

Evidence of Impact
Case Studies

Creative Schools Creates Shifts in Teacher Pedagogy

**creative
schools**

AN INITIATIVE BY:

FORM.
building a state of creativity

Creative Schools creates shifts in teacher pedagogy

FORM's Creative Schools program challenges traditional ways of teaching and learning. Teachers describe the program as providing the opportunity for them to think differently and try more creative approaches to teaching content. While they focus on creativity, there are clear connections to learning and curriculum. While they are pushed outside of their comfort zone, they are appreciative of the partnership with the creative practitioner and the ideas they bring. Navigating the journey of Creative Schools with another person, and feeling supported through the process is greatly appreciated and provides a structure for the teachers. While teachers describe being initially challenged, they also report the process teaches them a lot about creativity and about their own ability to be creative. They observed the benefits for the students when they were able to provide more creative ways for students to engage with and learn content.

As a result, many teachers described wanting to continue to use creative pedagogies in their teaching beyond their involvement in the Creative Schools program. The comments below from teachers, students and leaders show how participation in Creative Schools has shifted teacher pedagogical perspectives.

“Creative Schools teaches us differently, like we are learning about more advanced technology, animation and script writing.”

Year 5 Student, Winthrop Primary School



“Creative Schools has been an eye opening experience. I’ve realised I don’t have to do big projects to be creative. Some simple things like making faces with leaves is creative. It’s been beneficial for the students. I’ve seen kids who struggle academically really come out of their shell. They are having a go and letting go of trying to be perfect or right. The Creative Schools program has really helped me to think of ways that I can be creative and do things differently in my teaching. It’s reshaped the way I run lessons, like in phonics we normally do a ten minute activity but the other day for spelling we used craft and the kids were so engaged for over an hour. Creative Schools has reminded me that the children are still little and they need these kinds of experiences. The curriculum is so heavy and full I didn’t think we had time for creativity but now I’ve seen how I can integrate it into lessons and the kids love it.”

Brooke Purdy, Teacher, Camboon Primary School

“Usually in English and maths there is lots of writing. But in Creative Schools it makes learning active and everyone is enjoying themselves and there is laughter.”

Year 5/6 Student, Belmont Primary School

“Creative schools is my favourite thing to do at school. It is fun and I like the creative stuff. It is really different to normal school. We normally have to do writing and reading but in creative schools we get to play and have fun.”

Year 1 student, Baywater Primary School

“Our teachers were feeling that the joy had gone out of their teaching. This program has brought it back. They also underestimated their creativity and thought that they weren’t creative. Once they reframed it, they realised that everyone is and has the capacity to be creative, it changed their whole perspective.”

Sue Waterhouse, Principal Merriwa Primary School



The pedagogical impact lasts

At the end of the Creative Schools program we sent teachers an anonymous survey to capture their reflections of how the project impacted their pedagogy. Teachers who had previously participated in the program also completed the survey. 100% of the current participants believed that the program had a positive impact on their pedagogical practice and 92% believe that they will continue to use the lessons, activities, strategies and approaches they developed during the program. For past participants, 100% reported that it had a lasting impact on their pedagogical practice and 95% reported that they continued using the lessons, activities, strategies and approaches they learnt during the program – even up to five years after participating in the program. The comments below from the current and past teacher participation survey substantiate the lasting impact of Creative Schools on pedagogical practice.


Teacher participants:

“I have already begun to add creative activities into other areas. Sometimes as a one-off and sometimes a small unit. I will also use the warm ups to help teach, familiarise future students with the creative habits.”

“I found the Creative Schools program extremely challenging at first as I tend to micromanage the students due to a very strict structured timetable, an overcrowded curriculum and lack of EA support time in my class. It was difficult to let go and hand the control over to my Creative. I would get frustrated with what I saw as ‘time wasting’ initially, eventually I would realise the children were developing problem solving skills by my lack of constant intervention.”

“I have been able to apply creative habits in other areas of the curriculum. It returned me to the days before crowded curriculum made things “too difficult” to do and I was reminded of what I loved about teaching.”

“Not going to lie, it’s going to look very impressive on my resume. Being able to reflect with another person as a part of the process again showed how beneficial it is to the teaching profession.”



Past teacher participants:

“I now love nothing more than thinking outside the box to make engaging lessons from content they would otherwise just be taught and ticked off. I still use the concept of reflective practices after my lessons.”

“I display the 5 habits of learning poster in my classroom and the students who were part of the program last year have loved teaching them to their new peers. During and after learning activities, we reflect on our strengths and areas for development.”

“I now timetable a “Creative Classroom” space in my weekly planning to spend time just being imaginative through the use of warm ups and activities that I was exposed to through the program.”

“I wish that every educator can look outside their own box and remember that we are here for something much bigger than ourselves and that we are facilitators of learning not controlling learning. We still have a very LOOOOONG journey to change the thought processes of the collective education community. Please keep on going and inspiring.”

“The program gave me an opportunity to try things that I would previously have avoided. It allowed me to experience the benefits of team teaching (including planning lessons collaboratively and creatively), bringing more fun into the high school classroom than was previously the norm, and giving students more agency in their learning.”

“The Creative Schools project was one of the most inspiring programs I have participated in. I use the language everyday in my teaching and have been inspired to be a better teacher. I regularly share my experience of the project with colleagues and implement what I have learnt into my teaching.”

THE IMPACT OF CREATIVE SCHOOLS

Laura Motherway,
Strategic Creative Learning Manager,
FORM Building a State of Creativity,

with

Mathilda Joubert,
Director of Excellence and Innovation
Sheridan Institute of Higher Education,
Creative Schools Evaluator

For more information please contact:
learning@form.net.au



THE CREATIVE SCHOOLS PROGRAM WAS INITIATED AND IS MANAGED BY FORM: BUILDING A STATE OF CREATIVITY.
IT IS PROVIDED BY THE DEPARTMENT OF EDUCATION AND IS FINANCIALLY SUPPORTED BY THE WESTERN AUSTRALIAN GOVERNMENT

**creative
schools**

AN INITIATIVE BY:
FORM.
building a state of creativity

© FORM 2025. All rights reserved.

Copyright for imagery and written content in this publication is held by FORM
Building a State of Creativity or the individual contributing writers, where
applicable. Every effort has been made to adhere to best practice ICIP protocols.