creative schools

KINROSS PRIMARY SCHOOL

CASE STUDY — TERM 2 & 3

TERM 2

creative schools

Visual Artist
Jodie Davidson

Teacher
Jarryd Evans

School
Kinross Primary School

Year group
Year 5

Images courtesy of Creative Schools (2019). A FORM initiative.

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 and 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

The class was already working on HASS (Civics and Citizenship) and understanding types of voting (ACHASSK116) while in English they were about to begin the book Water by Geoff Havel.

Building a marble run would encompass design technology, production and processes (ACTDEK019). Using industrial offcuts and recycled materials, screwdrivers, hammers and cutting implements (WATPPS30) we were able to refresh understanding the difference between needs and wants (ACHASSK119). The materials gave students the opportunity to explore technologies that incorporate materials, components, and equipment used both in the home and industry promoting discussion of creative reuse and sustainability (ACTDEK023).

CREATING THE CONDITIONS FOR LEARNING

Selecting a variety of warm ups enabled students to begin each session by experiencing the benefits of collaboration in sharing both the challenge of the warm up but also the solution.

Our first warm up using balance and trust didn't go quite as planned. This result proved to be absolutely necessary in order for them to reflect critically on their behaviour, the time they chose to take and how much they were able to achieve and then to devise ways in which they may be able to improve. Allowing them to discover their own connection between reflecting and re-evaluation took one week. By the following session, students collaborated so much better on their warm ups. Not only did they balance in groups and as a whole class within 7 minutes, they also succeeded as a class at unravelling the human knot. All activities were complete within 15 minutes. As a result of follow-up individual reflections on their behaviour from the previous week, it was interesting to note the students had implemented a change in behaviour.

Initially they weren't being as efficient as possible with their tasks and although they used the word 'collaborate' they didn't yet understand how to implement various ways of physically collaborating outside of the whole group working together.

THE LEARNING PROCESS

Jarryd (teacher) opted to include lessons with them on Government and why we have ministers for each department to assist with building connections for the benefits of splitting up tasks and achieve more. This was followed up with a warm up in groups of three; one would write, one would draw and one would build. Using the science topic of matter (ACSSU077) each group were asked a question to establish what they knew or would like to know while practicing how to work independently on the same task. It was observed that most groups still worked together task by task and in some cases would wait for someone else in the group to take over their role. There were two groups out of the nine who each did an independent task and then collaborated. This process gave insight into how much they didn't understand about solids, liquids and gases while observing their methods of collaboration.

Although they had shown more concern for the aesthetics than the mechanics of the project, they began to create solutions in engineering principles and systems. Referring to characteristics of a high functioning classroom, we moved the location of the marble runs outside which provided the space for decisions of where the angle was best and also enough room for the entire course. By reflecting throughout the session, students got the opportunity to make connections at the time and then choose to make changes (WATPPS31). By incorporating a timer as it was their last chance to finish their marble run, they began to divide tasks working efficiently and practicing independent collaboration (WATPPS32). Groups took their courses to a grass slope and trialling and timing them to work out what needed to be changed and altered to ensure they worked (ACSIS087).

Jarryd's flexible approach to time for this project allowed students to extend the activity into the afternoon which allowed them to reflect further on what they could do to improve the collaborative run to make it flow more freely and to give them time to action their reflections (WAHASS60) (ACSIS091).

Apple muffins incorporated food productions and introduced students to chemical science exploring objective, liquids and solids, viscosity, measurement, optimal conditions for experiments (ACSIS086), prediction and why each station must be the same to record accurate data (ACSIS218). Following from the marble run creations, groups used half a cardboard tube wrapped in cling film as the track for the liquid ingredients to travel on into the bowl (ACSSU077). Using a stopwatch to time each ingredient they investigated which had high viscosity and which had low viscosity (ACSIS087).

Reflecting on how different things can have an impact on an experiment (ACSIS231) students referred to the various effects of order in which ingredients are added, one ingredient mixing with another, creating friction by using different surfaces, angles of the tube, flour slowing liquids, heat turning liquid into solid and solids into liquids. They used the method and findings of the experiment with persistence, collaboratively developing it into a narrative, pushing beyond their initial difficulty of simply reciting the scientific explanation into incorporating sensory awareness describing what it looked like, how it felt, the smell and taste. They began to demonstrate discipline, crafting and improving their response, attempting to explain it to someone who may be without hearing, sight, a sense of smell or taste (personal and social capability).

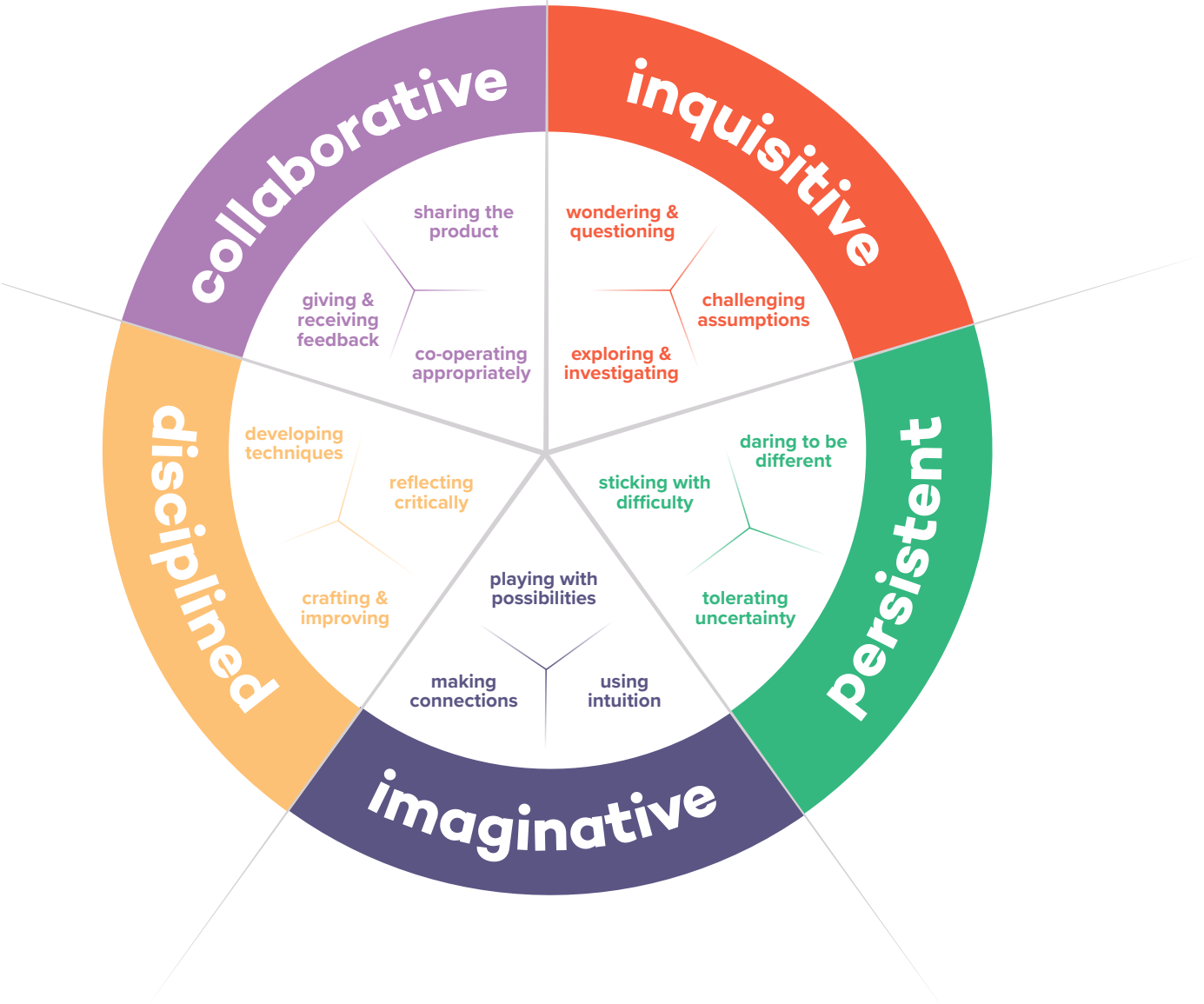
IMPACT OF LEARNING

Every week incorporated collaboration into activities whether as warm ups, group work or class discussions. Groups were provided with feedback after activities. Initially this was critical rather than positive. By referring to the creative habits poster, particularly giving and receiving feedback students began to suggest what could be done to improve each performance as opposed to stating what wasn't done.

Requesting feedback from those who didn't have hands up rather than the regular five or six students enabled the quieter students the opportunity to express their ideas.

Constructive feedback improved as the weeks progressed following into other lessons. Groups and individuals are beginning to reflecting on their failures, implementing strategies both individually and collaboratively to improve techniques. This class of 27 students has used persuasive debating strategies, clapping to bring attention back, problem solving, diverse ideas, participated appropriately and undertaken preferential voting rather than majority (ACHASSK116), (WAHASS63).

WHAT ROLE DID THE CREATIVE HABITS PLAYED IN THE PROJECT?



Imaginative

Promoting collaboration, persistence and playing with possibilities by passing a flat ball along a line using bodies rather than limbs led into a drama challenge requiring imagination to devise a one-minute skit of their science cooking experiment (WATPPS27) combined with one of the creative habits of mind. The audience was to guess which habit they were given and which sub heading they had incorporated. Selecting groups based on the dominant students being put together along with quieter students grouped together resulted in two of the most talkative boys playing the role of a table and an oven without speaking. Extending from this, groups changed and used a creative habit matched with a particular scenario. One group commented that their topic of 'sport' and 'imaginative' were hard yet:

"The game that we came up with was so good that we actually want to try playing it at recess."

Persistent

Moving into the classroom, the narratives shifted from a collaborative descriptive and energetic discussion into stagnant and stilted individual work. The process worked more positively when they were sharing the product. Using huge post it pads and back in groups they used one sentence to create a collaborative piece. One particular student was embarrassed because he hadn't fully understood what he was meant to do and therefore didn't want to join his group. His story began with:

"There was once a twenty-six-year-old deaf and blind guy and he really liked to cook.'

Suggesting to the group that they could start with his sentence wasn't received well.

It wasn't right! It wasn't what we were asked to do! That's not what happened!

Back to the Creative Habits of Mind chart of discovering alternatives, daring to be different and being imaginative. Instead of being left out for apparently getting it wrong, he could be part of his group. It was clear though that there were still more experiences required to improve their social awareness and tolerating uncertainty.

Inquisitive

The final activity of the term as voted and decided on by the students was to make Anzac biscuits. They were given the recipe which prompted wondering and questioning in their planning and application of the elements of scientific investigations to answer their own questions of what would happen to the butter when it was heated, when the bicarb soda was added and after it was baked. They had to solve problems including being without measuring cups and risks of undercooking or overcooking the biscuits, getting enough baked in time to share with the visiting pre primary class and navigating both the heat of the oven and the melted butter (ACSIS086).

Collaborative

Every week incorporated collaboration into activities whether as warm ups, group work or class discussions. Groups were provided with feedback after activities. Initially this was critical rather than positive. By referring to the creative habits poster, particularly giving and receiving feedback students began to suggest what could be done to improve each performance as opposed to stating what wasn't done.

Requesting feedback from those who didn't have hands up rather than the regular five or six students enabled the quieter students the opportunity to express their ideas. One extremely quiet boy who struggles with collaborating found it difficult to come up with a response. Rather than moving past him, he was given time. When he still couldn't come up with anything, I gently said that I would come back and ask him. After the second person had presented their feedback he was asked again. His suggestion of improving a performance by facing the audience when

speaking was articulate and very specific. He later said

"...that being given that little bit of extra time to think really helped."

Constructive feedback improved as the weeks progressed following into other lessons. Groups and individuals are beginning to reflecting on their failures, implementing strategies both individually and collaboratively to improve techniques.

Disciplined

General capabilities of critical and creative thinking skills generated ideas, possibilities and actions, Warm ups provided a wonderful foundation for the emergence and opportunity to improve on new skills including communication and developing strategies. First performances were often silly and not overly thought out however feedback made a huge difference when they came back to present a second attempt.

Every group took the feedback on board and in reflecting they could see the difference between their first and second attempt and would endeavour to craft and improve. Prior to the final session we decided that the students could plan the warm up, main activity and reflection for last week of term while we sat in another room. Watching from the wet area outside of the classroom, they demonstrated capabilities of social and self-management techniques, writing lists on the board, having two students at the front and proceeding to vote. Initially thinking they only had to come up with a list, they were given longer to narrow down the selections. In the end two students came out and said that they had reduced them down to two activities but were unable to agree and needed help. This class of 27 students had used persuasive debating strategies, clapping to bring attention back, problem solving, diverse ideas, participated appropriately and undertaken preferential voting rather than majority (ACHASSK116), (WAHASS63). When asked how they knew what to do

"We just acted like teachers and copied what Mr Evans does. "

This is a wonderful reminder that by demonstrating the type of behaviour we would like children to adopt, they will eventually implement them. It was also evidence of just what students are capable of when they are given the freedom, trust and opportunity to try.

“It’s fun and definitely new to me. My old school had nothing like this.”

“It’s different that we get to create stuff and work in teams.”

“I’m learning to make friends. In my old school it took me 6 months to make friends.”

“It’s different. The thing I like about it is it’s challenging and it’s a nice challenge. I really like challenge. It has made me love challenge more. I now do challenges at home.”

“I’m learning how to build more imagination and have more ideas.”

“It is making me trust other people more.”

“We did a marble run project. You had to be as creative as you can. It was hard.”

“At the start my thinking was very different. It taught me to be more open to other’s suggestions. At the start I wasn’t. I can be very independent. I used to think everything I do is good. I’m now more open to people giving me feedback and not just me giving others feedback.”

“I like the warm-ups. It teaches me to be more collaborative.”

“It’s different because you learn there is more than one way to do things. Normally there is just one right answer on the worksheet.”

“With creative schools there are lots more right options. There are wrong options, but lots of right options.”

“We’ve been reflecting on our work, to make it better and keep learning. I definitely think my second performance was better because we got lots of feedback. The feedback helped us improve.”

“We learnt about science viscosity. It could be about science and drama.”

“It opens up your way of thinking and you make your learning better because you get feedback and opinions from other people that does not just say ‘you are amazing.’ It gives you ideas how to improve.”

“Giving and receiving feedback is a skill we had to learn.”

“I really like our lessons on getting to know everyone more.”

“I love doing things differently. I’m now doing things different from last year. It has given me creative ways to engage students with the topic. It was more engaging.” (Jarryd, Teacher)

“Jodie and I have such a great collaboration, bouncing ideas off each other and getting more creative ideas.” (Jarryd, Teacher)

“I love integrating subjects. Learning science viscosity through making muffins was such a creative way to deliver that content.” (Jarryd, Teacher)

"Drama is being used to teach Design & Technology skills of developing a prototype, getting feedback and making changes to an outcome." (Jarryd, Teacher)

"The reflections have been good. As teachers we get so caught up in the content. As a teacher I reflect, but don't get the students to reflect as much. Now we get the students to give more feedback. Doing the reflections every session has shown me how valuable student voice is." (Jarryd, Teacher)

"It's too easy for teachers to get too focused on so many proprieties and initiatives. The creative learning is driving skills for life that covers everything – and they are transferable. That is a really good focus to have. The project allows integration and these skills are so important." (Jarryd, Teacher)

"It's not about one subject, but the skills that support all of life." (Jarryd, Teacher)

"Schools focus too much on the nitty-gritty details. The Creative Habits of Mind covers it all." (Jarryd, Teacher)

"The students are now responding better to feedback in their other work too, like their writing." (Jarryd, Teacher)

"He is a different kid now. He is more on task lately. And showing less avoidance behaviours." (Principal, Therese Gorton)

"I found it so valuable. It has been so good. The collaboration is so powerful. It has so many rich layers." (Jarryd, Teacher)

"I believe in the program." (Principal, Therese Gorton)

TERM 3

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Year group
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MAIN CURRICULUM FOCUS

ACSSU078 - The Earth is part of a system of planets orbiting around a star (the sun).

ACSIS231 - With guidance, pose clarifying questions and make predictions about scientific investigations.

ACSIS093 - Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multimodal texts.

CROSS-CURRICULAR LINKS

QUESTIONING AND RESEARCHING

- WAHASS50 - Identify current understandings, consider possible misconceptions and identify personal views on a topic.
- WAHASS51 - Develop and refine a range of questions required to plan an inquiry.
- WAHASS52 - Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet).

ANALYSING

- WAHASS56 - Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge).
- WAHASS57 - Identify different points of view/ perspectives in information and/or data (e.g. analyse language, identify motives).
- WAHASS58 - Translate collected information and/ or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph).

EVALUATING

- WAHASS60 - Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options).

COMMUNICATING AND REFLECTING

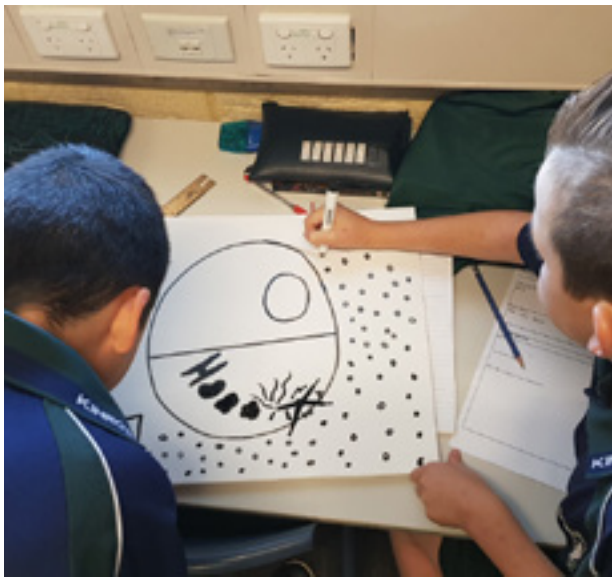
- WAHASS61 - Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts
- WAHASS63 - Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them).
- Geography - Factors that shape the environmental characteristics of places
- ACHASSK111 - The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of North and South America, and the location of their major countries in relation to Australia.
- ACHASSK112 - The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining).
- ACHASSK113 - Features of environments (e.g. climate, landforms, vegetation) influence human activities and the built features of places.
- ACHASSK114 - The impact of bushfires or floods on environments and communities, and how people can respond.

What motivates a Year 5 student to learn? How can they develop the capacity to be personally accountable for their own learning and build the desire to want to learn? First, they need to be asked? What are their thoughts on learning? How are they interested in learning? What do they want to learn more about and lastly, what motivates them?

"To make my Dad proud and see the look on his face."

Simple questions resulted in an assortment of answers showing a common thread. They wanted to learn in a 'non-boring way'. They wanted games. They wanted to be engaged but still challenged. They asked for change so that learning was fun and interesting and they wanted to learn as a group. What was meant by 'interesting'? Sports, comics, games and using areas outside of the classroom; a high functioning classroom.

Using the concepts of Earth and Space along with geographical features of Australia, North and South America, students were challenged to question, consider, imagine and collaborate through a series of games and activities devised to inspire participation and a willingness to learn while increasing academic knowledge. Development of the students mental map of the world was extended by looking more closely at specific countries together with the space beyond the Earth's surface.



WHAT WE DID

Using the curriculum components of Science – Earth and Space and HASS – Geography, students engaged in a series of games. Groups used their bodies to visually represent words associated with the subject matter. Associated topics and keywords were used in a race that enabled groups to build a set of questions and answers while another activity encouraged questions to be devised that they didn't yet have answers to. These processes established what was already known and what was unfamiliar. The generated questions and answers which, when combined with animal and landmark images became sets of cards that when combined with instructions could be used to build a number of simple games. Some required using resources from around the classroom including world globes, maps and charts on the wall to discover answers while others required asking a friend, a teacher or as a last result using the iPad to do an internet search.

Results varied. Some games were successful as were some of the groups however others failed. One group became silly and threw their set of cards. Rather than intervene and correct the undesirable behaviour, time was taken to observe it to determine whether the response was a result of the game or the individuals. As it turned out, when they rotated and played the next game the group collaborated and played well however the next collection of students playing the same game activated creative habits of mind showing discipline, persistence and imagination to move beyond the challenges of instructions that clearly didn't work to create a new game by altering rules and outcomes.

Warm ups were varied depending on the type of experience required and often, one or more of the creative habits of mind that were needed by students related to behaviour and reflections from previous weeks. They were moved beyond the classroom to open their minds to the use of other spaces around the school. Some, such as how many times could a sheet of newspaper be folded yet still be stood on by two people, demonstrated that the class was beginning to think beyond the obvious. They began to question the maximum amount of times you could actually fold the piece of paper, counting and double checking their accuracy while others determined ways to carry their partner and still stand on the paper.

Persistence was sometimes lacking and one defiant class member refused to participate during an activity. When discussing the upcoming main activities, she asked whether she could choose her own group. The entire class were asked to reflect on how they thought they had done with their collaboration during the warm up and her immediate response was that if she was in a group with people she wanted to be with then she could display creative habits. It was important to acknowledge her feelings and enable the student's voice to be heard however this was combined with the suggestion that another change in group participants could be used to provide an additional opportunity to demonstrate persistence and discipline. In some cases, this came through teaming like with like, the quieter students together and the more vocal students together. The opportunity to repeat a process provided multiple opportunities to develop positive creative thinking patterns in often unconventional pairings while experiencing the emotions that arose from successful collaboration.

In an activity involving self-selected groups of three, students were given a selection of seeds, nuts and sticks. They were challenged to individually use one hand per person at a time to build their materials as high as possible. There were no other instructions. Their use of imagination and persistence quickly became visible. One group of boys stood on chairs holding their materials as high as possible. A second group lent their materials against the cupboard door giving them more stability. This indicated that they were building their ability to be inquisitive by not considering the instructions at face value. They were thinking beyond the perceived boundaries. Afterwards they reflected that it was easier to do it as a group rather than individually. Their reasoning was 'with more brains you get more ideas'. This group approach to tasks was utilised to build relationships within the entire class as a cohesive unit which began to improve methods of understanding, problem solving and building resilience.

A particular warm up activity helped students to experience the importance of effective communication. In their working groups, they had one person who had to explain the visual image of a sentence without referring to any of the objects within the sentence. They were only to use shapes and lines for their description and direct their teammates to draw with their non dominant hands, an image of the sentence. Non dominant hands took away the need for perfection while the result was purely determined by the way in which the image was described. Once they'd finished their drawing, they had to guess what the sentence was. It was important that they understood that the purpose was to interpret what was being said and the method of explaining or instructing that, not the drawing outcome. Afterwards we reflected on why this warm up might be useful for when we are giving feedback on each other's games.

The variety of games, warm up activities and continuous reflections provided for visibility of processes so that students were able to begin to recognise that they were implementing creative habits but also understanding through sharing examples. Using physical materials that were familiar from the previous also allowed for further exploration of their potential. The groups began to develop ideas for their own board game that would challenge participants' knowledge of Earth and Space. Although there was an assortment of cards from the earlier activities that could be used, most groups chose to create an entirely new set of cards generating new questions and researching answers. Some games were complex and became difficult to understand while others were simple. Some questions required the mind of a genius while others could be answered with practice. The result was that they were using their imagination to make connections between what was known with regards to other countries, their environments and space, while developing an understanding of how they are integrated.

Most designs utilised the idea of a board that was travelled around by answering a series of questions correctly. One game attributed different levels of damage to their spaceship depending on the roll of a dice. Another attempted to find a correlation between unicorns and outer space. Continuous reflection was required, referring back to the outcomes from previous activities when something was too hard or too easy.

WHAT WAS THE IMPACT?

The collaborative approach of sharing the product of their game design, reflecting on workmanship, drafting, revising and editing various components wasn't always easy. Upon observation, the process didn't look orderly or as though groups were achieving a great deal however upon talking to each group, it became evident that most were making progress. One group had a boy who, although bright, was also socially awkward. The boys in his group did not demonstrate tolerance and found it difficult to know how they should work with him. It was suggested that they give him a definitive job. Unfortunately, that job was to hold up a piece of paper so that they could copy it. By using this episode to develop the communication warm up described previously, the boy was able to articulate that it was important to communicate clearly so that what you could see in your mind could be explained to someone else. Further discussion discovered that his knowledge would be much better utilised in formulating additional questions and eventually it was also discovered that he was incredibly adept at making the characters for the game. The class, as a whole, began to discover that people are good at different things and were able to acknowledge and celebrate this.

Their ability to give and receive feedback in order to improve their games wasn't always welcomed. It required the discipline to continuously reflect upon initial goals set at the beginning of the term and to take personal accountability for learning and discovering. A mixed group of boys and girls had one of the girls walk away from the game. When she came back the boys had made progress but it no longer looked the way she wanted it to look. Another group discussion spent a lot of time focusing on who had/hadn't done what, which made it difficult for them to focus on what could be done. By referring back to the creative habits of mind and implementing imagination they were eventually able to come up with alternatives by continuously practicing the giving and receiving of positive feedback.

“We restarted our game because our first game was too small. This one is more successful because we have an idea of what we want to improve on.” (Student)

How did your group work out what each person was going to do?

“I wrote the questions and Ella found the answers. Alex wrote the rules and Charlie made the characters.” (Student)

Although overall the entire classroom looked messy and disorganised, when everything was cleaned up and board games handed in, their progress became clearer and showing what they had achieved was most often exactly what they had set out to at the beginning of the session.

WHAT WENT WELL TODAY?

“We divided tasks up so that we were more efficient and everyone was working on something at the same time.” (Student)

“We stuck to our jobs and pretty much got everything covered.” (Student)

“If we couldn't decide on something instead of arguing we would have a vote. We voted because we didn't want to waste our time arguing and we just stuck to whatever came out of the vote.” (Student)

WHAT COULD BE IMPROVED?

“We were trying to make everything look pretty when we needed to get other work done first.” (Student)

Students began to self-manage their ability and desire to learn.

“We used the cards we'd done to choose which questions to use and then included some hard questions. Some of them were interesting.” (Student)

“By doing something fun you learn.” (Student)

“I learnt a lot of stuff about space by doing these cards. I didn't like space but I've got more into it now.” (Student)

The teacher began a gradual release of responsibility model by stepping away and increasing individual accountability and challenge for students. Although, still not allowing failure, he would get them to reflect on what they could do better or improve on and then follow this up by providing them with the opportunity. This was evident during the second last session when the games weren’t quite completely ready for parents to play the following week. The extra time improved both the visual impact of the games but also provided the opportunity to improve it based on additional feedback.

The creative nature of the activities became more evident after allowing time to fully understand what the students wanted to know more about and incorporating this into subsequent sessions.

QUOTES

"The marble run in Term 2 and the board game in Term 3 were my favourites because I got to work with my friends. It was fun because when you're working with your friends you all come up with different ideas but when they are all put together it comes out as one big fun game that you can play. Last year when we did it (Creative Schools Program) I thought I had to be a certain way for people to include and like me. Now I let myself loose and people include me and I never thought they would want to. The best thing that I learnt was the science in the board game because I didn't like science before and now, I really like it. I'm more engaged in class because I know more. I'm not at Harry's level but I'm pretty good. I have more respect for people and join in groups. I can be myself more instead of being what people want me to be. At the beginning you talked about the habits of learning. I was disappointed last year because we thought it was art and it wasn't. This year I thought maybe it is art, just a different type and I might like it. The acting activities helped me. Before that I wouldn't do it. To start with we used character voices but people didn't like it so we used our own voice and they liked it. That was when I started to realise I could just be myself." (Student)

"My favourite bit was probably making the board games or the marble runs because I like figuring out how they work. If it doesn't work very well, I like to use one of the habits of learning. I like the yoga warm up because when I'm feeling stressed or upset, I can do yoga and feel calm again. I feel better having done this because I get excited about the activities and it turns out that after each activity I would feel calm. It's like a brain break from doing work. The creative things keep me calmer. During yoga and doing brain breaks in activities I feel calmer and happier and ready to learn new things. My brain just activates. It's like a computer. It literally just turns on." (Student)

"I had to learn to stop being so controlling and directive. Jodie taught me to stop giving the students so many instructions and to tolerate the uncertainty of the process. This included asking the children about what they already know about a topic, rather than assuming I know what they need to learn about a topic." (Teacher)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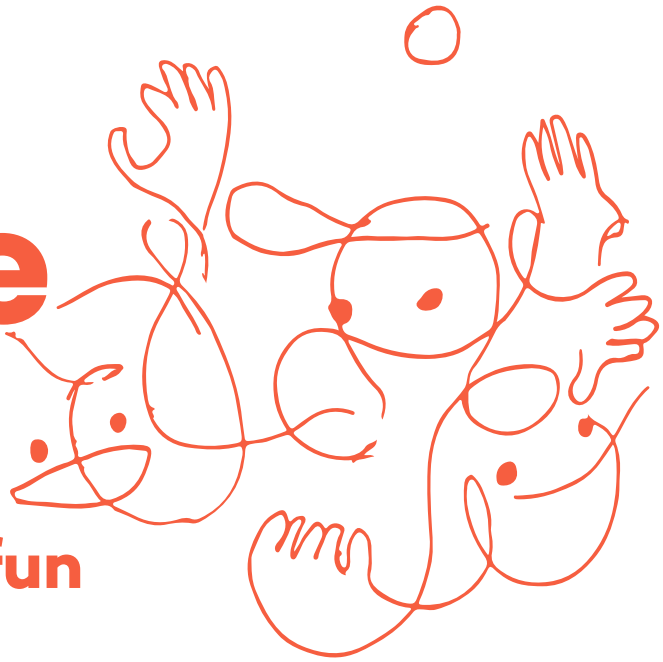
deep learning, hard fun



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The Creative Schools Program was initiated and is managed by FORM, provided by the Department of Education and is financially supported by the Western Australian Government.

FORM. building a state of creativity

Department of Education
GOVERNMENT OF WESTERN AUSTRALIA