

Evidence of Impact
Case Studies

Creative Schools Enhances Collaboration

**creative
schools**

AN INITIATIVE BY:

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building a state of creativity

Creative Schools enhances collaboration

Often, teachers note that before starting FORM's Creative Schools program and in the early stages of the program, students struggle to work effectively together.

During the program, it is a deliberate strategy to assign students to work with others not in their immediate friendship circle. Initially, this is challenging for them. It makes them learn to listen to alternative perspectives and work together to make decisions, plan what they do and how they do it.

The students come to enjoy working with new people because this gives them the opportunity to learn about classmates they wouldn't normally spend time with. Not only do they learn to communicate and collaborate, they learn from each other and use the collective knowledge of the team to create and execute their projects. They expand and strengthen their connections with peers, enhancing the classroom culture.

Creative Schools also helps to improve collaboration between students and teachers.

“We learn things in Creative Schools that we have not learned before.

It's great to not have to do things on your own. It's teamwork, we're working together instead.”

Year 5 Student, Winthrop Primary School





Collaborating with peers and adults

At **Clarkson Community High School** teacher **Boru Badolicha** and creative practitioner **Jodie Davidson** worked with a Year 7 Humanities class, described as one of the most challenging in the school. Boru explains: *“I expected the program wouldn’t succeed because of their behaviour.”*

The teacher and creative practitioner duo started by taking the class outside to learn about the water cycle for Geography lessons and connecting the students to a story about children in Sudan needing to survive outdoors. Imagining themselves in the shoes of their Sudanese counterparts, students tackled the challenge of creating a method of transporting water over a distance. Each week Boru and Jodie added further design challenges linked to concepts in the curriculum, like making a water filtration system.

Initially, getting students to work outside was really hard. Working together was also a real challenge for them. Defiance was a big issue in the class, with learning materials being regularly sabotaged.

Yet slowly the students started to collaborate with their peers and the adults around them. By the end they were able to manage themselves outdoors, they worked well together and the conversations became more meaningful and focused on learning.

Jodie explains: *“Sometimes the behaviour is a protective mechanism, but turning up over and over again does mean something for them, and they start trusting you. Then the behaviours improve.”*


Boru is delighted with the shift that occurred in what was his hardest class to teach: *“You can see the improvement in the students. I can now leave them with a relief teacher. We tried to move them away from their default class dynamic of disengagement and misbehaviour, getting them to see this is a fun class where we learn.”*

For the students, they finally find a way of positively engaging with learning and wish the project could continue:

“It has been much better than normal classes.”

Year 7 Student





“I love how Creative Schools gets us to work together. Some people say they had a bad team. I thought it was terrible to start with, having to work with different people than I normally do, but we are collaborating really well. I love it.”

Year 5 Student, Winthrop Primary School

“Creative Schools gives us other skills like teamwork and communication skills. You also learn what other people prefer and how they think.”

Year 10 Student, Bob Hawke College

“Their ability to work together has improved and they are now looking for support from each other, rather than coming to myself or the teacher.”

Kelly Canby, Creative practitioner

“The kids now work in a group. The biggest takeaway has been collaboration. They can now give each other feedback, work together with planning, problem solving, and they listen to each other. They’ve enjoyed working with other kids they haven’t worked with before. Last year I couldn’t put the kids in a group but the kids this year are really enjoying it. I just needed to teach them how to work in a group. Kids that didn’t like working in a group at the start now love it and they’ve developed skills they can apply everywhere.”

Amy Williams, Teacher

“When the creative practitioner facilitates the activities with the class, the teacher can get involved too, which breaks down barriers. They start seeing you as a human. When you run the activities yourself then you can’t necessarily do that. My Creative Schools class went from my worst to my favourite class.”

Amy Williams, Teacher

THE IMPACT OF CREATIVE SCHOOLS

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