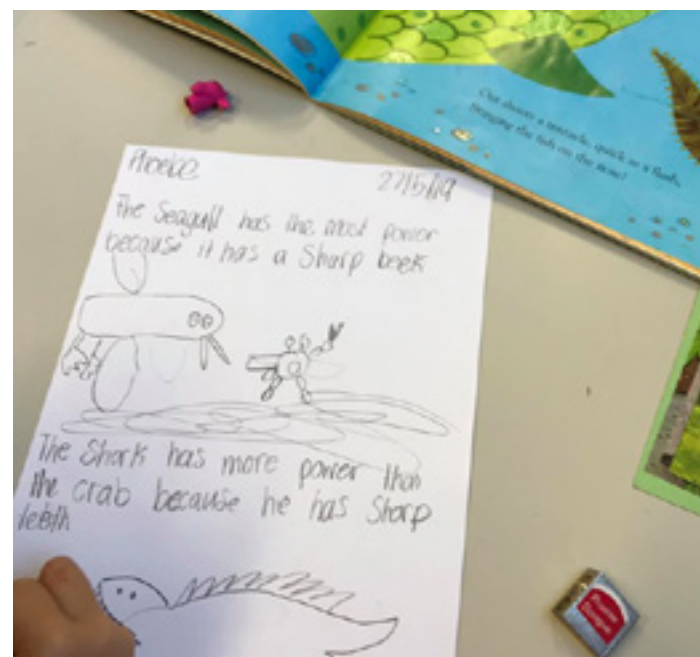
We worked hard with this group on proposing ideas and letting go of ideas, then sticking with decisions in order to move forward. They also needed a lot more support in sorting and organizing production lines. Group C was the best at this as well as understanding the idea that the characters had to look the same throughout the movie, a previous class decision to follow this animation rule rather than to break it. We lined up all the storyboards and sets in order, then invited filming groups to go to the 'prop shop' to set up their first scene. The groups then compared each other's work to ensure consistency and made further decisions.

The idea of the project was to animate the idea of rules without the use of words. This was quite a big challenge for the students and the rules they identified in their story that were student initiated (as well as teacher enforced) but unspoken included: don't bully, take turns, don't throw sand, play the game of build the sandcastle as high as you can.

Filming the scenes was quite a high-pressure session due to limited time and the background effort put into the project, inspiring the students to work for a high-quality result. Students had to work together in their team of three to agree on the setting of the scene and movements according to the storyboard as well as carrying out roles in the movement of characters and capturing of images. For some groups this excitement and pressure helped them work together well and for others this stress created unrest and inefficiency within the group. Sharing the work done with the whole class helped struggling groups with ideas on how to work as a team and set up and use the equipment needed.

This detailed process of working to the pace and needs of students was important to both the teacher and creative practitioner. We decided to extend the project to allow children time to fully investigate the rules, work hard on developing their collaborative skills and to allow time to refine, improve and produce quality work.

For this to be able to happen in a school environment, many different curriculum areas need to be used to collate and share time. This meant that timetables needed to be more flexible so that we could look at English or Media in a HASS timetable slot. Difficulties are also presented when specialist teachers provide for certain parts of the curriculum, restricting the amount of integration that can be achieved.



"When I'm making things its practice for when I grow up. I want to be an engineer and make things. I learned how to use iMotion in Creative Schools. Now I use it at my house. I downloaded it at home so I could practice. I also learned that school can be fun." (Student)

**"At the start I really learned more about the rules and then when we started to think about the animation, I really liked the thinking, how we made it more interesting. It got a little stressful at the filming but I still really enjoyed it."** (Student)

"I think we were doing a great job and people were getting a little worried that we wouldn't finish in time so people kept rushing and then had to do it again. My favourite part was when Ms Bennett came each week to teach us new things about animation as she had done it before." (Student)

**"I feel so proud of what we've done. Even though it was short, it is a really good movie."** (Student)

"This has been a great project and I feel like I have the confidence to be able to do this myself next year." (Teacher, Leanne Quadrio)

"This project really focused on collaboration and particularly highlighted the power that different children have in the classroom. We discovered that the powerful do not always work well together. It was wonderful at the end to see the stressful and tense energy of time pressure and wanting to do a good job, transform into efficient and collaborative work. The students have really grown in negotiating and taking on roles within a group so that everyone is included and knows what the whole group goal, tasks and communication systems are." (Creative Practitioner, Trudi Bennett)



**TERM 3**

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Year group

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## Media and Project Orientated Learning

### MAIN CURRICULUM FOCUS

**HASS** – HASS Skills, HASS Knowledge and Understanding (The similarities and differences between places in terms of type of settlement)

### CROSS-CURRICULAR LINKS

English – Literacy – Listening and Speaking Interactions; The Arts – Media Arts; Technologies – Design Technologies – Technologies and Society; Digital Technologies; Health & Physical Education – Communicating and Interacting for Health and Wellbeing

### CONTEXT

At the beginning of the Creative Schools Program, teacher Leanne, communicated that she had not taught HASS for a few years and would love to learn imaginative ways to create engaging lessons in this content area. She also shared a lack of confidence in ICT and the desire to integrate more technology use in her lessons.

### WHAT WE DID

#### Walking Tour for a Country School

In this project the teacher, Leanne Quadrio, wanted to continue working on imaginative ways to teach HASS along with encouraging students to ask 'good quality questions'. One of the school values is "Living in the City: Connected to the World". The creative practitioner, Trudi Bennett, wondered whether we could use that value as inspiration to connect with a class of students in the country to learn about the similarities and differences between the country and city areas in Australia.

We designed a six-week project to take a country class on an internet connected walking tour of Highgate, through a medium such as Skype internet conferencing. One of the former teachers at Highgate Primary School is now the Principal of a small school, Condingup Primary School, near Esperance, in the far south of Western Australia. We made connection with the school and he agreed to use his HASS teaching time to connect with Highgate. In Condingup, internet is only reliably available inside their classroom so we changed the scope of the project from video recordings of a walking tours and arrange an indoor question and answer session between the two classes.





The Highgate students drew the city landscape that they could see from their playground to create black line art work for the front of postcards to send to the school. The students were fascinated by the idea of the project and were curious about where it would go. They started asking questions about the Condingup students, whether they still used textas or if they used more natural products like pencils because they live in the country.

To help scaffold the written work for the postcard we gave ourselves a tour of Condingup using Google satellite maps to discover how far away it is from Perth, where the nearest town was and we tried to use street view to see the front of the school but unfortunately it was surrounded by bush so it was difficult to get a clear view. The students worked in pairs to brainstorm questions around topics related to the curriculum outcome including housing, leisure time, transport, employment, schools and shopping. They had two minutes to brainstorm before rotating to the next large sheet to create a class brainstorm. Each pair then ended up with one of the topics to frame the written part of the postcard. The students were asked to introduce themselves by way of an answer to one of their questions from Highgate's perspective, and then ask a new question from the brainstorm list.

In the next stage of the process the students then created a proposal of a walking route between six

places of interest. Students worked in small groups of three to identify the places in their suburb that were important to them by looking at satellite maps of their suburb. The places identified included supermarkets, local parks and cafes. One group wondered whether it was acceptable to put a fast food place, Nandos, as a place that was important to them. We discussed why they had selected it and they talked about a Friday night tradition for their families to visit Nandos for dinner. We decided together that, yes, this then makes it an important place for their family. Another group selected Lincoln Agais Park, thinking that it was an important green space but we found out it was an aged care facility. One of the boys wondered whether there would be a lot of stories in that place and was very curious about the elderly living there.

The teacher took these proposals and designed an achievable walking tour for the class. Each group of three students was responsible for filming one location, with one child filming and two children speaking. They were incredibly engaged in the project and excited to be outside the school walking around their local community and sharing stories with each other. These films were then edited together by Trudi so that the students could watch them that afternoon. They ended up watching their walking tour video three times as they loved reviewing them so much. They showed it to other teachers and the school Principal. This video was then sent to the Condingup students via Dropbox link.

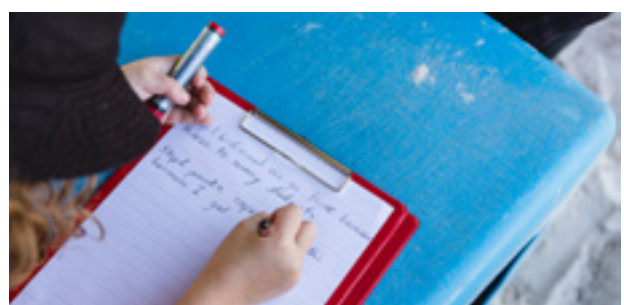
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The climax of the project was when we finally got to meet the students of Condingup Primary School via a Zoom Internet Conference Call. The Highgate students shared how they were both excited and nervous as they were not sure if the children would match the image that they had developed of them. We wanted the students to ask some thoughtful questions so we ran a warm up activity of passing a teabag around the circle and asking the teabag questions. The students then had one last look at Condingup on the satellite map and wrote their question.

During the video link up, the students from each of the schools took turns to ask and answer questions. The biggest surprise was the distance from home to school - a five minute walk for most Highgate students and a boring 1.5 hour bus ride for many Condingup students. The 45 minute session allowed the students to see each other, hear each other, see the inside of their classrooms and find out information from each other. This is an important way of learning, children learning from other children who are experts in where they live.

The last session became an organic session of building on questions and using the art of questioning as a form of investigating. The students loved the teabag game so much that we played four rounds of it again with a brown glass bottle. We then started asking questions about Condingup such as, do they have ice cream? If their shop is one hour away, how do they get ice cream home without it melting? Does the tavern in town sell ice cream, so they can only get ice cream in Condingup? How does ice cream get to the shop without melting? Do they have an esky in their cars? How do they drive for one hour? Is there a petrol station in Condingup? What if they run out of petrol along the way, do they have RAC?

In this way the questions kept building and the students used their own collective knowledge to problem solve the questions. They made links to their own experience and the conversation with the Condingup students the week before. One student connected an observation during a holiday in the south-west town of Denmark

to a comment that the Condingup students made about riding motorcycles on the weekend. She had seen children ride dirt bikes in Denmark by themselves to buy ice cream at the local shop and she had heard Condingup students ride motorcycles for fun on the weekend. She wondered whether Condingup parents gave their children money and they rode to town by themselves to buy ice cream. This would be a very different experience to Highgate students who would always be under adult supervision. Another student connected an experience on his travel to Nepal where they could not use credit cards but had to always pay in cash. He wondered if it would be a similar situation in Condingup.

Leanne shared the experience of her husband and son in the refrigerated trucking business and Trudi shared her experience of visiting many towns on a trip around Australia to add information to the discussion. We also use Google maps to answer questions and using Street View found two petrol bowsers outside the tavern. This session of asking questions for 90 minutes was very powerful and the students were engaged, inquisitive and imaginative for the whole time.

This project will be assessed using the same assessment tool as the two other Year 3 classes at Highgate Primary School who studied the topic in a more traditional book-oriented way. Leanne commented that the other teachers were jealous of the way that we were studying the topic and it may change the way they explore it next year. Leanne is keen to keep the connection with Condingup Primary School going and each year repeat the project with the next Year 3 class. Improvements discussed include, having a video link up session at the beginning and at the end so that the students can improve their questioning in between and ask further questions at the end. We also discussed embedding geographical language into the project at the beginning but found that many opportunities to embed other curriculum requirements were missed. A weekly plan of embedding language or skills would also have been useful.



## WHAT WAS THE IMPACT?

### Student

The authentic nature of this project evoked full engagement from the students. It sparked their inquisitive nature and many questions arose during the lessons naturally and developed during the project. Many of these questions were solved by students themselves through a process of imagination and making connections.

### Teacher

The teacher, Leanne, was inspired by the level of engagement and the excitement that the opportunity of connection brings. She is now planning to repeat this lesson in future years and add additional improvements.

### Creative Practitioner

It was a great confirmation regarding the power of authentic learning. If I was to do it again I would create a list of curriculum based language to embed during the course of a project to help teachers create more curriculum links. Other year group teachers heard about the project and have become inspired to deliver the topic in this way next year.

## QUOTES

"I like this way of teaching a lot more as it is more engaging and the students get a lot out of it. There is still a lot more curriculum to be covered in HASS so we will need to get through that quickly so not everything can be taught in this way." (Teacher)

"I wish that more money was spent [by the government] in Condingup because we have so much here and they just have one shop." (Student)

"If they [Condingup] made another shop, there may not be enough people." (Student)

"Is it expensive there because they might not have a lot of it [products]?" (Student)

"How would the telephone work if my mobile sometimes wouldn't work in some places." (Student)

"I keep getting better and better at asking questions. When he just said that it made me think of something else." (Student)



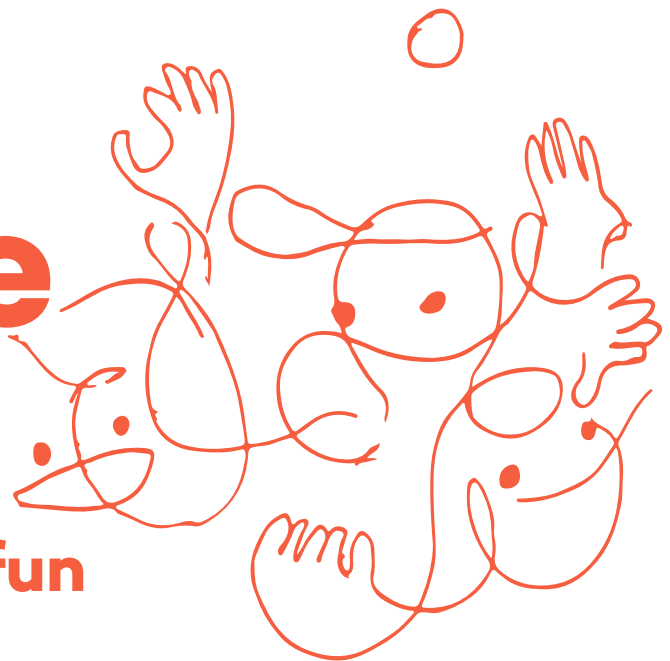




**FORM.** creative learning

# creative schools

deep learning, hard fun



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**FORM.**  
building a state of creativity



Department of  
Education