



**creative  
schools**

**MOSMAN PARK  
PRIMARY SCHOOL**

CASE STUDY — TERM 3

## TERM 2

# creative schools

Creative Practitioner

**Heather Robbins (Yoga,  
meditation, mindfulness,  
photography)**

Teacher

**Helen Davis**

School

**Mosman Park 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 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

## CREATIVE HABITS

Collaboration, Imagination, Persistence, Discipline, Inquisitive.

## CURRICULUM FOCUS:

Living things grow, change and have offspring similar to themselves.

### KEY CONCEPTS:

#### Biological Sciences

- Representing personal growth and changes from birth
- Recognizing that living things have predictable characteristics at different stages of development
- Exploring different characteristics of life stages in animals such as egg, caterpillar and butterfly
- Observing that all animals have offspring, usually with two parents

Our Big Question for the term was to focussed on the growth and development in animals, specifically sharks. We aim to end in Term 4 with the debate/performance around the argument to protect or cull sharks.

### KEY CONCEPTS:

#### English - Critical thinking

- Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems.

### Curriculum Outcome:

- To become aware and remember the growth and development in nature and therefore in one's own life. Change is natural, expected and nothing to fear.
- Encourage the students formulate their own opinions, be able to validate their position/decisions in life.
- To think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond.







### WAYS OF DELIVERING:

We decided to begin the program by discussing the growth and development in plants and other insects. We also focused on the introduction of the Creative Habits of Mind.

We discussed the growth and development of plants and insects and completed a series of tasks which required the students to collaborate and use various Creative Habits of Mind.

Within the coming sessions we progressed to human beings and our growth and development. We did this in the form of watching relevant videos as well as photographing all of the students in their current state. We paired these images together with images taken of them as babies. These photo collages were on display in the classroom for the whole term.

The concept of growth and development was very clearly understood by their wonderful reflections written.

By session 3 we had progressed to sharks and their own growth and development.

We encouraged group collaboration most weeks as well as the scientific inquiry that the curriculum required.

This was done with relevant worksheets, library books along with videos to help maintain engagement while we covered these more specific facts.

By the time we were reaching session 4 we were ready to introduce more creative and imaginative exploration as the children presented a real thirst for it.



### HOW TO MAXIMIZE LEARNING AND EXPERIENCE

Each student was able to create their own shark sculpture based on an initial design drawing. In the beginning we experimented with designs that became mobile and able to converse with other sharks in the room.

Ability to work independently at the same time as sharing ideas and inspirations.

- Each shark could be as imaginative as they wished.
- Then each student had to build their own sculpture alongside each other, helping, collaborating and persisting.

### IMPLEMENTING THE CREATIVE HABITS OF MINDS

- Introducing the Creative Habits of Minds in session 1 - Created an open discussion and we asked the students to reflect on what they thought when they read each word on the Creative Habits Wheel.
- Each week we revisited the five habits of mind at the beginning of the reflection to see which areas they felt they had explored in the newly completed session, which areas they found most challenging and which they found least of a challenge.

## WHAT THE YEAR 2 CHILDREN SAID OR DISPLAYED ADVANCEMENT IN

### — COLLABORATIVE / WORKING TOGETHER:

The students were always paired up in group activities with the teacher's preferences. This was our main focus, to instill the ability to work with those they didn't normally wish to work alongside. They showed us time and time again, with a lot of persistence, they were able to do this. In week 8, I noticed how collaboration and cooperation came a lot more naturally to them. Particularly in students that had previously been very uncomfortable with collaboration.

### — PERSISTENT / TRY AGAIN

Just like discipline, this class showed me that they had plenty of persistence. When certain parts of the activity were not going as they liked, or they didn't feel good about what they were making, they certainly began with the negative self-talk. But what I noticed most of all was that as soon as the teacher and I would give them reasons to be positive and to keep persevering, they did.

### — IMAGINATIVE / CREATIVE

The students' imaginations were greatly stimulated when we asked them to draw a shark, created in their own mind. This was when the teacher and I noticed that even the dis-engaged students were completely engaged.

### — DISCIPLINE / FOLLOWING THE RULES

I have so many examples of the students' ability to harness discipline. Whether it was during the warm-up, activity or reflection, the teacher and I barely had to ask the students to focus and pay attention. These students have shown me what great teaching and a high functioning classroom can achieve.

### — INQUISITIVE / THINKER

We performed warm-ups each week that mainly consisted of a mixture of meditation, yoga, relaxation or brain exercises. This class remained inquisitive each week and what was most interesting is that they didn't grumble or argue with this part of the class. These students informed me that they had never before been introduced to any mindfulness activities such as yoga or meditation. They participated willingly with a sense of curiosity.



## EVALUATION AFTER 8 WEEKS

The majority of the term was spent studying sharks but it proved to be extremely effective focussing on this one topic. We were able to explore it to a large extent. The teacher also found it invaluable as she began to explore similar themes, as well as the Creative Habits, through the remainder of her week alongside other curriculum areas. When I recorded a series of interviews with some of the students in session 7 and 8, I realised that there were some really positive breakthroughs with certain students. This meant that the teacher and I completed the term trusting the process and excited for the third term ahead.

"I've learnt a LOT about sharks". (Student)

"There is more that you can learn than you know." (Student)

**"I thought it would be really hard...I think I used persistence." (Student)**

"I really loved that relaxation. I think that maybe I can use it at home at night because I take an hour to go to sleep." (Student)

"I have thoroughly loved being a part of this wonderful classroom and feel very grateful to have worked with such a professional like Helen Davis." (Creative Practitioner)

**"I've just noticed that I've been relinquishing control a lot more and really encouraging them to sort out problems...In this age group, all day long you have them coming to you and asking really menial questions. Things that they are really capable of solving...So over the course of the week, and using the chart and working with friends where they're developing ways of addressing these issues without involving me. And often without involving others as well. So even though it is a tiny thing, it means so much." (Teacher)**



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## MAIN CURRICULUM FOCUS

**Biological Sciences, Living things grow, change and have offspring similar to them.**

## CROSS-CURRICULUM LINKS

### LITERACY

#### Listening & 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.

#### Oral presentations

Rehearse and deliver short presentations on familiar and new topics.

#### Purpose and audience

Identify the audience of imaginative, informative and persuasive texts.

#### 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.

#### Handwriting

Write legibly and with growing fluency using unjoined uppercase and lowercase letters.

## WHAT WE DID

- Deliver the topic of growth and development in animals, specifically sharks, through the application of the 5 Creative Habits of Mind. We completed the program with students not only revealing scientific understanding of growth and development of shark species but also displaying the ability to validate their position/decisions on the topic of culling of sharks. The students displayed these strengths through the use of persuasive text along with the completion of a class comic book, both with drawings and text.
- In Term 2 we referenced the scientific facts of sharks; as well as touching on the ocean environment, alongside making individual shark sculptures. These were all completed and then hung in the classroom for the duration of Term 3. Again another physical reference to a make-believe underwater environment. Term 2 was completed with Helen and I re-emphasising the importance of the debate about culling or no culling of sharks. They started the school holidays with a new sense of agency for the shark species.
- Term 3 began with the intention of creating a story. We began by teaching students about the process of brainstorming and capturing ideas. We referenced draft creating through drawing as well as watching the video of *Austin's Butterfly* for the crucial steps of developing techniques around feedback, as well as crafting and improving student's work. As a result over the course of the term, the students created an imaginative and detailed story. A group story was written out by all the students, coupled with their individual drawings which accompanied assigned pages. The students were allowed

weekly decision making opportunities which enhanced their sense of agency for the project.

- The story was then digitally collated into a Comic Book by the Creative Practitioner, then printed and presented at an event entitled "*The Kiss of the Shark - Book Launch*". The event included teachers, the Principal and other special guests including the Lecturer of Marine Sciences at UWA who is a parent at the school. A copy of the book was given to all the parents.
- We made the creative habits come alive by constantly referring to them through the learning process. Collaboration was our initial focus when we created the storyline. We placed the students in groups that were pre-selected by the teacher. Some of the groups challenged students by including a class member whom they may have had difficulty working with in the past. We focussed on encouraging imaginative skills by prompting the students to think of storyline examples in their small groups. As the storylines began to develop we also encouraged students to include scientific facts along with their imaginative thoughts. These sessions allowed the students to practice discipline and perseverance.
- We activated students voice by relinquishing certain parts of the decision making process. As the program progressed and Helen Davis became more comfortable with the program, students were encouraged to take ownership of decision making processes when making the shark sculptures and the comic book. The teacher wanted to give the students more decision making power which created a stronger sense of agency and accountability amongst the class. The program was completed not only with a classroom of students who understood the scientific facts about shark species but also by displaying personal agency for their own growth and education. Students demonstrated a new hunger for protection of the marine environment.





## WHAT WAS THE IMPACT

“Creative Schools has revived my love of teaching and reminded me of how I used to teach.”  
(Teacher)

“Working on this program gave me a wonderful sense of agency with the education of our children. To see the change in students who, in the beginning of the program, were not confident or who were disruptive and bored at school, to see them become positive leaders in the classroom, was a wonderful sight. To see them all collaborate more easily as the program progressed.” (Teacher)

“My son has spoken highly of the program. On Tuesday mornings he is always so excited to go to school.” (Parent)

**“Thank you for everything you have done. I don’t hear much about school from my son but I would always know when you were coming as he would tell me in the morning over breakfast that it was the Day of Heather!”. (Parent)**

“I have liked doing the reflection...I love every single bit.” (Student)

**“I learnt how to work things out and to be persistent.”  
(Student)**

“We learnt about sharks, but we learnt about fears and acceptance of difference. I hope a little seed was planted about accepting difference and overcoming fears.” (Creative Practitioner)

“That was amazing. They did such a good job.”  
(Parent)

“Their information about sharks was dead-on. They were awesome. I want their story to go viral. I absolutely love this project.” (Dr James Hehre, Centre for Marine Futures, UWA)



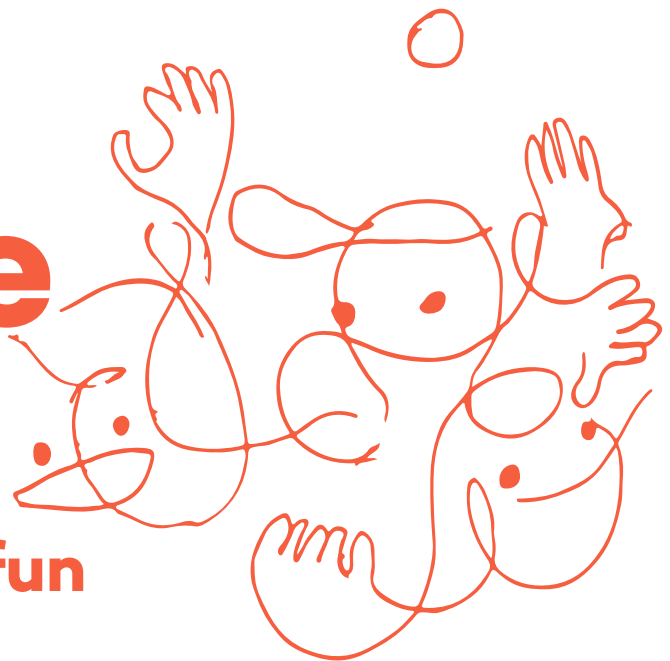




**FORM.** creative learning

# creative schools

deep learning, hard fun



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Department of  
Education