

# Creative Leadership in Learning

A Sydney Opera House school program



Chipping Norton Public School performing at *Amplified*,  
artist project led by Alice Osborne. Credit: Clare Hawley.



**Creative Leadership  
in Learning is a  
three year  
program that  
embeds creativity  
into teaching and  
learning across  
the school**





# **Why does the Sydney Opera House invest in Creative Leadership In Learning?**

**To move beyond a transactional relationship with schools, to a relationship based on creativity that harnesses everything that world heritage building, its people and history have to offer.**

# Objectives

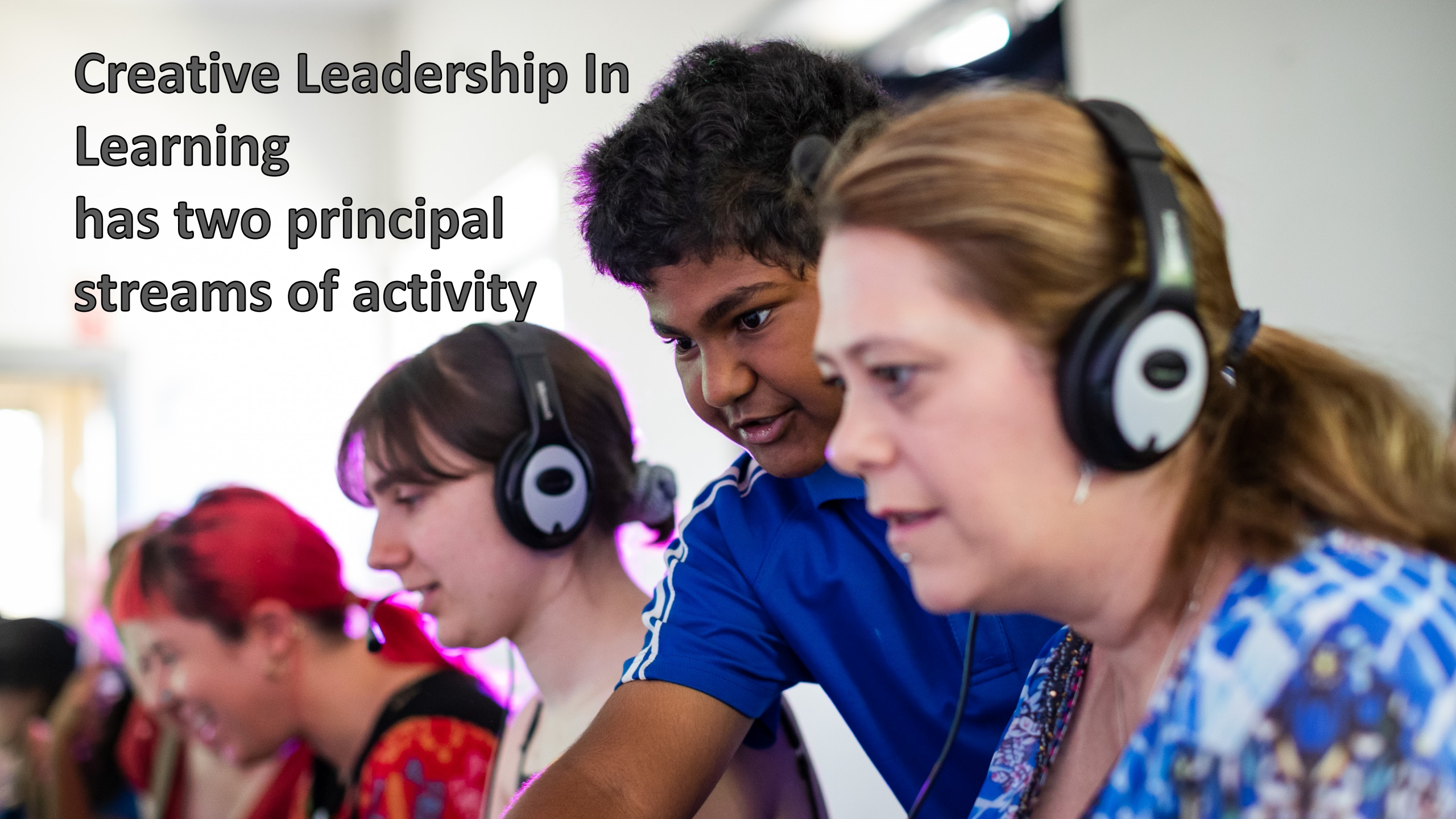
**To use the  
Sydney Opera  
House as an  
enabling driver  
of creative  
learning**

**To increase the  
capabilities of your  
school's skills and  
knowledge in  
applying creativity  
inside the  
classroom and  
across the school  
eco system**

**To connect  
families and  
school  
communities in  
programs at  
school and the  
Sydney Opera  
House**



**Creative Leadership In  
Learning  
has two principal  
streams of activity**





- Professional Learning for a new cohort of teachers each year
- Student projects led by an artist and teacher



**The Sydney  
Opera House is  
the catalyst of  
all CLIL activity**



# Program Overview

## Year One

- Ignition Day- design your *Focus Question*
- The first cohort teachers undertake 10 x professional learning sessions across the year
- One student project is led by a Sydney Opera House artist with an end of year presentation

## Year Two

- The second cohort of teachers undertake 10 x PL sessions across the year
- One student project is led by a Sydney Opera House artist with an end of year presentation

## Year Three

- The third cohort of teachers undertake 10 x PL sessions across the year
- One student project led by a Sydney Opera House artist with a major presentation at the *Amplified Festival of Creative Learning* at the Sydney Opera House



# After three years your students perform at the Amplified Festival



Chipping Norton Public School performing at *Amplified*, artist project led by Alice Osborne. Credit: Clare Hawley



*Stringdom*, by Artist Bryony  
Anderson; early concept  
development at Victoria Avenue  
Public School





# **Sydney Opera House Creativity Framework**

**Buy In: Presence and Enthusiasm**

**Ensemble: Collaborate and Intimacy**

**Imagine: The Fertile Unknown**

**Question: Analysis, Investigation, Revelation**

**Make: Forging Form and Content**

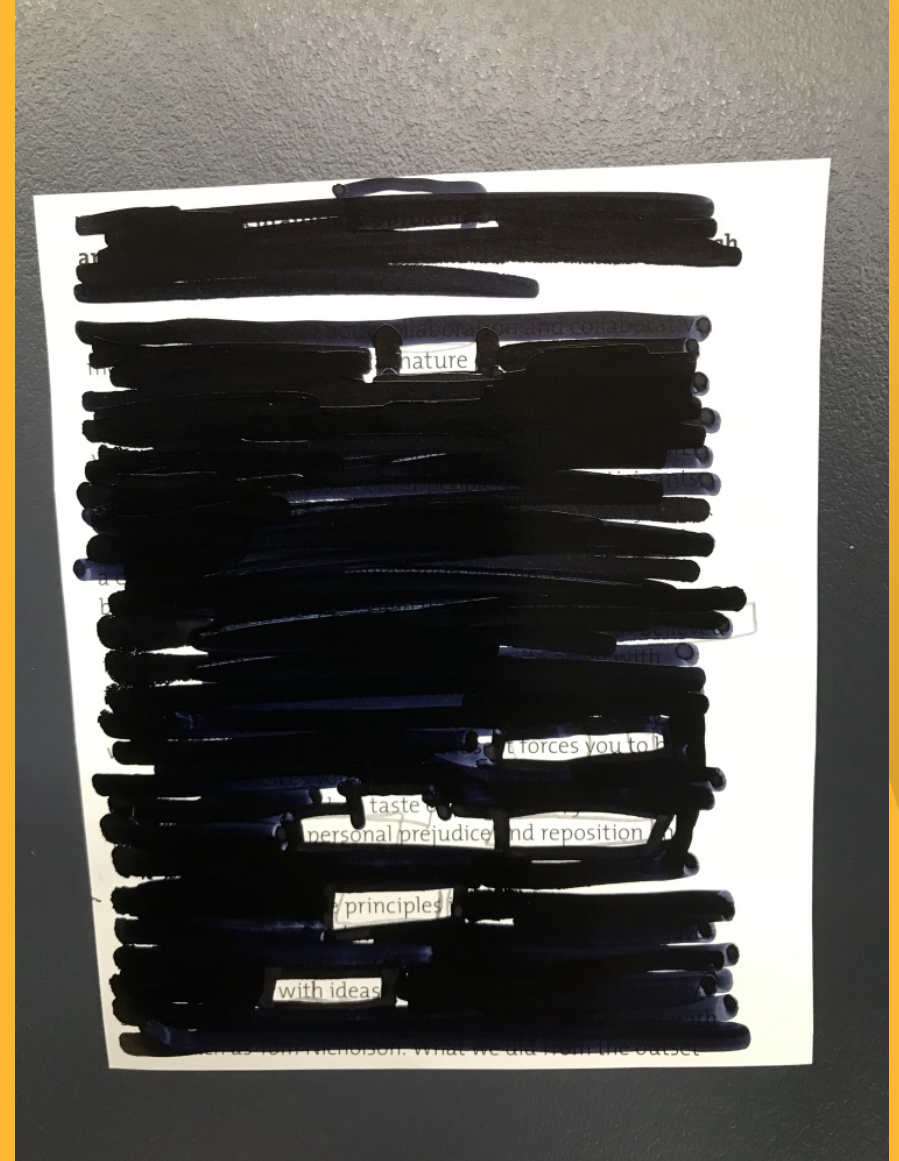
**Show: Commit, Frame, Judgement**

**Reflect: Making Meaning, Exiting and Memories**



Teachers and Principal from Casula High School- Artist Lilly Blue









Professional Learning at Lansvale Public School- Artist Lilly Blue

































Liverpool Boys High School; *Take Over*, Artists Frank Newman, Curly Fernandez, Roy Weiland, Kai Raisbeck, Michael Moebus and Michelle Robin Anderson



# Activity Snap Shot

- 15 schools since 2015
- Average fee for service \$20,000 per annum per school

## 2019

- 8 Schools (4 Primary, 4 High schools)
- 1697 Students
- 253 Teachers for a combined 10,496 hours of professional learning
- 471 community and or family engagement (audiences, workshops, P&C involvement)





## Australia Council for the Arts 2020, Cultivating Creativity: A study of the Sydney Opera House's Creative Leadership in Learning program in schools

### Impacts of the program

Creative learning approaches can:

- build **confidence**
- improve **academic engagement**
- positively impact the **culture of a school**, and
- enhance a sense of **community**.



A student performs at the Liverpool Boys High School Takeover.  
Credit: Daniel Boud.



## Impacts of the program

For **teachers**, CLIL has:

- increased engagement with their teaching practice
- enlivening of the curriculum
- improved health and wellbeing.

For **students**, CLIL has:

- increased engagement with the curriculum
- increased excitement for learning
- increased confidence and ability to take risks.



Teacher Professional Learning led by artist Sarah Vyne Vassallo. Credit: Daniel Boud.



## Impacts of the program

Within **schools**, CLIL has:

- enhanced an understanding of the value of arts and creativity across the whole curriculum, and
- of the value of creativity to 21<sup>st</sup> century workplaces.

For **artists**, CLIL has:

- provided new stimuli for artistic practice, and
- new professional contexts and sources of income.



Students from Lansvale Public School watching other students perform at *Amplified 2019* at Sydney Opera House. Credit: Clare Hawley



# Testimonials

“Creative Leadership in Learning has revolutionised teaching and learning at Casula High School.”

Andrew Walsh, Classroom Teacher

“I will never forget this experience and the profoundly positive impact it had upon my students.”

Katrina Faros, Classroom Teacher



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# Inbuilt responsiveness

Programming on the stages changes from year to year, forcing the CLIL team to adapt and respond



# Intentional Ambiguity

Open objectives

Opera House as learning  
catalyst

Focus Question

Relationship with Principal

Family outcomes

School as a cultural site

Opera House Performances

Amplified Festival

Teacher professional learning

Students projects with artists



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# Case Study – Lansvale Public School



# Case Study - Lansvale Public School Parents and Community

2018

- Following conversations in the 2017 debrief it was identified to develop a project with parents who were questioning the creative approaches to teaching
- Howard Matthew worked for 10 weeks with parents in Term 2- standard CLIL activity would be to work with students
- In Term 3, Howard worked for 10 weeks with students who responded to parents work
- Their interactive art work was professionally constructed and then presented in the Holiday Creative Play program staffed by professional artists
- It has played to over 14,000 children and families since
- Parents became the biggest advocates for creative learning across the school







## Case Study - Lansvale Public School Parents and Community

2019

- The Opera House was presenting AO Lang Pho a Vietnamese Circus in June 2019
- In Feb we ran a community consultation at the Opera House for Lansvale community (Cabramatta) influencers to devise a driving question
- Teachers and three CLIL artist responded to this driving question, creating performances, lesson plans, art works and compositions
- The objective of involving the community in creating the driving question was to tie them in more tightly to what and how the school was teaching and learning
- Whole school and many community members attended AO Lang Pho. They took over the Joan Sutherland theatre almost exclusively
- Boat of Dreams and Asian Super Market, in collaboration with Luke Escombe was performed at the Amplified Festival



# A O Lang Pho

“Creative Leadership In Learning has been a completely life-changing experience for me as a principal. It has honestly been one of the best things in my 30-plus year career in public education”

Mark Diamond, Principal, Lansvale Public School







Class 5/6H from Lansvale Public School perform 'Asian Supermarket'†, written with artist Luke Escombe, at *Amplified 2019* at Sydney Opera House. Credit: Clare Hawley.



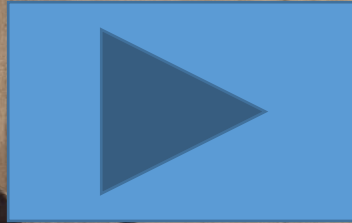
## Case Study - Lansvale Public School Parents and Community

2020

- We had planned that Howard Matthew would work with parents again in what was supposed to be a version of the 2018 format
- Howard worked with the same group of parents over three terms only online for almost 30 weeks
- Resulted in genuine engagement in creative learning for many of the participants
- Demonstrated increased levels of parental and child bonding
- Demonstrated levels of pride of the child in the parents as learners
- Increased parental awareness of creativity as a process of teaching and learning

Link: <https://vimeo.com/479445351/9406e83f2b>

Press Play any where on screen  
or open embedded hyperlink





## Australia Council for the Arts Cultivating Creativity Report

For the relationship between the Opera House and communities, CLIL has:

- created new audiences who feel an ongoing sense of belonging.
- increased engagement of parents with their children's schoolwork
- Parents developed an understanding of what their children were doing through CLIL, and became advocates for creativity in the classroom



Australia Council for the Arts 2020, Cultivating Creativity: A study of the Sydney Opera House's Creative Leadership in Learning program in schools.

# Most proud of

- The lived experience of creativity the parents had and how this helped them change their perception of what education can be
- My relationship with that school community, Mark Diamond the Principal and the Exec so many teachers
- That a school 60 minutes away from the Opera House feels deeply connected to that place and feels a sense of ownership
- The name Lansvale Public school is in many of the SOH systems; Finance, Event planning, Back stage access, Speech notes, press releases- we've done so much together
- How teachers after one particularly good TPL session at the House all got so drunk and started dancing on the tables on the Western Broadwalk and got shut down by security
- How intuition, responsiveness and rigour underpinned everything
- The role artists now play at Lansvale
- They have rebranded their school to be a creative school. Our images and language are all over the website
- The Professional learning and projects (the theory and practice) just worked. There is a shared language across the parents, teachers and students
- This was CCD and placemaking and as an artist that is where my heart still lives



## Key Influencers and shapers

- Lilly Blue; artist thought leader, Art Gallery West Australia
- Howard Matthew; artist, educator, film maker
- Prof. Judith McLean, QPAC and QUT
- Curly Fernandez; artist, film maker
- Mark Diamond; Principal Lansvale Public School
- Mike Saxon; Principal Liverpool Boys High school
- Amy Hardingham; theatre director, teacher

# Thank you

Play to hear *Boat of Dreams* by Class 5/6H and  
Luke Escombe

