**Perth & Kinross CLN - Example of Effective Practice**

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| Title  | **Dunning Primary**: A year-long residency |
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| Who was this for? | This project placed a creativity practitioner (CP) in a rural primary school for one academic year. The CP worked for 1 day per week to engage pupils and staff in a variety or short, medium and long term creative interventions. The project explored the role of a CP within a primary school making connections to curriculum design, staff professional development, and school leadership.  |
| What was done? | The CP collaborated with staff and pupils on a number of ‘challenges’ identified as part of an initial CPD session. The first of these was to identify and employ creative approaches to support pupils to reflection upon, understand and build upon their weekly learning. The teachers reported pupils disengaged when asked to reflect and record their learning. Over a number of weeks a new approach emerged that involved the pupils having temporary note pads taped to their tables. These would become their scrap books to collect their learning. At the end of the week the pupils would look back on their record of learning and compose a 140 character tweet which was displayed in the classroom, gym hall and via twitter. The next intervention was in response to teacher’s observations of how the CP was engaging with the classes. Through lunch time conversations the staff and CP discussed the changing role of the educationalist and process of curriculum design. The CP had engaged all classes using situated, attentive and immersive approaches to learning. Through these sessions the depth and breadth of dialogue presented by the pupils surprised the staff. The CP suggested the staff undertake an experiment called ‘What’s in the box?’ which involved them carrying a box with an unknown item for 2 days. On the 3rd day they would open the box with their class and use the unknown stimulus for a full day of learning. This experiment removed the opportunity for teachers to plan which meant they became a facilitator and co-collaborator of the learning process.The final intervention will take place on the last week of term and aims to turn the school into a zoo of the future. The whole school will work in small groups to design a series of enclosures/habitats for newly discovered species of animals. Building on the ‘what’s in the box’ experiment the staff will not plan but instead work alongside the pupils to transform and redesign their school building and curriculum.  |
| Why? | Over the past 3 years Perth and Kinross Council and Hidden Giants have delivered a number of short term creative learning projects alongside a substantial amount of CPD for teachers. Through these experiences we have witnessed a grass roots understanding of the role of creativity within education. Teachers have been motivated to test out new ideas, approaches and share with others. As P&K is geographically spread out we have established 3 local hub networks that contain staff who have participated in previous programmes. In the Kinross hub we are following a group of pupils from P7 to S6 documenting their journey through secondary education. We wanted to better understand the challenges faced by a primary school and how a creative practitioner in residency can support learning and teaching. All previous projects have been short term which has offered high impact but we recognised they required more sustainability to support the legacy of the intervention. The Dunning project was devised to measure the impact of a long term relationship between a CP and a primary school. |
| What was the impact? | The project has allowed an experimental and prototyping culture to emerged within the primary school. This has occurred through the nurturing of positive relationships with the SMT, staff and pupils. The CP’s regular input and constant collaboration allowed new ideas to be tested, such as a grammar lesson with the P6/7 that involved tweeting the queen. These small interventions allowed the pupils space and time to think creatively and critically to find their own processes of learning and shaping of their curriculum. One boy when asked what the Learning Intention of the class was he simply said, “There is no learning intention other than to think freely.” The projects demonstrated the possibilities that emerge when you apply a creative mindset. On one occasion the DHT and CP were allocated the boys from P5/6 as the girls were working with their teacher. The DHT started the lesson with the simple instruction “we have one hour, we need to work outside and at the end we all must have learned something”. This is an example of the staff’s growing confidence in pupil voice, working in the unknown and embracing the found curriculum. The staff have commented, after seeing the capabilities of their pupils, they are too restricted by the curriculum and need to find space for the pupils voice to dictate the direction. Small changes can be seen around the school that will grow and contribute to a more creative culture and mindset.  |