

Creativity is one of our most essential skills – **Scotland's Creative Learning Plan**

Creativity in Leadership and Learning

Teachers as Creative and Lifelong Learners - The Role of Collaborative Professional Learning

How can we *all* use our creativity to improve **young people's** futures?

#creativechange

A partnership event for leaders, practitioners and learners at all levels and in all contexts
from **Scotland's Creative Learning Plan Partners** and the National Creative Learning Network





Professional Learning



Practitioner Enquiries



DEBBIE BOWIE

TEACHER OF ART & DESIGN
PROJECT LEADER OF LEARNER LEADERSHIP
RENFREW HIGH SCHOOL



WHY DID I DO THIS?

- I chose to carry out this enquiry with my S2 classes as I felt many of them were **disengaged** with the subject of Art and Design. Our curriculum was not **meeting their creative needs** at this time.
- I wanted to find out **what creative process would engage and motivate them within my subject.**
- I felt that providing pupils with this **freedom of choice** displayed a degree of **trust** from me as their teacher which would hopefully **strengthen relationships** - as well as providing an engaging project!
- I personally wanted to discover if the pupils would be capable of executing this self-led project. I wanted to **analyse their creative ability when working independently.**
- Critical element - to discover if pupils could independently plan, create, understand and analyse their own schemes of work - **Putting their theory & ideas into practice!**

HOW HAS THIS IMPACTED ON MY LEADERSHIP LEARNING?



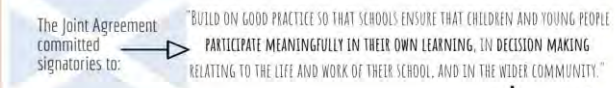
- **Increased confidence** levels with regard to allowing pupils to lead the learning and I will facilitate this - **taking a step back.**
- This enquiry has changed the way in which I will approach some schemes of work in future.
- Allowed more **opportunity to share good practice** and professional dialogue with colleagues.
- This enquiry **challenged me to change my teaching style** on several occasions depending on the learner/task - which was both enjoyable and rewarding.
- Carrying out this enquiry has **inspired me** to be ambitious within the classroom.
- I feel **inspired to use this formula again**, adapting certain aspects depending on the learners in front of me and what their **creative needs** are.
- This enquiry has made me **reflect** upon our current curriculum and ensuring there is scope for further change, freedom and learner led schemes of work where appropriate.

PRACTITIONER ENQUIRY

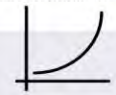
Enquiry: **To what extent does pupil participation in curriculum design and development influence their experience within the Art classroom?**

WHAT DID I DO?

- Learner Led Expressive Unit of Work within Art.
- This enquiry was also a success with S3, however I am choosing to focus on my S2 class.
- As part of the BGE Art curriculum, there are expressive units. This was open for the class teacher to interpret and deliver in their own way with regards to choice of media and artist influence. As a result, I asked the pupils to develop their own idea with expressive and provided the option of making portraiture the central starting point. I began this unit by emphasising **the importance of pupil voice / choice** in the area of Art.
- Each pupil was then asked to **design their own "scheme of work"** based on portraiture in addition to producing a successful final outcome (a high quality final piece).
- **Pupils planned and designed a series of classroom lessons** which explains their creative process step by step. Ultimately this would **allow learners to lead the lessons in class** if required to do so.
- Pupils then presented and **shared their ideas** in class (as groups)
- I simply facilitated this learning process as every pupil had their own scheme of work/**self taught** lessons they were working from. I was there to support learners and guide their creativity when required.
- **Every pupil achieved success.** Some pupils opted for traditional portraits and other pupils work took a different direction, which was acceptable as long as the critical scheme of work reflected the final Art work.



WHAT WAS THE IMPACT?



- Pupils were **highly engaged** with the project.
- Pupils **confidence** with regard to their own work **increased** as each pupil was **creating something completely unique** to them.
- Also, importantly - **my relationships with these classes improved dramatically.** The relationship with these classes were not **terrible** to begin with, however this showed me that there is always room to **improve.**
- There was a great sense of **creativity, trust and respect** within the classroom throughout this project.
- I felt it was important to **celebrate this success**, therefore created an **S2 Pupil Led Exhibition** within the Art Department to celebrate the project. This exhibition was pupil led; with learners professionally mounting and designing their own wall displays. This also **increased pupils motivation and ensured they met their own deadlines.**
- Each learner also wrote a critical justification to accompany their Art work which explained the **thought process behind the work, the message and the creative process.**
- The Art Department now has many new **exemplars/ resources** which other pupils can be inspired by!

PUPIL VOICE REGARDING PROJECT:

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- "I really enjoyed the Pupil Led Project because its something different & it challenged us as a class, I felt very matyre & responsible knowing my teacher trusted us to do our own projects. Not only has this benefitted us in Art but also in other subjects aswell, I developed planning & research skills which will help me throughout school. This project was my favourite in S2 because everyone was doing their own thing & the classroom had a great atmosphere. - Carla Smythe S2
- "I thought this was a good experience because we all got to express ourselves and it feels better to work on something that I picked instead of work chosen for you. I preferred this work because we had our own time, we got to just work freely and it felt good to be in charge of our own learning and it motivated us to work harder and do better. - Taylor O'Neill
- "This project was good because it gave us more freedom with our work and let us pick what we wanted to do. It was also easier because we were able to plan it before we done the work, I also enjoyed using bright and vibrant colours, and also being in control of our own work and setting our own deadlines. - Lewis S2
- "This was a great project because we got to do our own work. I liked the fact my work was different from everyone elses & it made me more determined to complete a successful piece of work. I liked being trusted to work alone but knew my teacher would help if I needed it, it took me quite a long time to perfect my work but I got there in the end. - Holly MacTee S2

S3 RENFREW
HIGH SCHOOL
ARTISTS
presents:

4TH-30TH
NOV 2019

8:50am- 3:40pm Mon, Tues, Thurs
8:50am-2:50pm - Wed, Fri

S2 & S3



PUPIL LED

ART PROJECTS.



The S3 pupils of Renfrew High School completed a pupil led Art project last year (as S2) and also this year (as it was such a success and we loved the creative freedom!) Pupils were asked to make work that was creative, focused and independent. These projects involved pre - planning to make sure our work was thought through & successful. The S2 project was accompanied by individual lesson plans written by the pupils for each piece of work. The goal was to make lessons that would allow us to teach the project to our classmates!

We are so excited to be able to exhibit our Art which shows the hard work and dedication from the now S3 Artists at Renfrew High School.

OUR VOICE:

"I thought this was a good experience because we all got to express ourselves and it feels better to work on something that I picked instead of work chose for you. I preferred this work because we had our own time, we got to work freely and it felt good to be in charge of our own learning and it motivated us to work harder and do better." - [REDACTED]

"I felt very mature and responsible knowing my teacher trusted us to do our own project. Not only has it benefitted us in art but other subjects as well". [REDACTED]

"This project was good because it gave us freedom with our work and let us pick what we wanted to do. I liked the fact that my work was different." - [REDACTED]

"I liked being trusted to work alone and knew my teacher would help if I needed it. It took me quite a long time to perfect my work but I got there in the end." - [REDACTED]

S2 PUPIL LED PROJECT



An exhibition
showcasing the work of
S2 Art Pupils.

Time: Last end of Term
Location: Miss Bowie's
Art Room



DEBBIE BOWIE

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RENFREW HIGH SCHOOL

PRACTITIONER ENQUIRY



"RenTalks"

To what extent does pupil voice beyond the classroom have a positive impact on learner mindset? Paying attention to the impact on both senior pupils and BGE.

"We want to empower children & young people to use their ideas, skills & talents to achieve great things for themselves, with their peers and their communities."

WHY DID I DO THIS?

- I created RenTalks as I wanted to measure the power/impact of **pupil voice**.
- I also wanted to measure the effects on senior pupils self esteem & promote Leadership skills.
- I wanted senior pupils to have a positive impact on BGE pupils through the power of pupil voice.
- To break down barriers between senior phase pupils and BGE learners so younger pupils can look to older pupils as trusted "mentors".
- In order to ensure positive messages are heard. Senior pupils have the power to influence the BGE in a positive way and in many cases pupils have stated that they "are more likely" to listen to the advice given by a fellow pupil rather than an adult (in this case, teachers)
- Spreading positivity within our school and ensuring there is a positive ethos.
- To help pupils not only with their learning but to have a positive impact on their health and wellbeing & decision making.

PUPIL VOICE ON PROJECT

"I think RenTalks are beneficial as the senior pupils have more experience than us and their advice will help us later in life as well as now. It is also good that they are pupils as they were our age not too long ago & they can understand us more. We can also see them as mentors who give good advice. After hearing the talks its good to know that life does change & its inspiring to know it can always be positive. When I am a senior pupil I would like to give RenTalks as it will give me more confidence & it could help someone else & change their life."

"I think RenTalks are good because they come from pupils who have expert experience in their talk topic. The other great thing is that they are pupils and sharing advice that maybe they needed when they were a pupil that will help us. I find RenTalks inspiring to make better choices & for them I have the courage to stand up & talk in front of our classes its inspiring. I hope in future I can do the same to help others."

HOW HAS THIS IMPACTED MY LEADERSHIP LEARNING

Carrying out this practitioner enquiry has increased my confidence with regard to **leading** a whole school initiative. This enquiry has also empowered me to continue this project outwith this practitioner enquiry as it is something I truly believe in. I also feel inspired to collaborate with colleagues & I am now leading a working group within my school for Learner Leadership.

WHAT DID I DO?

RenTalks at Renfrew High School is a **Pupil led** group created by myself - Miss Bowie. The concept of RenTalks has been inspired by TedTalks.

RenTalks promotes positivity & learning about **life within & beyond school**. The key aim of RenTalks is to deliver inspirational messages to the pupils of Renfrew High & showing that if you aim for the moon you will reach the stars!

In order to deliver a RenTalk pupils had to:

- * Decide on a key message they felt was important to highlight to younger learners.
 - * Discuss this idea with myself so we can narrow the subject down.
 - * Create a slide show that can be used to display visuals for the audience - visuals only where possible. Pupils did not read from slideshows.
 - * Pupils then rehearsed their talks for myself, each other and finally for pupils.
 - * Pupils then wrote feedback for the speaker, identifying what they learned and what had made a difference to them.
 - * I monitored the feedback.
 - * RenTalks speakers were then issued with the feedback & they read all comments - often crying at the impact they had made on the younger pupils!
- RenTalks is a Senior Phase group which focuses on public speaking & communicating positive & inspirational messages to our BGE

- Senior pupils provided BGE pupils with inspirational talks based on their personal experience in and beyond school life.

Some of our talks have focused on:

LGBTQ+ ISSUES

Overcoming Mental Health Issues

SQA Exam success & tips

Space School Success

Youth Parliament Candidate Success

- Immediately after each RenTalks, BGE pupils were provided RenTalks and were then able to provide authentic and honest feedback through the format of a "Thank you letter" which explained what had the biggest impact on them from each talk.
- Senior pupils were then able to read this feedback and express how this has made them feel & how this has affected their confidence.

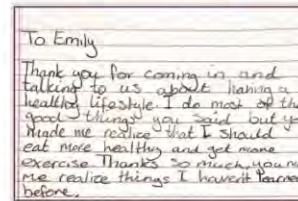
IMPACT ON BGE

- BGE pupils are introduced to approachable senior pupils who can be positive role models, seen as mentors.
- Promotes positive change in BGE pupils mindsets.
- Influences learners to think of new ways of seeing our school and the wider world.
- Inspires learners and shows first hand what is possible in our school.
- Encourages a growth mindset in BGE pupils

IMPACT ON SENIORS

- Promotes Pupil Leadership for Senior Phase pupils (running a group, providing positivity for BGE)
- Builds confidence as it boosts professional skills, such as public speaking.
- Promotes SLLW as researching, presenting & professionalism are all required in order to achieve success.
- Provides senior pupils with a sense of responsibility and shows the positive impact their voice can make.

EVIDENCE



When Miss Bowie approached me about RenTalks, I was a bit apprehensive as I've always been a shy nervous person who hides behind a false sense of confidence. But she said "all I want is you, your personality and your story" or something along those lines. I can't tell if this made me more nervous but anyway, I went away, worked my magic and came up with a wee rainbow presentation and delivered it to first years. My RenTalk was about LGBTQ+ issues.

I was literally in awe of the feedback I received from the S1 pupils. I cried as I was so overwhelmed that they took in what I was saying to them and I felt that they got something out of it. As I was crying, I mentioned to Miss Bowie that this is something that I would have wanted when I was younger cause if there were things like that, I probably would have figured out my feeling a lot earlier. Being able to talk about what I'm passionate about and something that I am a part of and have people look up to me. I am such much more confident my ability to deliver and was able to realise how I would love to do more from the community and going out talking to more people and making them aware of different types of people in the community, also letting people hear my voice on different opinions on various topics.

REN TALKS



*Aim for the moon
and you'll reach the stars...*

An initiative supporting the power of PUPIL VOICE
within and beyond the classroom.

You Retweeted



Renfrew High School @renfrew_high · 21 Nov

It's here! #RenTalks

Giving Renfrew High learners a global stage to share their learning and achievements ★

#PupilVoice

#EmpoweredSystem

@RenCouncilNews

RenTalks @Ren_Talks · 20 Nov

WELCOME to RenTalks twitter page! RenTalks focuses on senior pupils sharing inspirational messages with our BGE to motivate & inspire them within & beyond the classroom! These pupil led life lessons began a couple of years ago. Here is a clip from where it all began! #PUPILVOICE





← "Dont let anything weigh you down!" 🙌

RENTALKS!



THE IMPACT

To Emily,

Thank you for your talk I am very inspired. I realised how much staying up late and eating unhealth can have a difference on your mood/behavior. I am more motivated to get to bed early with less time on my phone

Hi Emily thank you for the talk

I will not eat as much junk food and I will go to bed earlier

This made me think about how it effect your school work as well

To Emily,

I thought your talk was really good as it takes a lot to stand up and talk. I'm going to try to stop eating as much McDonald's. It was nice of you to prepare this out of your own time.

Remember,
Kimis are cool.

To Emily

Thanks for talking to the class today. I will now make a healthier lifestyle. I will also need more sleep as my bed time is over half 10.



Sketch-notes



Miss Bowie RHS Art @MissB_Creative · 7 Feb 2020

Some of my "take away" points from today's @renfrew_high in service day!! It was really great to spend quality time with colleagues discussing how we can improve outcomes for learners & improve our own health & wellbeing

👉 I love sharing ideas to make positive changes! 🌟 #reflecting



Schedule News Intake each day...

NEWS TIME

TURN OFF!

24/7

Happy birthday to you
Happy birthday to you

Wash Your Hands & Keep Surfaces Sparkling CLEAN!

Clean & Organise your home

appreciate our NHS

FACTS ONLY!

STAY connected

#grateful #blessed

gov.uk nhs.uk

CALLING...

our NHS!

SPINACH!

Listen to the birds...

HYDR & H₂O

SET GOALS & TARGETS

TODAY'S TASKS

Have a daily plan

AM-PM-ZZZ

Get fresh air & **BREATHE** it in & out... & Repeat.

Healthy SLEEP pattern.

Self Care...

Look online for tips to ease anxiety...

Recognise emotions

ONLINE SUPPORT #CALM.

Regain BALANCE

Journaling

Mind Body Soul

KNOW WHEN TO DISCONNECT

Practice Mindfulness

Take Part... P.E. with Joe! Mon-Fri @ 9am

+ endorphins... (Happy Heads)

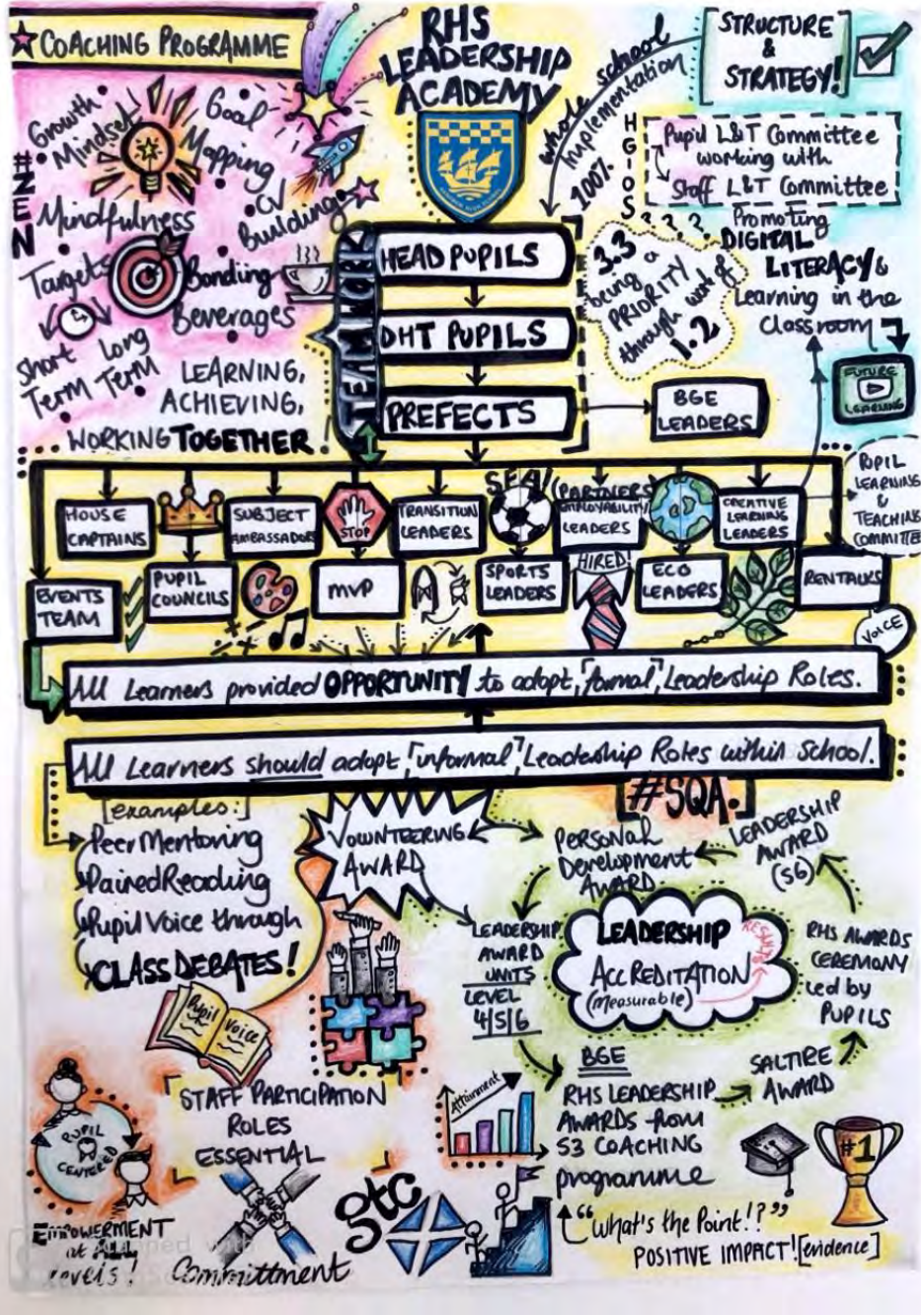
TURBO MODE... ACTIVATED!

meditate... #ZEN

Stop & Have a Cuppa... #more kondo

If something SPARKS JOY you keep it...

created by Miss B. Creative @deb_omah_artist





Collaboration



Miss Bowie RHS Art @MissB_Creative · 12 Feb 2020

...

I also want to highlight how grateful I am to our senior pupils who agreed to come in & help lead this workshop at our inservice! They gave up a morning of their holiday to come in & support... which shows their commitment to leadership! So appreciated! #proudteacher 🌞🌟

Miss Bowie RHS Art @MissB_Creative · 12 Feb 2020

Great start to this mornings @renfrew_high in service day. I really enjoyed holding a workshop on "Creating a Classroom Leadership Culture for Positive Change" Huge thank you to our PLT @LEADERSHIPRHS1 & Mr Fisher for teaming up with me 😊 Team work always makes the dream work🌞





#RHS
Study
Guide!



CARE//FAIRNESS//RESPECT//TRUST

Learner conversations

Feedback

MISS BOWIE'S
COMMUNICATION-STATION!

WORK DROP OFF &
DISCUSSION POINT :)

LEARNING//ACHIEVING//WORKING TOGETHER

A hand-drawn graphic on a piece of paper with a torn edge. At the top, the words 'CARE//FAIRNESS//RESPECT//TRUST' are written in black. Below this, there are two speech bubbles: a larger one on the left containing the text 'Learner conversations' and a smaller one on the right containing 'Feedback'. The central text reads 'MISS BOWIE'S COMMUNICATION-STATION!' in a bold, hand-drawn font. Below this is a black rectangular box with the text 'WORK DROP OFF & DISCUSSION POINT :)'. At the bottom, the words 'LEARNING//ACHIEVING//WORKING TOGETHER' are written. The paper is decorated with red zig-zag lines, small circles, and triangles. The entire graphic is surrounded by several yellow starburst stickers.

YOU'RE DOING A
**GOOD
JOB**

A sticker with the text 'YOU'RE DOING A GOOD JOB'. 'YOU'RE DOING A' is in a smaller, multi-colored font. 'GOOD JOB' is in a large, bold, multi-colored font. The text is surrounded by radiating lines, giving it a celebratory feel.