

NOW TOWN

A Celebration of
Creative Bravery

FORM Building a State of Creativity has offices and galleries in Perth and the Pilbara, and projects across the State. We acknowledge the Traditional Owners and Custodians throughout Western Australia, both past and present, particularly the Whadjuk Noongar people of Boorloo/Perth and Kariyarra people of Marapikurrinya/Port Hedland. We pay respect to community Elders and to their ancestors whose enduring connection to this Country and ongoing contributions to our collective culture and communities we appreciate and honour. We are deeply grateful for the privilege of working on these lands.

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The presentation of *NOW I OWN* and premiere of *I HAVE MORE TO SAY* took place from 25 October – 17 November 2023 at Council House, Boorloo/Perth, Western Australia

A huge thank you and congratulations to all the students whose courage and willingness to participate have made *NOW I OWN* and *I HAVE MORE TO SAY* possible:

ALTA-1 COLLEGE, ELLENBROOK

Alex | Aleyrah | Amelia | Casey | Chaise | Chloe Jasmine | Luke | Makayla | Malachi | Massimo Matthius | Mia | Nakeita | Nathan | Samuel Sierra | Timothy | Tye | Tyler

ALTA-1 COLLEGE, JOONDALUP

Students:

Annalise | Ashlee | Caitlin | Chase | Cohen | Fin Hannah | Hayden | Hunter | Jacob | Jake | Jaymie Kei | Khloee | Lily | Lincoln | Mason | Mikayla Oscar | Riva | Sam | Skye | Summer | Teliah

FAIRBRIDGE COLLEGE, PINJARRA

Angus | Ayden | Bree | Cody | Colt | Damien | Eva | Jacob | Jett | Kenz | Levi | Lincoln | Olivia Spencer | Tahlon | Timmy | Yasmine

PORT SCHOOL, HAMILTON HILL

Aiden | Alison | Alyssa | Ana | Anni | Barbie D'Artagnan | Deekan | Gypsy | James | Kosta Lee | Molly | Rubin

SMYL COMMUNITY COLLEGE, FREMANTLE

Aisha | Amber | Clay | Darcy | Evie | Gabriel | Gale Isla | Kane | Kim | Kobi | Rainier | Sam | Shaziah | Ziena

THE Y VOCATIONAL SCHOOL, MIRRABOOKA

Aleigha | Chloe | Emily | Ethan | Georgia | Harmoni Hope | Jaxon | Lauren | Max | Shannon | Shyanne Sophia | Takayla

What does creative bravery feel like?

"This is my learning journey. I'm proud of it."

Creative Schools Student



In 2020, the Education Council released its Alice Springs (Mparntwe) Education Declaration, stating that all young Australians going through the education system should be able to:

have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, cultural, spiritual and physical wellbeing and have a sense of belonging, purpose and meaning that enables them to thrive in their environment¹

In a country like Australia, we'd all hope and expect to flourish in our learning environments. The Declaration touches on attributes and essentials that could help any of us develop into confident and creative individuals and active and informed citizens.

Yet there are many young Australians for whom success in the conventional education system—and therefore access to this kind of personal development and support—is not a given. People for whom learning, teachers and schools often just represent more impossible demands in already challenging and marginalised lives. Vulnerable people for whom the education system may even exacerbate feelings of hopelessness and inadequacy, and for whom learning has ceased to have any relevance.

"Mainstream schools are too massive and confusing. Your brain becomes too focused on what happens between the classes, not in the classes." Student

"Deep learning is hard. But it's not that hard once you start doing it. We can hold more than one story at the same time."

Elizabeth Alexander, poet and president of the Mellon Foundation 2023

"My mindset used to be: 'who cares?' I would skip classes. It was so tiring just doing the same thing all the time and having no freedom." Student

"I had just given up at my old school. I absolutely hated it and didn't learn anything. I would always fail tests and exams. I didn't really care about my grades." Student

"At my old school I would go to perhaps one class a day." Student

How do we get from comments like the ones above to comments like the following ones?

"I have learned I'm really good at taking photos. I've always wanted to do it, but I've never had the chance. I now get the chance to do things. I never knew this about myself. It is good to learn new things about myself." Student

"I am doing a good job here. It feels good." Student

"I am learning much more now. It changed how I see myself as a learner." Student

"My best skill is that I will try stuff. My old school didn't ever see that side of me." Student

"I didn't know I was going to do this today. I'm now actually excited about it. I am enjoying learning now." Student

"I NOW HAVE A CAREER PLAN IN MIND. I WANT TO GO AND STUDY LAW AND HISTORY. I'M LEARNING ABOUT THE HISTORY OF THE TUDORS AND THE ROYAL FAMILY NOW. I HAVE DEFINITELY CHANGED FROM WHEN CREATIVE SCHOOLS STARTED."

STUDENT

Over the last three years, a unique creative learning program—Creative Schools—has been taking place in several of Western Australia's CARE² schools. It is an extension of a program for public and independent schools, devised in 2016 by FORM Building a State of Creativity (FORM)³ in partnership with Creativity, Culture and Education.⁴ Thanks to the championship of the Association of Independent Schools (AISWA), FORM transposed the program to the CARE system to find out whether putting the Five Creative Habits of Learning⁵—persistence, imagination, discipline, collaboration and inquisitiveness—at the heart of the student and teaching experience could turn around some of these young people's confidence, engagement with learning, and sense of self-worth.

Creative Schools pairs teachers with creative practitioners (of any discipline). This partnership works together to tackle a curriculum area like Maths or Humanities or Sciences, devising learning strategies that are deliberately lateral, non-traditional, and creatively based. The Creative Schools sessions challenge students to think, act, learn and reflect using these Five Creative Habits, and to take an active role in shaping their learning journeys.

All over the world, educators are discovering that creativity can support students in developing a sense of agency: the feeling of being in charge of your life, knowing where you stand, that you have a say in what happens to you, and that you have some ability to shape your circumstances. As Anne Longfield, the former Children's Commissioner in the UK observes:

Creativity can be a route into how you engage with children, how you help them liberate their own feeling and skills, come to terms with difficult changes and develop personally. Ultimately creativity has a really strong overlap with confidence and agency – it's about developing that confidence in your ability to have choices.⁶

NOW I OWN is the annual end-of-year celebration of the creative bravery displayed by the students, teachers, creative practitioners and schools during 2023's iteration of Creative Schools. This year, the students took charge of the curatorial brief for their displays, and how their work could be shown. Their presentations offer evidence of a process, and manifest stories of exposure,

² Curriculum and Reengagement in Education (CARE) Schools, educating secondary schools students who are either unable or experience difficulty in accessing mainstream education.

³ FORM is a Perth-based non-profit organisation specialising in creativity, see p.35 for more details

⁴ Creativity, Culture and Education (CCE) is an international foundation, based in the UK, dedicated to transforming the learning experience of children and young people from disadvantaged backgrounds.

⁵ Developed by Bill Lucas, Guy Claxton and Ellen Spencer, Centre for Real-World Learning, University of Winchester.

⁶ Durham Commission on Creativity and Education second report 2021

¹ <https://www.education.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration>

adventure, frustration and breakthrough. Of discovery, determination and trust. These are about challenge and courage. About sticking with discomfort, trying out new things. They're the story of deep, hard, meaningful learning for young people who frequently struggle with learning, and also for teachers who are challenged to throw out many old pedagogical habits. "I realised it's not just outcomes driven and explored the process more," says one teacher. "It was so good for me."

The sense of agency—and its connection to creativity—resonates in some of the comments made by this year's Creative Schools participants:

"Being able to choose what to do was nice. That's quite unusual in most schools to have some options. It's nice to have some control over what I engage in." Student

"Creativity is something I like. I have control over what I make. It gives you choices in life. It is then up to you what you make with it." Student

"You get more freedom with Creative Schools." Student

"Here you get treated like an actual human being and there is more care." Student

Though outcomes in the traditional sense have never been as critical as process for Creative Schools, FORM has endeavoured, in partnership with the students, to generate some legacy items that bear testament to this sense of agency. Since 2021, the program has coached students in self-reflective practices, and now this important ability to reflect and articulate has been extended into a podcast project. *I HAVE MORE TO SAY*, which is being shared as part of this year's *NOW I OWN*.

This process has brought students into professional recording studios to be mentored in recording their learning journey stories. These podcasts are a chance for these sometimes muted and hidden voices to take control of their narratives, speak their truths, and tell the stories they want to tell. Yet at the outset of the program, these public disclosures would not have been possible for many of these young people:

"At the start I would not let people see me. Now I even did interviews on film." Student


"I used to hate talking about my personal life. I'm okay talking about it now." Student

"Hearing the students express themselves and seeing them enjoy themselves, seeing them become more human, become more expressive, become themselves more, has been a wonderful experience." Educator

Collectively, the work enfolded in Creative Schools, *NOW I OWN* and *I HAVE MORE TO SAY* is a compelling manifesto for creativity in learning: a multilayered and multidimensional narrative that has something meaningful to offer young people, educators and school communities everywhere. For sure, there have been many moments of conflict and difficulty, resistance and set-back during the process. But everyone—young people and adults alike—has persisted; found the discipline and courage to keep going, the inquisitiveness and curiosity to ask what if; the ability to band together and help each other through; and nurtured the imagination and emotional intelligence necessary to figure out how to solve problems and make breakthroughs together. For some, it's been the first steps towards fulfilling the promise that the Mparntwe Declaration hopes to deliver.

"One student had always tried to be invisible and had never been seen to smile or laugh on campus in two years. During a [Creative Schools] activity they were laughing, they took on a leadership role, other students in the group were looking up to them. It was the first time in this student's life that they felt seen, heard and valued. We've built on that, and they are a totally different student now to when this program first started." Educator

"I am now making my mum proud, and I like that. I'm actually going to school now, instead of just wagging. We both can see a future for me now. Before we didn't see a future." Student



"FOR MANY OF THESE STUDENTS, THIS IS THEIR FIRST OPPORTUNITY TO LOOK AT LEARNING IN A DIFFERENT WAY. UP TO NOW, THEY HAVE SEEN LEARNING AS SOMETHING REALLY NEGATIVE WITHOUT MUCH SUCCESS. NOW, THEY SEE THAT THEY CAN ACHIEVE SUCCESS IN LEARNING. THEY ARE STARTING TO SEE THEMSELVES AS LEARNERS. THAT IS REALLY GOOD FOR THEM."

The Five Creative Habits of Learning

as interpreted by the students

Creativity...

It gives you choices in life. It is then up to you what you make with it.

It frees you. There is not just one thing to stick to. There is more you can do when you are being creative.

... always doing something which is keeping our mind going, which is really good and that's good for the mind.

... makes us think more. I would like to learn other things in a creative way too.

Creativity is something I like. I have control over what I make.

I think creativity is something you have organically. You can practice creativity and you can learn to get better at it, but it is not something that can be taught in a normal classroom way.

Imagination...

... a good way of learning what to do next. It has helped me with my story writing. I have more ideas now and I am writing more now.

It is so interesting getting to know new stuff and making your imagination.

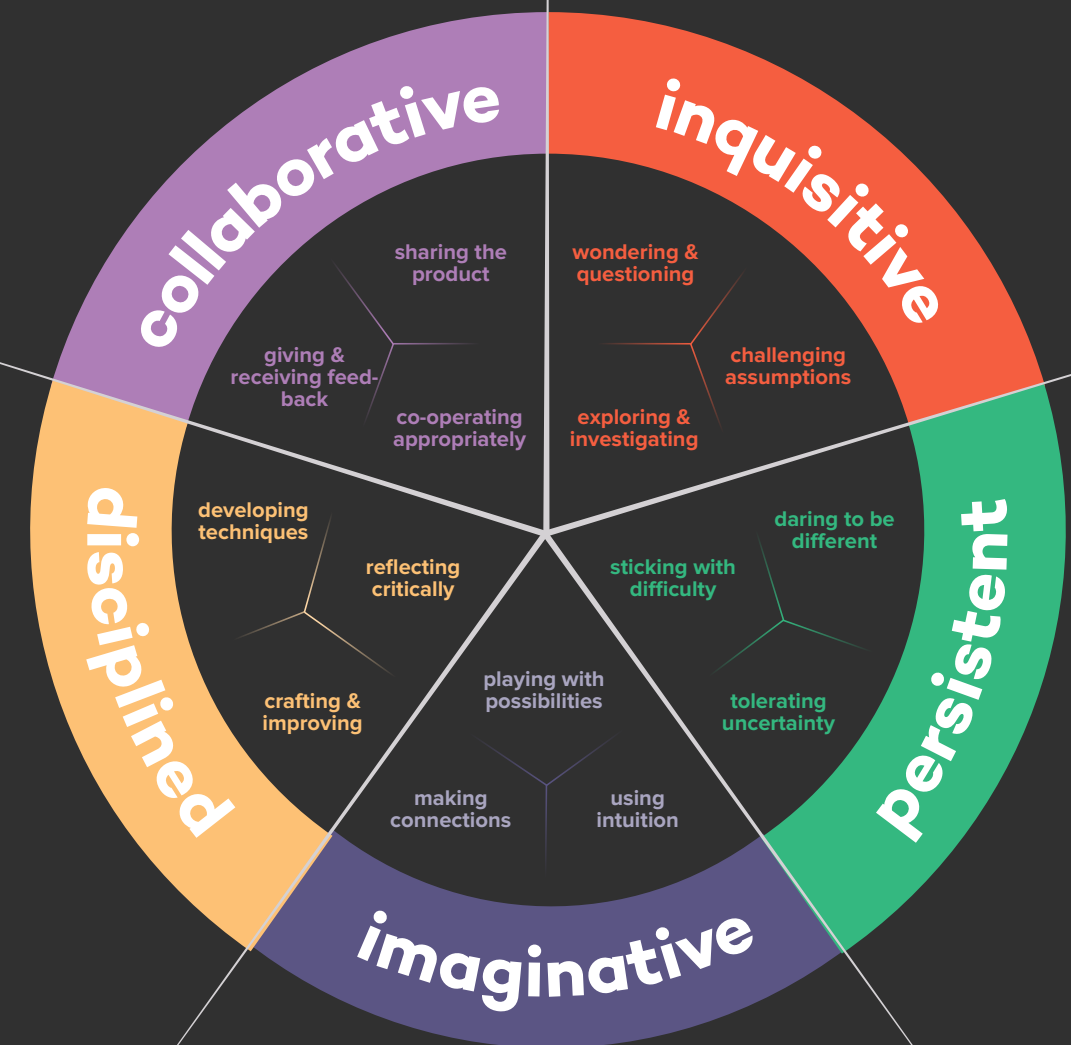
I think you learn in new ways.

With Creative Schools the learning is more open.

I'm good at playing with possibilities.

... making connections and coming up with ideas.

Successful learning depends on being inquisitive, collaborative, imaginative, persistent and disciplined.



Creative Schools' activities focus on nurturing these five 'creative habits' in the young people who participate in the program.

Collaboration...

You get to be creative with your friends.

I think we got more comfortable with our classmates.

We all got to do things together and definitely being pushed out of our comfort zones was very good.

I can work with anyone in class.

I used to hate working with other people. Now it's alright. It's still not my first option, but I am okay with it now.

Discipline...

... motivates you so you want to learn.

I will tell other kids to just give it a go.

I'm normally the guy in the background. I'm not used to being in the spotlight. I'm best at being inquisitive and persistent and imaginative and a little bit of discipline.

I struggled most with discipline and collaborative. I think I have developed in those areas.

We changed discipline to dedication. I don't like discipline because it means a lot of bad things. Your artwork can be dedicated. It doesn't have to be disciplined.

Inquisitiveness...

You get to go out and think about different ideas.

I like the games, you never know what to expect.

I'm a very visual learner so I like to see things and I like to touch things and learn with objects and stuff. I feel like that's really good.

Sometimes you need to try something new to see if you would like it.

Persistence...

I am good at talking and production and staying on task. I stick with things really well.

It's always different. Different is good. It is multi-faceted. It is unpredictable, but in a good way.

It is work, but it is funner work.

I think I got better at being persistent and daring to be different.

If a tree survives, it shows that it has learned how to survive. It would need persistence and imagination to survive.

The only way to know yourself is to explore yourself and pushing yourself to the limits.

"EVERY SCHOOL AND EVERY CLASS SHOULD DO CREATIVE SCHOOLS IF I WAS THE BOSS OF ALL SCHOOLS, BECAUSE YOU GET TO KNOW MORE AND LEARN WHAT HAPPENS IN LIFE AND WHAT HELPS YOU IN LIFE. I LEARN BETTER NOW."



Adventures in Creative Learning: the Projects

ALTA-1 COLLEGE
[ELLENBROOK CAMPUS & JOONDALUP CAMPUS, WESTERN AUSTRALIA]



Listen to Alta-1 students sharing their stories for the *I Have More To Say* podcast.

ROUND THE WORLD IN 80 BYTES

If you were brave and rich enough, which countries in the world would you go to? At Alta-1 Joondalup, students (Years 7 to 9) picked New Zealand, London, Italy and Greece while the Ellenbrook campus students chose Dubai, Africa, New York and Vietnam. Getting students to be curious about the world beyond their classroom – and empowering them to believe this world is also open to them – are this project’s key goals. Students channelled their inquisitiveness and imagination into ‘Bytes’: digital projects incorporating sound, interviews, maps and virtual reality. They also collaborated on visual art projects creating objects like passports, souvenirs, paradise islands and other representations of their investigations; and, last but not least, a chance to sample the food of the destinations too: ‘Bites’!

Round the World in 80 Bytes was co-designed and delivered by visual artist/sculptor Claire Davenhall, writer and podcaster Amanda Kendle, teachers Rachel Philip and Yolande Gomez and approximately 50 Alta-1 students, with the support of Curriculum Coordinator Rebecca Flack.



Observations about the experience

From the students:

I like creating stuff; it's just your own. You can do whatever you like. It frees you. There is not just one thing to stick to. There is more you can do when you are being creative.

We made food from different places, different countries. It helped me to learn about those places. Creative Schools helps you to learn some facts.

The class got better at following instructions and helping our learning.

At the beginning of the activities, we do warm-ups. If any one's uncomfortable or nervous or anything, the warm-ups help you to just let go of that negative energy and I feel like then we can all be creative.

I give Creative Schools 11 out of 10. It is fun and you get a break from normal classroom. It is learning but more fun. We get to make fun stuff and try different things.

Being able to choose what to do was nice. That's quite unusual in most schools to have some options. It's nice to have some control over what I engage in.

Creative Schools was a fun reason to be at school. It is an engaging way of learning. It gives you an option in life. It teaches you and helps you with what you want to do to get better."

Creativity is something I like. I have control over what I make. It gives you choices in life. It is then up to you what you make with it.

I think it is important for schools to be nicer and more caring of what kids are going through. It's important to have more empathy.

You get to go out and think about different ideas. It is good just doing a lot of these different things with other people. In other lessons, we mainly stay indoors and there is not as much chance to do what you want.

You get more freedom with Creative Schools.



From the educators:

Creative Schools is a process that reveals the boundless potential of students who may have once doubted themselves, empowering them to recognise their innate creativity, and capabilities.

Through this initiative, we not only witness the flourishing of our students but also the growth of our dedicated staff, who may have initially harboured uncertainties about embracing creative methods. They too discover their own ability to nurture and ignite the creative sparks within their students.

Creative Schools transcends the confines of traditional education, fostering a culture where everyone, from students to staff, flourishes as confident, imaginative, and empowered learners.

The collaboration skills of the children were great. Watching the kids work together was beautiful.

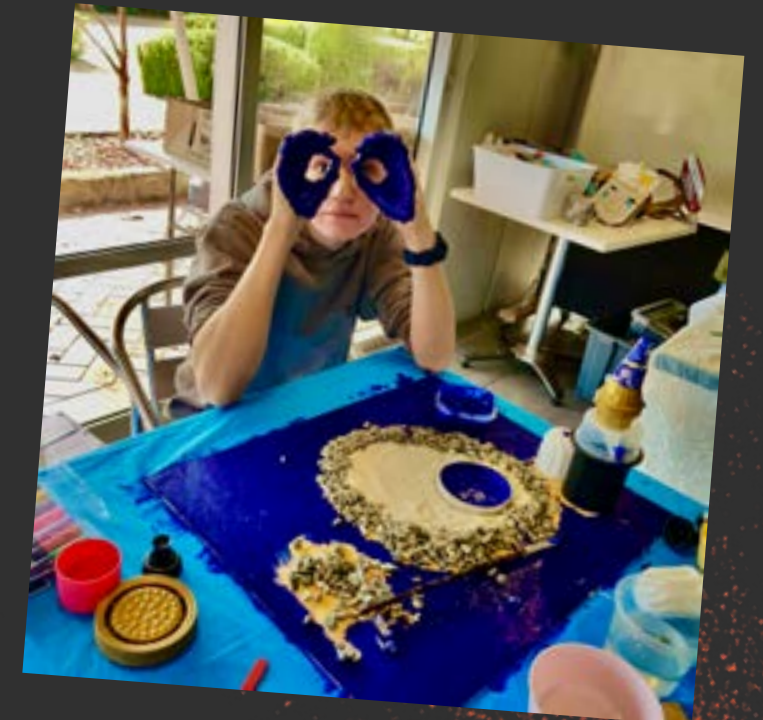
I realised it's not just outcomes driven and explored the process more. It was so good for me.

[The students] actually had to think instead of just listening to us talk to them.

It is so exciting and creative when teachers are working together with creative practitioners.

The kids get a chance to discuss, to think to contribute to look at things from different angles. It stretches them in different ways. It is a fun way to learn, more so than just pen and paper. We are now looking for ways to teach things in more practical ways. I am learning and the kids are learning.

The soft skills are everything in employment and further education. It is very beneficial for the kids and for my reflective practice.



FAIRBRIDGE COLLEGE
[PINJARRA, WESTERN AUSTRALIA]



Listen to Fairbridge College students sharing their stories for the *I Have More To Say* podcast.

BRANCHING OUT BRIGHTLY AND THE STRAY CAT SAGA

Fairbridge College's creative learning journey went from imagining a classroom ecosystem to mapping solutions for managing feral cats. *Branching out Brightly* reframes the five Creative Habits of Learning into a colourful wall of drawings, artefacts made from reusable and recyclable materials, and painted honkey nuts. The question of what could threaten a water ecosystem led to a project about invasive species, specifically feral cats. Students created the *Stray Cat Saga*, a board game mapping out potential movements and points of no return when domestic cats stray, become wild, and join feral cat populations. They pondered the ethical dilemma of what to do with trapped cats. It's a 'whole of Australia' problem, but if there's enough imagination, persistence, discipline, inquisitiveness and collaboration everywhere, perhaps together we can solve it.

Branching out Brightly and the *Stray Cat Saga* were co-designed and delivered by creative and Systems Awareness practitioner Liz Dare, teacher John Pearson (JP) and 17 Years 7 and 8 Fairbridge College students.



THE GATE OF DESTINY

Observations about the experience

From the students:

Before, learning was shit because I wouldn't say the right things. But I learned better here. It is easier for me to learn here.

At this school, they actually listen to things that help me to learn.

I think we definitely got better at the creative skills. I definitely got better at persistence and imagination and perhaps at being inquisitive.

This would be a better way of saying you're learning because a tree has to overcome challenges. If a tree survives, it shows that it has learned how to survive. It would need persistence and imagination to survive.

They care over here. They actually treat you like you are actual people, not like you're still a little baby. Other schools treat you like a little baby. Here you get treated like an actual human being and there is more care.

It is so interesting getting to know new stuff and making your imagination. You get to make stuff in Creative Schools. You do make stuff out of nature.

I've learned more about myself and kinda developed confidence.

"Every school and every class should do Creative Schools if I was the boss of all schools, because you get to know more and learn what happens in life and what helps you in life. I learned better now."

I'm good at playing with possibilities.



From the educators:

They struggle to collaborate, but this gives them a platform to do so in a really meaningful way. It gives them purpose.

I think they are being able to put forward their ideas without any judgement.

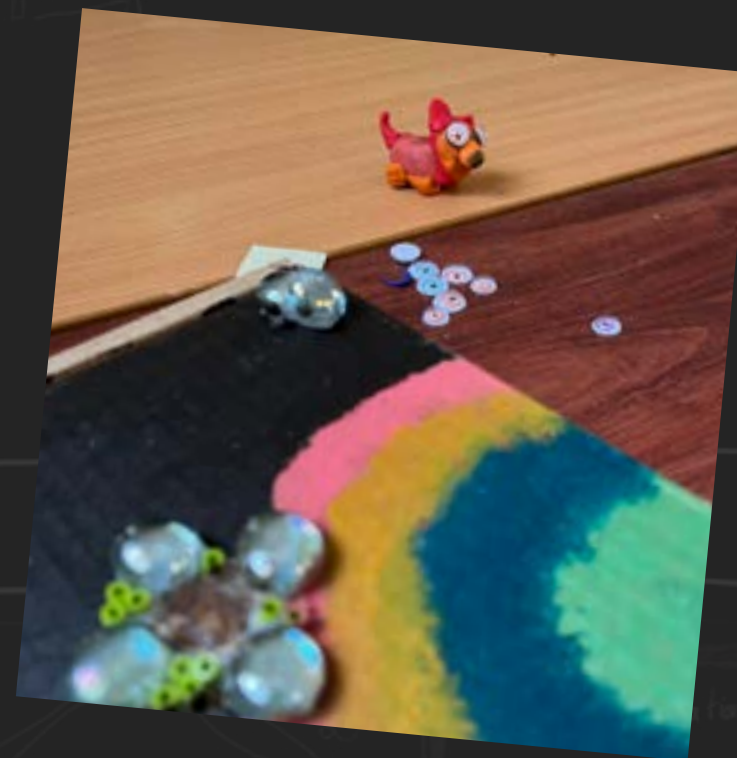
They can identify the five learning habits. They are seeing themselves as successful, which is really important for them.

We created an investigation of pond-life that went into so many directions... animals and ethics, managing feral cats, making a podcast, persuasive posters and so much more.

It has really put them out of their comfort zone. It gives them valuable experiences. So often we just focus on giving them a stable environment.

For many of these students, this is their first opportunity to look at learning in a different way. Up to now, they have seen learning as something really negative without much success. Now, they see that they can achieve success in learning. They are starting to see themselves as learners. That is really good for them.

The common theme is they can identify their strengths. Even the new kids are just absorbing it. It is wonderful. It gives them a way to show us what they can do. It is a better way to assess because it helps them to succeed.



PORT SCHOOL
[HAMILTON HILL, WESTERN AUSTRALIA]



Listen to Port School students sharing their stories for the *I Have More To Say* podcast.

MORE THAN WORDS

What does it mean to be creative? What does creativity look like? Is creativity only the realm of artists? Is creativity just a random flurry of idea or is there a process? Together, the students, educators and creative practitioner discovered being creative is an intimate process. The baring of self, thoughts, reactions and ideas takes courage and commitment. Stimulated by their personal interests and inspirations, students experimented with many media formats as part of their creative discoveries. They explored engineering of structures to support and suspend, paper cutting, the creation of handmade pigments and inks, sculptural forms from natural and repurposed materials, pattern and balance and the elements of the design process. Visits to professional exhibitions and installations inspired students to take the lead in curating their own body of work: *More than Words*.

More than Words was co-designed and delivered by multidisciplinary artist and sculptor Anne Gee, teachers John Hill and Temeley Crawford, and 15 Year 9 Port School students.



Observations about the experience

From the students:

I didn't think our projects would come together, I really thought it would suck, but I'm pretty proud of this actually.

If I had the choice I'd always work by myself then I can do what I want, when I want and have complete control over it all. The group work was hard and sometimes frustrating, but it is pretty awesome when you get all the ideas together. it's just more on more levels.

Creative Schools is making me think of my emotions, which I don't normally do very much. It is a good thing because it's good to learn to control your emotions.

Creative Schools brings out our creative side. It's important for our future. If you want to work in a business one day, you have to be creative and if you didn't have Creative Schools, you wouldn't know how to be creative. Creativity is important for your future.

This is my learning journey. I'm proud of it.

"WHEN WE SAW THE REAL ARTISTS' WORK I COULDN'T IMAGINE WE COULD MAKE ANYTHING THAT WOULD BE THAT GOOD." STUDENT



From the educators:

Sometimes they are a bit challenged, but they push through. With other things they would give up, so it's good for them to learn to push through.

I think Creative Schools is always good for kids who are vulnerable. It is a good form of therapy. It's an easier way for kids to process things in their lives.

Being asked to be creative can be overwhelming. Some are good at following a process but not doing open-ended tasks. They learned letting go a bit of the need for something to be perfect or complete.

It was beautiful to see the students unfold.

Hearing the students express themselves and seeing them enjoy themselves, seeing them become more human, become more expressive, become themselves more, has been a wonderful experience.



**SMYL COMMUNITY COLLEGE
[FREMANTLE, WESTERN AUSTRALIA]**

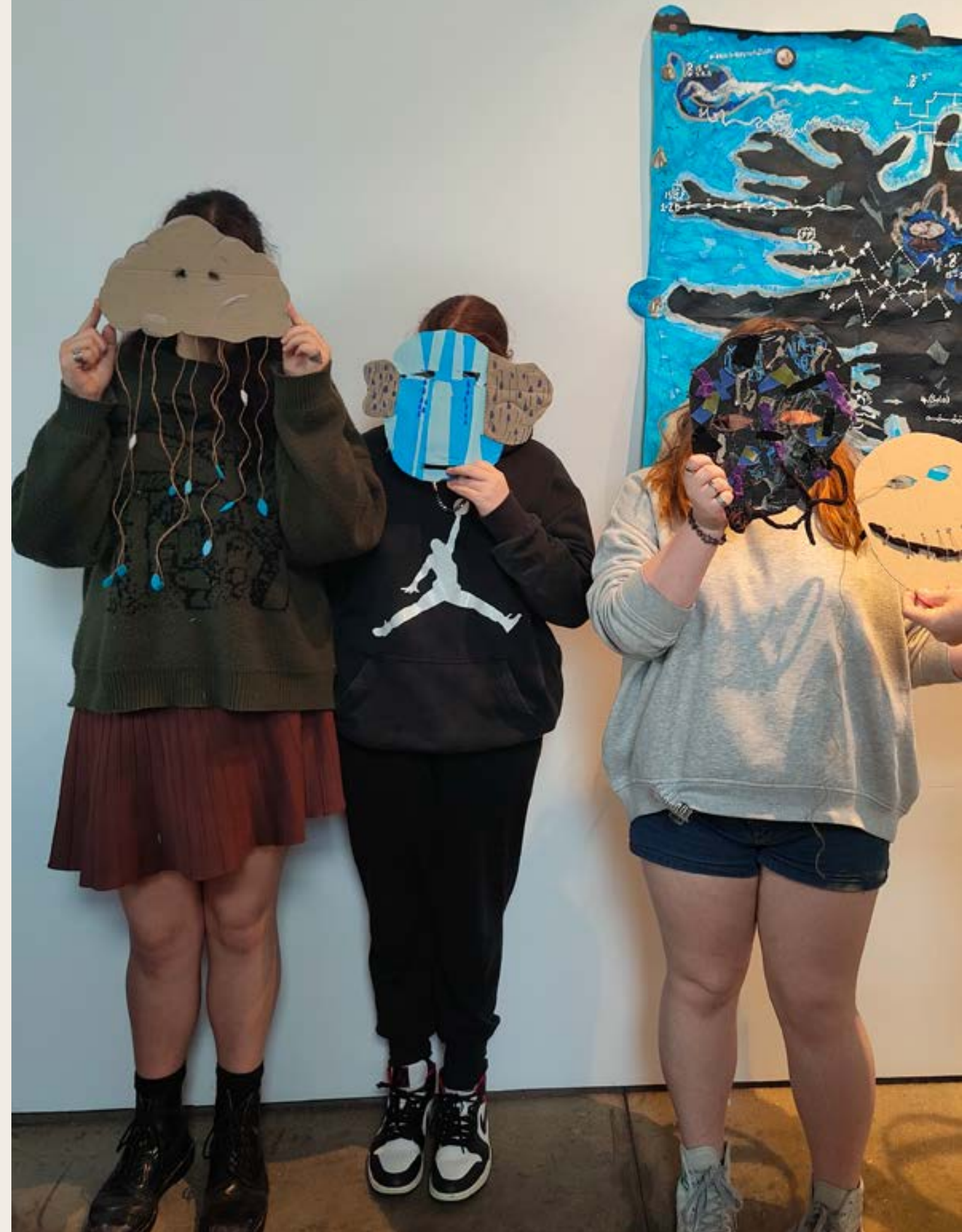
**IDENTITY:
IT'S MORE THAN
ONE THING**

This project is prompted by questions about identity, authenticity, friendship, trust, authority, responsibility and the need to be, and feel, seen and heard. Students considered how historical events and figures impact society, and who we are or want to be as individuals. They created fictional characters, imagining everything from the character's values to how they dressed. They looked at more abstract ways of expressing identity: logos and brands, straplines and imagery, then focused on creating personal logos, mottos, poems and statements. They practised interviewing each other, then worked together to voice-record their reflections on the meaning of identity. For many, this was the first time they had shared personal ideas so openly and publicly.

Identity: it's more than one thing was co-designed and delivered by creative practitioner and actor Kylie Mouat, teacher Graham Clancy, and 15 Years 9 to 12 SMYL Fremantle students.



Listen to SMYL students sharing their stories for the *I Have More To Say* podcast.



Observations about the experience

From the students:

It made me more confident in my music, I can actually show people it and I posted it online and it's got 3,000 views.

The activities in Creative Schools are fun. I loved it. It brought out my creative side and I got to talk about history.

I used to hate photos. I used to hate talking about my personal life. I'm okay talking about it now. I now have a career plan in mind. I want to go and study law and history. I'm learning about the history of the Tudors and the royal family now. I have definitely changed from when Creative Schools started.

At the beginning of Creative Schools I was really anxious and didn't want to do anything. Now I'm trying to get back into my music because the activities made me want to learn more. I want to do more work now.

When we started Creative Schools I always walked out. Now I come and I don't walk out anymore.

Creative Schools teaches you how to be social, how to think more of yourself, so you can go outside and do things. I can be with other people now without moving away.

**"I'M MORE
CONFIDENT
AND CREATIVE
NOW." STUDENT**



From the educators:

The Creative Schools process gives students permission to not know the end at the beginning or have pressure to produce a preconceived idea.

Usually all the students sit with the same people or by themselves in my classroom. For the first time, they started sitting with each other, talking to each other and sharing ideas and stories.

Some students went from not wanting their photograph taken AT ALL to appearing on camera and being interviewed by other students. That was a huge change to see them open up.

There were some really challenging times but they learned to persist and engage with each activity.

It was a wonderful process of "hey this can look like whatever we want it to look like and I get to decide each week how I'm going to build on it now."

The boys and girls started mixing with Creative Schools. They used to be segregated and they were unwilling to budge before. They started mixing at Creative Schools sessions and now all are comfortable to mix. It was like Creative Schools was their permission to mix.

They have started to see growth in each other, even if not in themselves yet, which is beautiful.



**THE Y VOCATIONAL SCHOOL
[MIRRABOOKA, WESTERN AUSTRALIA]**

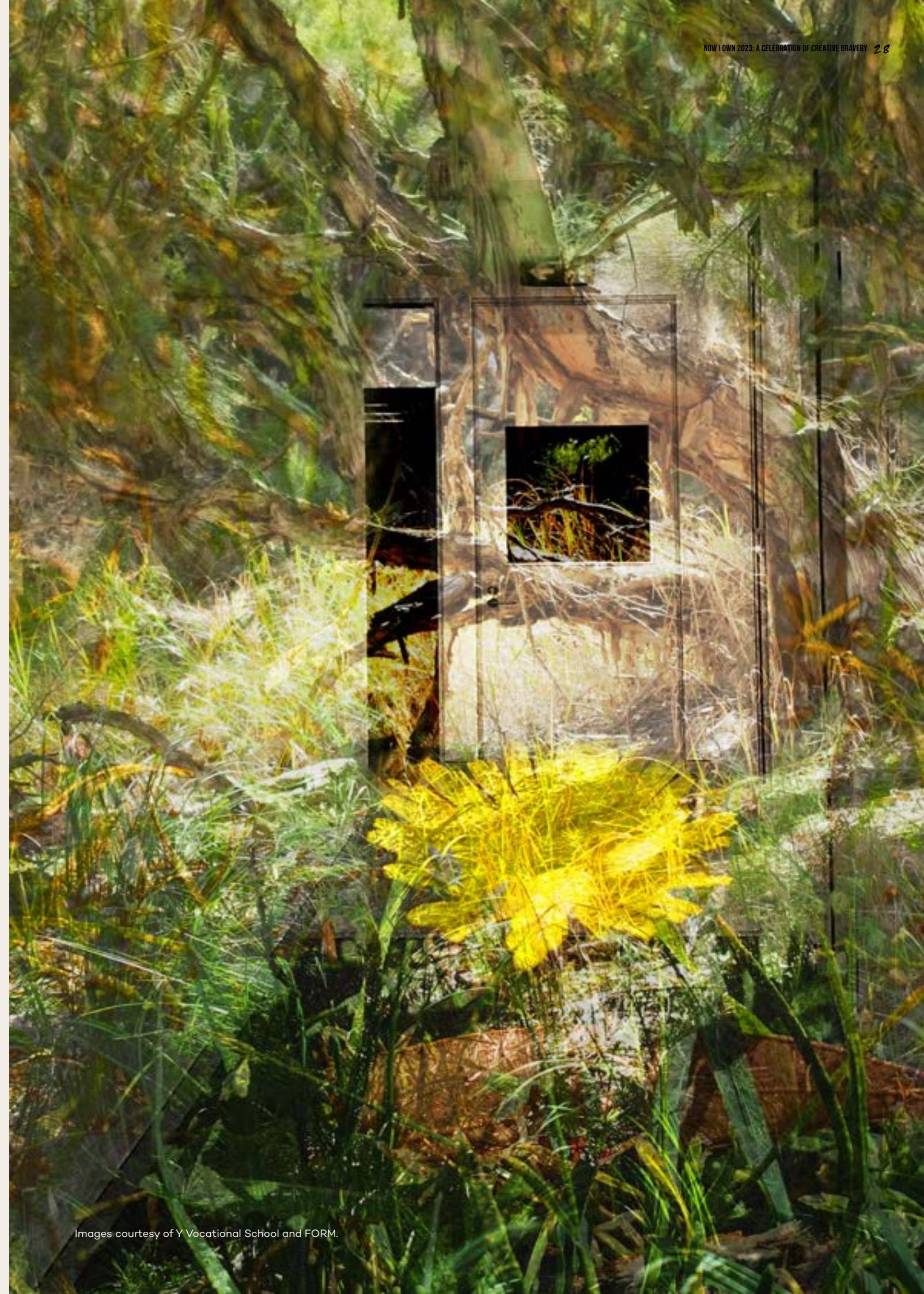


Listen to The Y Vocational School students sharing their stories for the *I Have More To Say* podcast.

PERSPECTIVES INSIDE OUT OUTSIDE IN

How do we change the way we think and feel about ourselves and our experiences? How do we build self-confidence and a sense of self-worth to enable better communication? How can we bring the outside in and make a space where we feel comfortable and are able to articulate our unique contributions? Re-frame perceived weaknesses by seeing ourselves through others' eyes? Students explored these questions through a framework of Visual Arts, the Foundation Career and Enterprise course and Certificate I in Leadership. They embarked on clay explorations, interview simulations, sensory deprivation experiments, compositional arrangements, photography of natural and commercial spaces, and media manipulation. Activities grew and changed organically as individuals developed self-reflective practices and matured socially and emotionally. Under their leadership, *Perspectives* has been shaped to have a life of its own.

Perspectives was co-designed and delivered by multidisciplinary practitioner Jodie Davidson, teacher Alicia Fromson, and 14 young people in The Y's Year 10.





"THEY TREAT US BETTER HERE. I LIKE COMING TO SCHOOL." STUDENT

Observations about the experience

From the students:

My skill is trying things. I can say things here, and if I get them wrong, I know they'll help me.

At my old school, I'd given up. Here, I've become better at learning. I'm making my Mum proud. Both of us (me and my Mum) think I have a future now.

I've learnt more here in the last 3 months, than I did in 3 years at my old school.

We learn about the creative habits which are really important for life, they help us actually succeed at things.

I feel better about my learning. I am happy.

I didn't know I was good at this until I came here. I never would have been able to try and learn that about myself.

I'm actually enjoying this, it's really fun ...

Can I take this home so I can do it there? It's really calming ...

This isn't work because work is something I don't want to do.

At my old school, I didn't go; I'd maybe go to one class a day. It was boring, we just did the same thing. Here, learning is active. It's fun.

I am learning much more now. It changed how I see myself as a learner.



From the educators:

[The students] often just have their headphones in, staying in their own world in normal classes. But here in the Creative Schools sessions the earphones have been out all session long.

One student didn't speak when she came here in the sessions. She blew me away. She took the lead today. She has been so creative and started to really be confident in her own ability to see things that others don't see and embracing seeing things differently.

Another student doesn't want you to think she's enjoying herself. She used a lot of avoidance strategies in the past. She is now starting to respect herself enough to negotiate and do something productive.

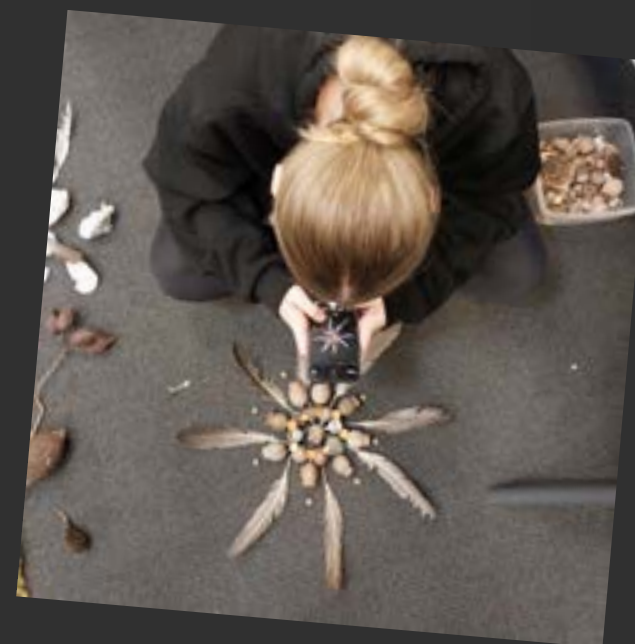
The students have been experimenting with different practices, exploring strengths and weaknesses and linking it all to careers and enterprise.

It has been amazing for me in terms of my teaching, having another person in the room to show me how to step back with less influence and interference. I am learning how to let go and trusting the students will get there.

The whole class has such a level of comfort now. They are willing to try new things with each other, and these are really anxious kids normally.

Their tolerance for dealing with things being uncertain has come a long way.

The interactions between the students are really exciting to see. They are starting to understand each other's strengths and to use that. They are becoming a team, not just a group.



I HAVE MORE TO SAY PODCASTING PROJECT

What does creative bravery sound like?



Listen to all the *I Have More To Say* podcast.

According to leading education charity Voice21, oracy—the ability to use spoken language to articulate ideas, develop understanding and engage with others—is one of the strongest predictors of a child’s future life chances. Put simply, the better we communicate, the better our chances are.

But not everyone automatically has the confidence or ability to speak out. Young people experiencing difficulty in engaging with schooling or with their peers may often present as withdrawn, perhaps even non-verbal. Being non-verbal, however, does not mean having nothing to say.

This year, FORM has been running *I HAVE MORE TO SAY*, a podcast project, as part of the Creative Schools program in CARE schools. Partnering with Murdoch University’s Media Arts Centre and facilitated by podcasters Brooke Collard and Amanda Kendle, the project has mentored students through all aspects of podcast production, from concept

development through to recording, editing, technical delivery, interviewing, and storytelling.

The key aim of *I HAVE MORE TO SAY* has been to offer a platform for some of Western Australia’s more marginalised and vulnerable young people to access a means of self-expression, to learn and use marketable and career-relevant skills to create soundscapes for their own learning experiences and identities.

It’s a chance these sometimes muted and hidden voices to take control of their narratives, speak their truths, and tell the stories they want to tell. To share and curate their own interpretations of the world.

I HAVE MORE TO SAY premiered as part of the *NOW I OWN* celebration of creative bravery and broadcast live from the Conversation Caravan at the Scribblers Festival where aspiring podcasters brought these skills to life.



Image by Dan MacBride courtesy of FORM.

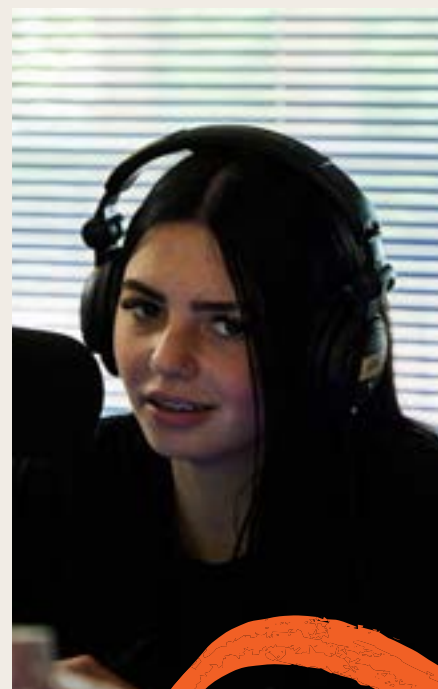


Image by Dan MacBride courtesy of FORM.

“I see myself in these kids. I didn’t finish the school system. I left school in grade 11. I came from a lower socio-economic background. I’m the kind of student that probably would have benefited from this kind of program.”

Audio Operations Officer

“It’s been a really amazing experience having the students come in and learn the technical aspects, using the equipment, learning about sound and leveling, but also giving them the opportunity to be the host and to interview each other and have some really interesting conversations that are natural.” Educator

“This podcasting has been really rich for them: what they’ve been able to learn and the confidence they’re developing in themselves, how they can speak with others.” Educator

“A lot of our young people when they came to us... [have been] basically non-verbal. Some [have been] unable to engage with others in a classroom space. [The podcasting has] helped tackle some of their anxieties around engaging in schooling and with their peers. Seeing them now willingly engage with their peers and with us, and voice their opinions, the confidence and the way their mental health has been impacted, it’s been really positive.” Educator

“Sometimes we tend to forget that teenagers are grappling with quite tough topics. We’ve been getting into some really deep conversations, and they’ve been really comfortable and safe to share some of their experiences.” Facilitator

“It’s my own. It, like, comes from me. Not anybody else. Yeah.” Student



"THIS WOULD BE A BETTER WAY OF SAYING YOU'RE LEARNING BECAUSE A TREE HAS TO OVERCOME CHALLENGES. IF A TREE SURVIVES, IT SHOWS THAT IT HAS LEARNED HOW TO SURVIVE. IT WOULD NEED PERSISTENCE AND IMAGINATION TO SURVIVE."

FURTHER READING AND RESOURCES

For anyone interested in finding out more information relevant to the Creative Schools learning approach, and the Five Creative Habits of Learning, the following resources may be of interest:

Alice Springs (Mparntwe) Education Declaration. December 2019.

<https://www.education.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration>

Creative Partnerships: changing young lives. (2012). Newcastle UK: Creativity, Culture and Education.

<http://old.creativitycultureeducation.org/wp-content/uploads/Changing-Young-Lives-2012.pdf>

Durham Commission on Creativity and Education (2019) Arts Council of England and Durham University

https://www.artscouncil.org.uk/sites/default/files/download-file/Durham_Commission_on_Creativity_04112019_0.pdf

Durham Commission on Creativity and Education second report (2021) Arts Council of England and Durham University

<https://www.dur.ac.uk/resources/creativitycommission/DurhamCommissionsecondreport-21April.pdf>

Hannon, V., & A. Peterson. (2021). *Thrive: The purpose of schools in a changing world*. Cambridge UK: Cambridge University Press.

Lamb, S., Huo, S., Walstab, A., Wade, A., Maire, Q., Doecke, E., Jackson, J. & Endekov, Z. (2020). *Educational opportunity in Australia 2020: Who succeeds and who misses out*. Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute: Melbourne.

<https://www.vu.edu.au/sites/default/files/educational-opportunity-in-australia-2020.pdf>

Lamb, S, Jackson, J, Walstab, A & Huo, S. (2015), *Educational opportunity in Australia 2015: Who succeeds and who misses out*. Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute, Melbourne: Mitchell Institute. <https://www.vu.edu.au/sites/default/files/educational-opportunity-australia-2015-who-succeeds-who-misses-out-mitchell-institute.pdf>

Looking to the Future: Report of the review of senior secondary pathways into work, further education and training. June 2020. Education Council. Panel chaired by Professor Peter Shergold AC.

<https://www.education.gov.au/quality-schools-package/resources/looking-future-report-review-senior-secondary-pathways-work-further-education-and-training>

Lucas, B. (2022). *A field guide to assessing creativity in schools*. Perth: FORM

<https://www.creativeschools.com.au/resources#leading-for-creativity>

Lucas, B. (2021). *Creative School Leadership*. Perth: FORM. <https://www.creativeschools.com.au/resources#leading-for-creativity>

Lucas, B., & E. Spencer. (2020). *Zest for Learning: Developing curious learners who relish real-world challenges*. Carmarthen, UK: Crown House Publishing.

Lucas, B. (2019). *Why we need to stop talking about twenty-first century skills*. Centre for Strategic Education Seminar Series Paper # 283

<https://www.cse.edu.au/content/why-we-need-stop-talking-about-twenty-first-century-skills>

Lucas, B. (2016). 'A Five Dimensional Model of Creativity and its Assessment in Schools.' *Applied Measurement in Education*.

<https://fusecontent.education.vic.gov.au/e6a6f607-d3dc-4310-9de7-3905d5afb837/Lucas2016AFiveDimensionalModelofCreativityanditsAssessmentinSchools.pdf>

Melbourne Declaration on Educational Goals for Young Australians. December 2008.

http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf

Through Growth to Achievement: Report of the review to achieve educational excellence in Australian schools. March 2015. Education Council. Panel chaired by David Gonski AC. <https://www.education.gov.au/quality-schools-package/resources/through-growth-achievement-report-review-achieve-educational-excellence-australian-schools>

Voice 21 and oracy: <https://voice21.org/>

FORM.

building a state of creativity

ABOUT FORM BUILDING A STATE OF CREATIVITY

FORM Building a State of Creativity (FORM) is an independent, non-profit cultural organisation. Our mission is to be a leader in developing a vibrant creative economy for the benefit and wellbeing of all Western Australian communities. We welcome collaborations with all kinds of creative and ambitious organisations whose values align with our own.

As an organisation that works to develop and support the strengths of the whole creative sector, we engage with a range of art practices and practitioners, primarily in the disciplines of visual art, design, literature, creative learning, cultural development, cultural tourism, and placemaking. The collaborative, cross-disciplinary

and cross-sector nature of our work honours the importance of social diversity, economic complexity, quality and excellence in securing future wellbeing and prosperity for Western Australians.

Over the past two decades, FORM has shaped its activities, partnerships and networks to deliver large-scale creative programming, and strategic, sector-shaping initiatives across the State, demonstrating leadership and aspiring to a high level of excellence. We have extensive experience in delivering large-scale installations, festivals and events, high-impact partnerships, creative learning programs and meaningful community engagement.

ABOUT FORM'S CREATIVE LEARNING PROGRAM

FORM's Creative Learning Program empowers young people to develop their creativity, sense of agency and wellbeing. We do this by designing and delivering programs (Scribblers and Creative Schools) that foster curiosity, a love of learning and young people's ability to make sense of the world around and within them. We collaborate with a range of stakeholders to reimagine learning, and make it relevant, engaging, and joyful for young Western Australians.

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, parents and carers, and the wider community. In each participating school, a partnership comprising a creative practitioner and a teacher co-designs and co-delivers engaging sustainable creative projects over an entire academic year. The Creative Schools learning team in each school is supported by internationally recognised creative learning experts, mentors and researchers.

To find out more about our Creative Learning programs, contact Laura Motherway, Strategic Creative Learning Manager at laura.motherway@form.net.au.

ABOUT AISWA: ASSOCIATION OF INDEPENDENT SCHOOLS (WESTERN AUSTRALIA)

The Association of Independent Schools (www.ais.wa.edu.au) was established in 1962 as a non-profit organisation to support, represent and promote the interests of Independent Schools. AISWA's mission is:

- The effective representation and advocacy for the Independent School sector
- Promoting the independence of schools and protect their autonomy in ways that contribute to the diversity of educational options for students
- Maintaining strong relationships with the other education sectors and other education stakeholders
- Supporting schools in their mission through fostering sound leadership and good governance
- Building partnerships between schools.

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FORM's Creative Schools
Innovative Assessment Program
in Partnership with AISWA

**creative
schools**

AN INITIATIVE BY:

FORM.
building a state of creativity

FORM Building a State of Creativity proudly partners with Healthway promoting the Act Belong Commit message to engage young people in activities that keep us mentally healthy. *NOW I OWN* and *I HAVE MORE TO SAY* are supported by Healthway, as well as our partner AISWA.

We'd also like to thank the Department of Local Government, Sport and Cultural Industries and the Department of Education, as well as Healthway and AISWA, for their support of the Creative Schools program.



Department of
Education



Department of
Local Government, Sport
and Cultural Industries



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