



creative schools

**NORTH FREMANTLE
PRIMARY SCHOOL**

CASE STUDY — TERM 2 & 3

TERM 2

creative schools

Nature pedagogy specialist

Daniel Burton

Teacher

Elizabeth Smith

School

**North Fremantle
Primary School**

Year group

Year 1

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

CURRICULUM FOCUS

General Capabilities

- Creative and Critical thinking
- ICT Capability
- Personal and Social Capability

Sustainability

English: Language: Language variation and change

- Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others

English: Language: Language for interaction

- Understand that there are different ways of asking for information, making offers and giving commands

English: Language: Language for interaction

- Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others

English: Literacy: Listening & speaking

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions

English: Literacy: Listening & speaking

- Use interaction skills including turn –taking, recognising the contribution of others, speaking clearly and using appropriate volume and pace
- Use of software
- Construct texts that incorporate supporting images using software including word processing programs

CROSS-CURRICULUM LINKS

Mathematics: Measurement and Geometry

Mathematics: Number and Algebra: Patterns and Algebra,

- Investigate and describe number patterns formed by skip counting and patterns with objects

Mathematics: Measurement and Geometry: Location and Transformation

- Give and follow directions to familiar locations

Mathematics: Measurement and Geometry: Using units of Measurement

- Measure and compare the lengths and capacities of pairs of objects using uniform informal units
- Describe duration using months, weeks, days and hours

HASS Geography: Places have distinctive features

Science: Science Understanding: Biological Sciences

- Living things have a variety of external features

Science: Science as a Human Endeavour: Nature and Development of Science

- Science involves observing, asking questions about, and describing changes in, objects and events
- Use and Influences of Science
- People use science in their daily lives, including when caring for their environment and living things

Music: Audience behaviour (being quiet during a performance; clapping after a performance)

- Places and occasions where different types of music are experienced and performed
- Personal responses expressing ideas and feelings about the music they listen to and make

Visual Arts

Media Arts

Health and Physical Education: Personal, social and community health

- Communicating and interacting for health and wellbeing
- Appreciation and encouragement of the behaviour of others through the use of:
 - manners
 - positive language
 - praise

- Positive ways to react to their own emotions in different situations, such as:
 - walking away
 - seeking help
 - remaining calm
- Contributing to healthy and active communities
- Actions that support a safe classroom, such as:
 - moving around safely
 - sharing appropriately
 - following class rules
- Physical activities that can take place in natural and built settings in the local community

Health and Physical Education: Learning through movement

- Strategies that will assist with involving everyone in games
- Cooperation skills in partner and group work during physical activity practices
- Simple rules and fair play in partner, group activities and minor games



CREATIVE HABITS OF MIND

Collaborative – exploring the space as a group, developing new ideas, giving feedback, communicating

Disciplined – Reflecting critically and being focussed in an outdoor space - doing some pre-emptive work on being present, being still, looking to recycle own energy rather than pulling at leaves/grass/stones

Persistent – the outdoor classroom may present challenges to some children, it will require persistence if it rains – sticking with difficulty, tolerating uncertainty

Imaginative – finding stories and narrative in the outdoors, ‘reimagining’ the idea of a classroom. (This will be a focus for the parents, administration and colleagues also.)

Inquisitive – Challenging assumptions about where learning happens and exploring science outdoors

THE LEARNING PROCESS

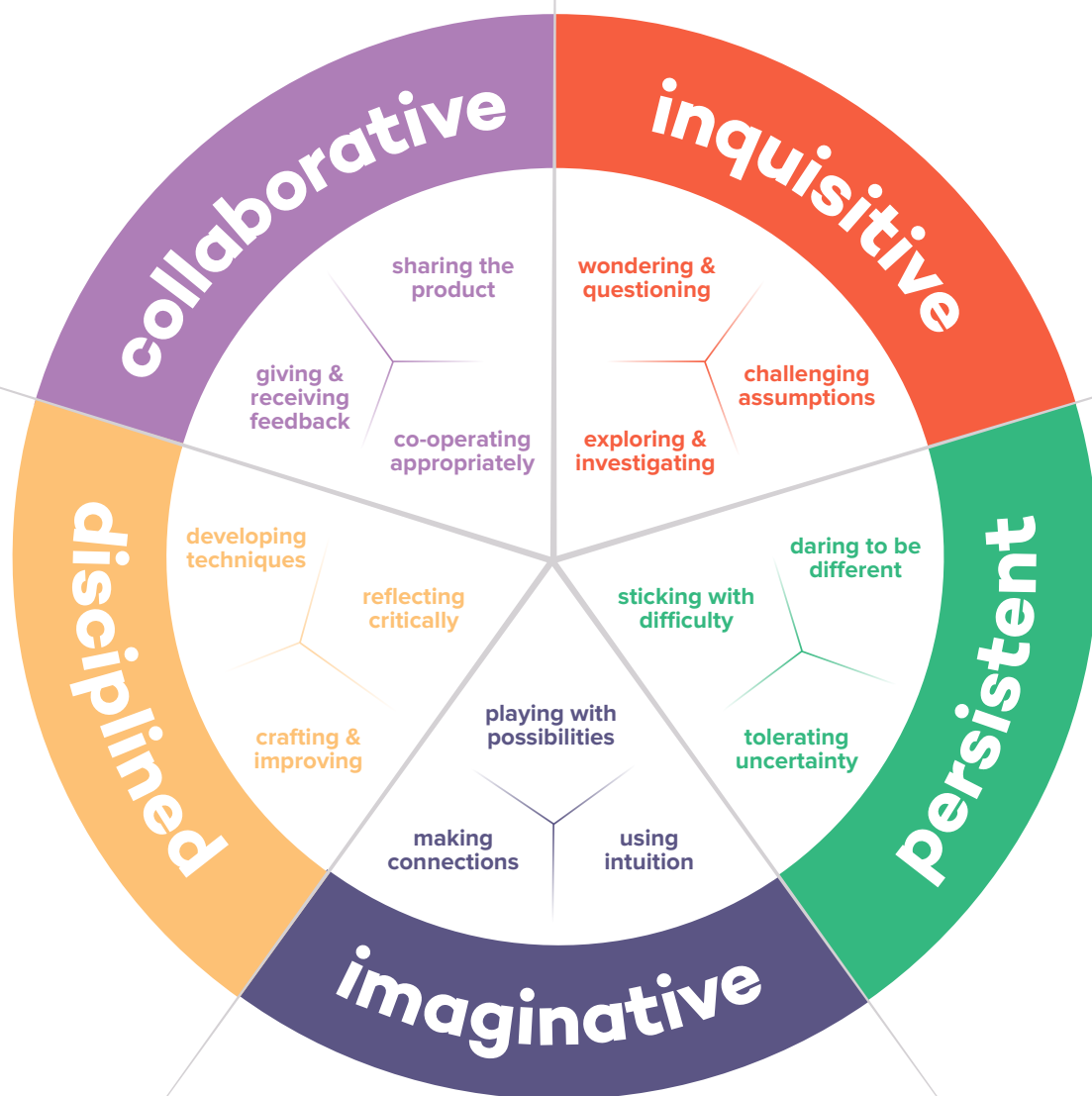
On walking into the Year 1 classroom at North Fremantle Primary school and seeing the tight knit, connected and family-like community that was Lizzie’s class I was intrigued as to what role I would play as the creative practitioner in this particular setting. In my other classes, at other schools in this project, I had a clear understanding from the onset about what part I was to play in supporting these classes of children and their teacher to grow in new directions. With Lizzie, it was different and in fact I almost felt that my role was going to be a little redundant. She was already an incredibly creative educator and taught in a way that was very similar to the way I did when I was in a classroom. This provided me with a challenge, a chance to grow my skills as the creative practitioner and really explore the potential of my role in this environment. What ensued was a term of sessions where together, as a team, Lizzie and I worked to enhance the use of student-centred pedagogy, listening to the children’s needs, to provide them with learning opportunities that were fun and creative but most importantly focussed on JOY.

In our initial planning for the term, after a discussion about Lizzie’s curriculum goals and thematic focus on fairy tales and character development. We devised a series of sessions that focused on exploring the outdoor space through the use of our senses. The school is fortunate to have an incredible outdoor learning space, a heavily tree covered, diverse natural space that is engaging and incredibly inviting. However, this space was somewhat underused in regard to learning opportunities. Like many schools, it is a place where children play during break times but apart from the kitchen garden and chicken coop, it remains fairly vacant during ‘class time’. Our aim was to change this culture and to be an example to the rest of the school by using it as an outdoor classroom.

So with this intention in mind, we started our first session in the space, with a warm up game to connect with the space, open up our senses and develop an awareness of our surroundings. What was planned as a 15 minute introductory ‘warm up’ game turned into the focus for the entire session. The children loved this altered game of hide and seek, with nature connection elements built in. We listened to their needs and played the game for the remaining hour, finishing with a meditation, reflection and song.

The children’s reflections in the following week, before the second session, highlighted for Lizzie and I just how connected they were to the space already. They really connected with the game and we noticed how their experience in the space made them light up. There was pure engagement. My reflections from the second session were “The student’s passion for the space and for exploring is so evident and sometimes it interferes with the plans - but this is good modelling for the teacher and the students to go with the flow.”

As the weeks continued, our use of the space continued, with a regular return to the game, listening to the student’s passion while also guiding them through some pre planned experiences that used the different senses. We explored texture, colour, size and shape through a treasure hunt focussed activity and asked them to classify the objects they found. We used found objects to make patterns and explored descriptive language; we made music with our bodies and natural materials to replicate a rainstorm in a body percussion orchestration. We even engaged digital literacy and recorded sounds in the environment to make our own ‘sound books’ using iPads. Throughout each session we followed the passion of the children as well as our overarching goal to connect with the space and explore the possibilities of nature connected pedagogy.



IMPACT OF LEARNING

Each session in the outdoor spaces provided links to what the class had been covering in doors or provided inspiration for upcoming content areas.

As the term was progressed Lizzie reflected that our sessions seem to be providing a sense of 'structured joy' and I further reflected that we seem to be 'carving out space in a crammed, busy schedule to make time for simple joy'. We were pleased with our new outcome and agreed that the social and emotional impact of this outcome for the students was incredibly important.

It was also helpful to return to our original term overview plan and see that we are in fact covering our initial objectives as well as the school wide vision statement.

- How can we engage in outdoor learning and nature pedagogy through the reactivation of the 'Top Area'?
- Term 2 providing opportunity for individual lessons in the outdoor space using existing spaces as learning areas.

We wondered together if we could re-focus on one of our other original goals 'Communication to wider school community, parents, colleagues and administration' and continue to advocate for and communicate about the benefits of taking learning

outside and the importance of ownership of space. Highlighting the 'depth and complexity of authentic, child centred, play based learning' more of an intention with the use of documentation over the final 3 session of this term leading into our more project-oriented focus for next term.

It has been an incredibly enjoyable journey so far, one built around relationship building, experimentation and collaboration. When we end each session and reflect together Lizzie regularly speaks of the 'joy' that the sessions bring her and the children. I'm continuing to wonder if part of my role is to be a creative board to bounce ideas off and share joy. Lizzie often reflects that her perception of what she has to do within her classroom is text book based, test related and output-driven. She speaks about the fact that resources and programs increasingly purchased and used in schools, mandated as a whole-school approach, are rolled out across multiple classes/age groups in so many different settings are worksheet reliant. They dictate a direction for content and teaching style and make a teacher's creative role redundant, as ideas and direction don't comply with the 'lesson sequence'. This creative schools program seems to have been a ray of hope for an incredibly creative teacher like Lizzie. It supports her to still break out of the mould and reignite her passion and energy for creative ways of facilitating learning, to share a love of learning in a more holistic, natural way; responding to stimuli and enabling the students to have some ownership over their education process.





"Lizzie and I work really well together and it's going to be such a hoot working as a team. I feel our energy, focus, styles and aim for this project are so much on the same wavelength." Daniel Burton – Creative Practitioner

"We were picking things off the ground, being persistent and we were being collaborative when we were singing songs with Daniel." Student

"I was being imaginative because I was closing my eyes and opening my ears (to hear the sounds)." Student

"I liked the time I was having a laugh and being imaginative. We were collaborative playing the game Eagle Eye and working in a team." Student

"Albert was tapping sticks on the chicken house and I was taking pictures, so we were being collaborative." Student

"We were learning about nature with Daniel, we were sorted in groups and we made books." Student

"I was being disciplined when we were listening to Daniel talk about the five habits board. We also closed our eyes so we could listen to the sound better." Student

"I was making a puzzle that my friends made, and the puzzle was made of the nature." Student

"On Friday, Daniel came. We went to the 'no go zone' up the back of the school and Daniel taught us a game called Eagle Eye. It was fun. Then Daniel played us a song on his ukulele. It was really really fun. Then we played eagle eye again. My best hiding spot was behind an enormous tree." Student

"I was being inquisitive because I wanted to find out what type of bird this was." Student

"The best thing that we did with Daniel was the stuff in nature, it was so fun! I loved it with Daniel, and I will miss Daniel so much!" Student

I'd like to thank whoever teamed me up with Daniel Burton of Educated by Nature as this has been a dream partnership. We became fast friends and collaborators, we are both creative spirits and have been open to the flow and natural direction our journey has taken on, learning, adjusting and adapting as we go. We are very much, 'same same but different'.

Focusing on the five habits of learning with the students has helped to shape, strengthen and develop their skills as life long learners. I have heard the children reflecting in both work and play and using the vocabulary of being 'collaborative, inquisitive, persistent, imaginative' - to be honest, 'disciplined' has been a term less used by the children but they are a disciplined and diligent bunch anyway!

Working with Daniel during this process has reignited my passion for teaching. I've always been a creative, hands on teacher and it is in igniting the spark of knowledge and understanding that has always brought me the greatest joy, utilising both indoor and outdoor spaces balancing play-based activities with explicit teaching and assessing and monitoring process. However, I have been criticized for my creativity in the recent past and felt encouraged to engage in more 'sit and do' worksheet-type activities; which I struggle with as I find them predominantly close-ended and of limited use. This has lead to me feeling devalued as a professional, I have questioned my teaching style and pedagogy. When Daniel and I began the journey I was feeling apprehensive and uncertain about my own skills. My engagement in the Creative Schools Program has in many ways given me 'permission' to once again teach the way I want to; to engage, inspire and seize meaningful learning opportunities rather than racing on to 'get through' the curriculum. Unlike many teachers I don't find the curriculum too crowded, it just becomes so when everything is taught in isolation and teachers are required to deliver it using uninspiring programs. Of course, there are specific skills which children need to learn, develop, practice and master and explicit teaching is essential, but this journey can be one of joy.

Joy has become the key word for our group. Daniel and I reflect on our joy at the end of each session, my joy in the process, my joy in the time we have together and the joy sparked in the children. I now call my class the 'joy givers', and this collective moniker has spread and their parents use it too. This morning, the as the children were coming in to the classroom they chose to get their drawing books, one student was writing strings of numbers using skip-counting rhythms he's learnt; he then illustrated it with a picture of the tee-pee and snails we explored. On reflection, I now remember we were singing number songs and this has created a meaningful memory for him. Another child's mother turned and said 'oh, they really are the joy-givers, and it's thanks to you can you please please be their teacher again next year?'

The class really are joy givers. They are one of those rare cohorts of children, interested and motivated to learn always. The Creative Partnerships Program has nurtured us all and I have loved it. I am considering doing a research-based MEd centered on play-based learning and creativity as a result.

On a personal level, I have felt 'fixed' when I wasn't aware I had become so broken. I find a lot of people talk the talk of creativity but are reluctant to walk the walk, especially when there isn't always a tangible end product. I now have the confidence to once again teach the way I can be the most effective and inspire the children in my care. I believe in it - and it really, really works.

Thank you to my school, FORM, Lamis, Vanessa and most of all to Daniel and the children in my class.

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and ~~fachren~~ touching
them in the home we
made for them. ~~home~~
home



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Dancib♡

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to the Wolrd. 

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could hear. Albert

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Flunn



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weeds. Asha

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me and Miss Lisse.

Sienna: Me and
Miss Lizzie and my
class mates were at
the tepee and Max
was a helper.



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four circles using
newspaper and
fabrics.

we are making that
for the tepee. Etta



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clay in side it one had
lots of clovers.

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holding clay.

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clay in the shell.

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to make the one of the
walls of the teppy. Albert





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code do for the tee py.
Albert



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Fa h

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we were makeing
a teutey and the metle
teape



We were
weeds in
teepee.

clearing
the
Remo

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We are finding some ^{Every} stuff to build with a war fort.

Peppal
Stuff

We were finding



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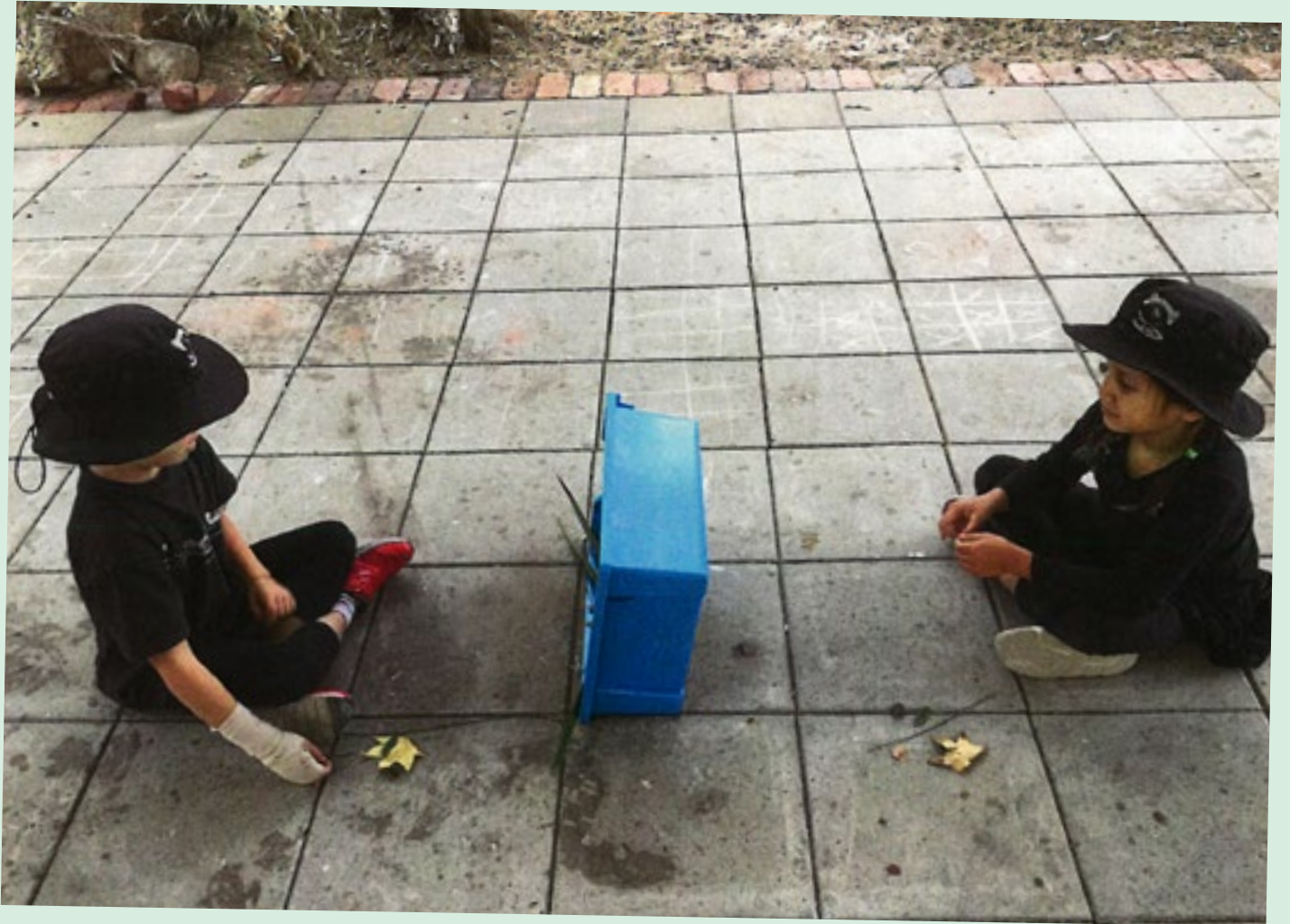
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kann id's birthday.



TERM 3

creative schools

Nature pedagogy specialist

Daniel Burton

Teacher

Elizabeth Smith

School

**North Fremantle
Primary School**

Year group

Year 1

CURRICULUM FOCUS



Main Curriculum Focus

- Humanities and Social Sciences skills: Pose questions about the familiar and unfamiliar.
- Knowledge and Understanding: How weather (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them.
- How [weather](#) (e.g. rainfall, temperature, sunshine, wind) and seasons vary between places, and the terms used to describe them.
- Technologies: Technology Processes and Production Skills: Investigating and Defining.

Cross-curricular Links

- English Language (communication)
- Literacy (creating lists, captions)
- Maths (measurement, number and algebra, patterns).
- Science (Biological Sciences)
- Earth and Space Sciences (Materials and Properties)

Schools Context

North Fremantle Primary School is tucked away in the suburb of North Fremantle. NFPS prides itself on being 'The Small School with Big Ideas' with just 158 students in K-6. There are specialist teachers for Visual Arts, Music, DOTT (French) and Physical Education. Students are from a broad range of socio-economic backgrounds and many families in the local catchment area choose to send their children to private schools from Pre-primary. Consequently, there are many students who are out of our catchment area, drawn to the school through word of mouth because there is a solid reputation for creative practices imbedded within the school community. Many parents also work in creative industries (artists, graphic designers, game developers, carpenters, architects) and through the parent body the school has a relationship with Kings Park and the Museum of Western Australia. The school environment offers rare play and teaching opportunities in an urban setting as there is a large amount of native bush. Students can climb trees, play with sticks and are encouraged to work collaboratively in multi-age groups to build cubbies and dens. There is a school garden, free-range chickens and a worm farm; all overseen by a dedicated team of parent volunteers. The staff work collaboratively to ensure the best outcomes for all students.



WHAT WE DID

Whilst the school is blessed with native bush it is not possible for duty teachers to provide safe duty of care so large areas are termed 'no go zones' and seldom visited. Within one of these areas is the remains of a steel-framed tee-pee. From the onset of the project, the final aim had always been to re-purpose and create a central area to be used by the class as a meeting place and hub within the bush for use within the project; but also for future use and for the whole school to access not just the class. For years I had wanted to re-purpose the space and the concept for the final project had been inspired by our class excursion to the Fremantle Art Centre and our engagement with the Tjampí Weavers; a lucky opportunity which was created from a chance encounter at FORM. I wanted the children to be able to have focused time outside the classroom and engage with nature in their environment

"Encouraging a child to go outside in all weather builds resilience, but more importantly it saves them from spending their life merely tolerating the "bad" days in favour of "good" ones – a life of endless expectations and conditions where happiness hinges on sunshine."
Nicolette Sowder

Throughout the project, the school was undergoing extensive building work and engaging with nature provided a perfect chance to escape the environmental noise pollution.



PROJECT OVERVIEW

My class has just 15 students and is a rare cohort in the modern setting. They all achieve academically at least at a 'C' grade, there is little SAER or behavioural need and all have stable home lives (not necessarily linear). Although they are very interested and motivated to learn I had noticed that as a whole they were not risk takers and struggled with creativity - or any processes which didn't have a right or wrong answer. I was very excited to engage in the Creative Schools Program. When Daniel and I first met we talked extensively about the direction we wanted the project to take, the steps we thought we would need to follow, the curriculum content we wanted to engage with and a range of hands-on activities we wanted to help the students experience. Although we had a final goal, it was the journey we were both most excited about.



MAKING THE CURRICULUM COME ALIVE

Daniel and I wanted to have an overarching HASS / Science / Design and Technology focus, then deliberately chose activities which focused on cross curricular. The learning for each session was interwoven with prior learning, it enabled skills to be practiced and strengthened and provided the foundation for the following weeks' experience. I was going to call it a lesson or session, but on reflection I believe Daniel and I repeatedly managed that rarest of magic tricks – teaching without appearing to. An example of this is the lesson we did designing the 'walls' of the tee-pee. We had learnt about perspective in the first term,

“But I think it's going to be tricky to get the walls filled at the top, it doesn't look that big in my picture and from over here but I know the top is really high. I think we might be able to do a team idea and pull something up but I just don't know how.... (a few minutes later) Hah! I know! We just won't put things to the top, we'll just do it where we can reach to then we can always fix it and when we get bigger we can reach higher and use our imaginations or squint a bit like we did when we learnt about perspectives.” (Student)

At the start of the process, this student demonstrated low resilience to any task. By engagement in this task, she has drawn upon mathematical reasoning, communication skills, an understanding of joining processes, perspective and also come up with a very adequate design solution. Her peers around her were also drawing the same conclusion as one team were engaged in creating the 'doors' for the tee-pee out of fabric, then using a sewing machine in the outdoor classroom to make them. This was the solution we adopted for the final product.

MAKING THE CREATIVE HABITS OF MIND COME ALIVE

From the first day, Daniel and I began to model the language of the Five Habits of Creative Learning, and I deliberately used the language in other lessons too. The FORM poster board with the habits of learning remained visible in the classroom throughout the week and was later the centerpiece for a classroom display. An unexpected part of our journey was student-lead and relates to the Creative Habits poster. One of the ways we often began or ended a session was in talking about which habits we felt we had used the most in a session, initially Daniel and I scaffolded and modelled the language but, in itself, it became a habit. This prompted me to take photos of the children and by using wool they linked their photo to the board with a habit they wanted to work on developing that week or (often all five) they felt they were using that week. The day we were making the mud walls for the tee-pee was a cold, fairly rainy day. Some students were immediately drawn to the process and wanted to have the chance to mix the mud with their feet, others were reluctant to engage. Daniel and I knew that this would happen and had planned for this by explaining it was ok not to want to get involved and directing them to weave another part of the structure or focus on their fairy houses. One of the more reluctant students held back. But within a few minutes she was in the slurry with the majority of the class calling over to another student

“it's ok, it's nice in here. It feels squidgy and wet and if you don't like it it's ok because there is water just over there where you can go and rinse off your feet ... hahaha 'Hey look Daniel! I was being inquisitive, now I'm being collaborative hahaha and because I'm still in here I'm being persistent”

HOW DID WE ACTIVATE STUDENT VOICE AND LEARNER AGENCY

A truly enjoyable element was that although Daniel and I had planned a logical sequence of steps and experiences to get to our final goal, we were unable to follow this path due to student voice and learner agency. Like nature, it meandered, flowed and followed it's own path. I think we managed to do so by listening carefully to the students, a lot of the learning experiences had different outcomes to the ones we were expecting even though we provided the learning intention each week. It was the exploration of play which enabled this to happen and made the learning more meaningful in the end.



THE IMPACT

"I loved doing this. It was so nice to meet Daniel and I'm going to miss him but you've promised he'll come back and when he does he can sing to us and we can all play Eagle Eye but anyway we go out more and I know that I've learnt to be more persistent and inquisitive because of him." (Student)

"This is the best day ever." (Student)

"This is my best life." (Student)

"I'm going slowly, I'm just getting the stick of things" (not the hang of things...) (Student)

"It's ok, you are 100 times less dirty than me and I'm ok with that." (Student)

"I have clay socks on!" (Student)

"I love working outside cause it's nice to be among the trees and the animals." (Student)

"The snails might not want to be picked up, but they can't tell us that, they don't have a voice." (Student)

"Engagement in the process has had an enormous impact on me as a teacher. It has reignited my love of teaching and learning. I feel excited about the possibilities and am now looking to pursue a Masters in Creative Learning. I feel empowered to teach the way I was taught to teach, through meaningful play and creative engagement." (Teacher)

"I love the creative schools' program, it just provides agency, almost a permission to do what my heart wants to do!" (Teacher)

"It was so wonderful being back for a second term, I was greeted by so much joy and happiness! It's quite amazing how deeply connected I've become to these students and to Lizzie from 8 single sessions over last term but they all bring me so much joy." (Creative Practitioner)

"I love that this outdoor space allows for interaction and involvement in different levels. It provides an opportunity for people to engage in ways that make them feel comfortable and allow for individuality. It provides the time for the teacher to truly see their students in different ways, not possible indoors!" (Creative Practitioner)

"From today's session (and our current planning of a surface of the tee pee PER WEEK...) it became very evident that the children have many different plans, their own time frame and a working pace that includes play, exploration, team building, collaboration and JOY. With this in mind, we will be going slower and not rushing to have a complete tee pee; but instead complete sides with more options for Lizzie and the class next term." (Creative Practitioner)

"Lovely to see how the children are now more willing to take risks and ask questions about art and processes above and beyond our topic of learning" (Visual Arts specialist teacher)

"My son loves Daniel and I do too. I just ooze with happiness when I know it's Friday and we get to spend time together. Learning together in a relaxed way, everyone is equal and everyone counts and everyone just feels great." (Parent)

"Other children now choose to play in the zone after school and on weekends. We had to make it an open structure so as not to make it too inviting to some of the people who choose to come to school on the weekend." (Teacher)

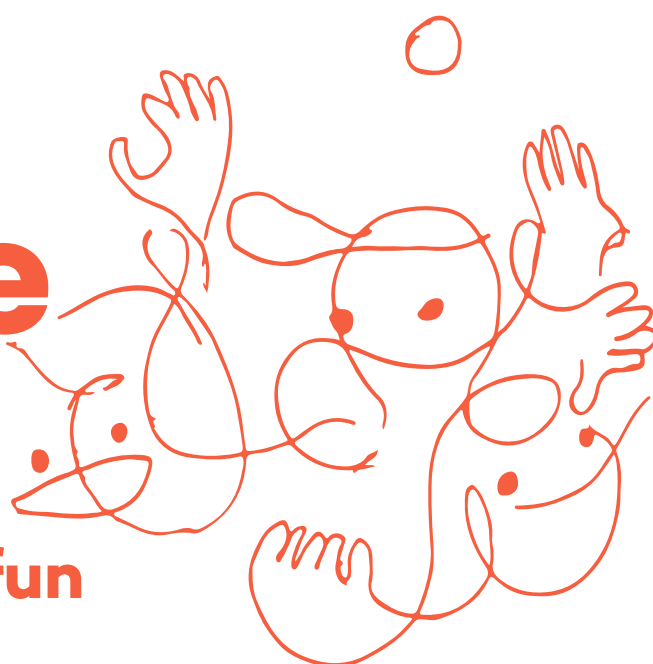
"We are all here for the kids and the best way to connect with them is looking at the whole child. If we have them on board and engaged they learn more. Creativity is just the icing on the cake for our amazing staff – the desire to do even better for our kids, focusing on what they need and how to move them along. It has been a privilege for our school to have been part of Creative Schools. It's about having that permission, that energy and that support to be creative which has been amazing for us to be apart of." (Principal)



FORM. creative
learning

creative schools

deep learning, hard fun



For further information please contact:

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