

The background is a light beige color with a spiral binding on the left side. It is decorated with various abstract, colorful shapes in shades of purple, pink, yellow, and teal. These shapes include stylized leaves, flowers, and organic forms. A central white rectangular box with a thin black border contains the text.

SADLEIR PUBLIC SCHOOL

**INCREASING ACCESS THROUGH  
THE JOY OF VISUAL ART**

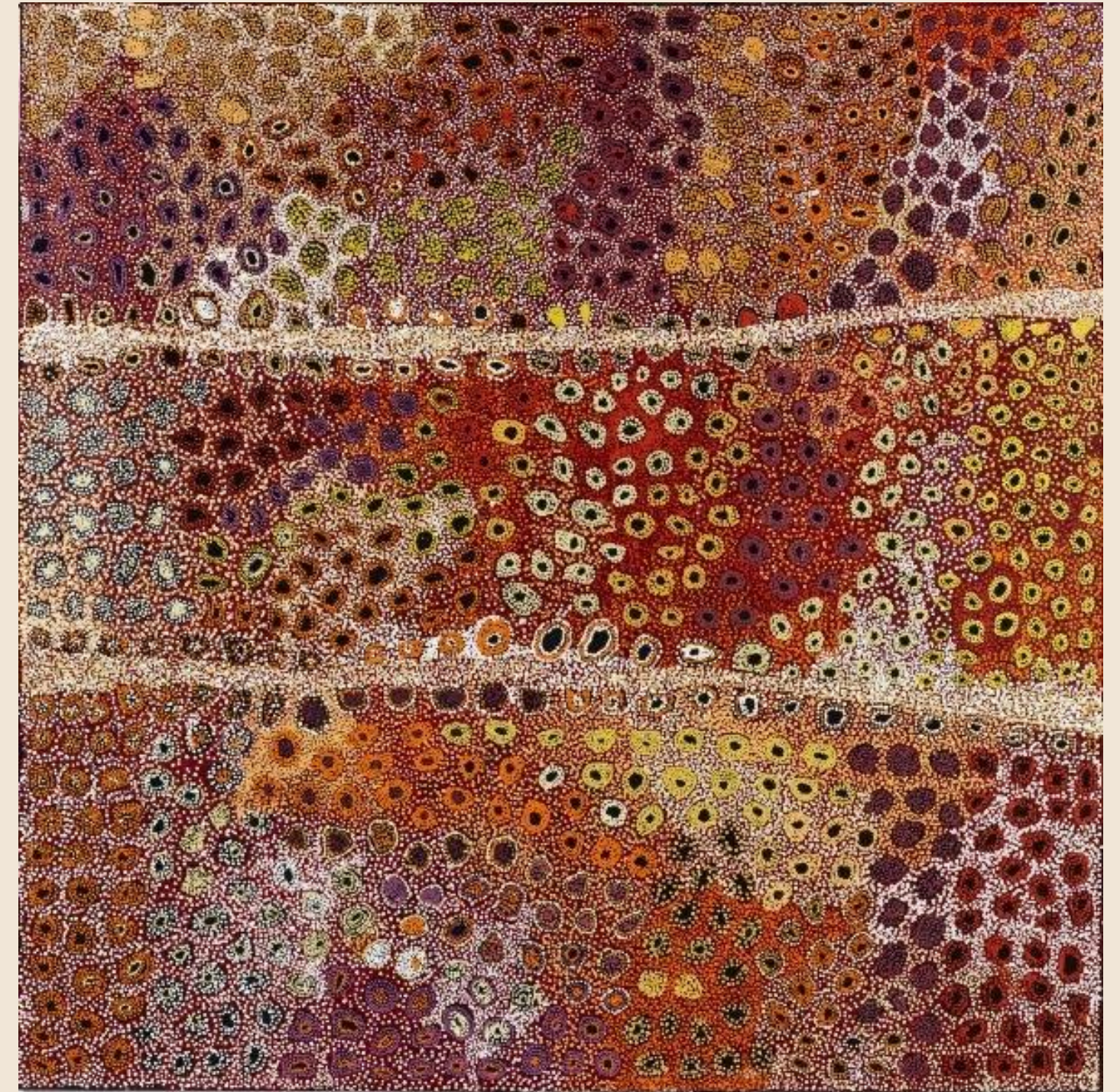
Esmeralda Tran



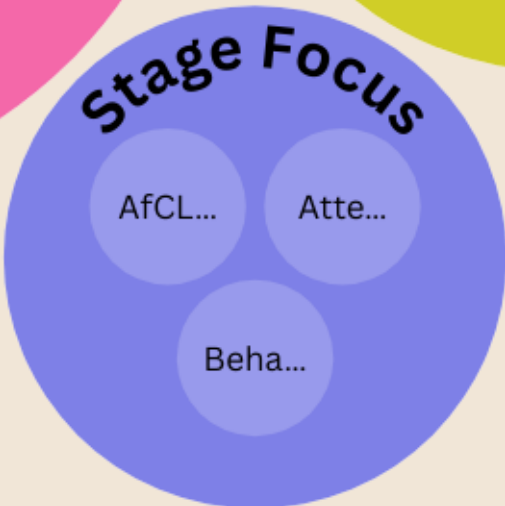
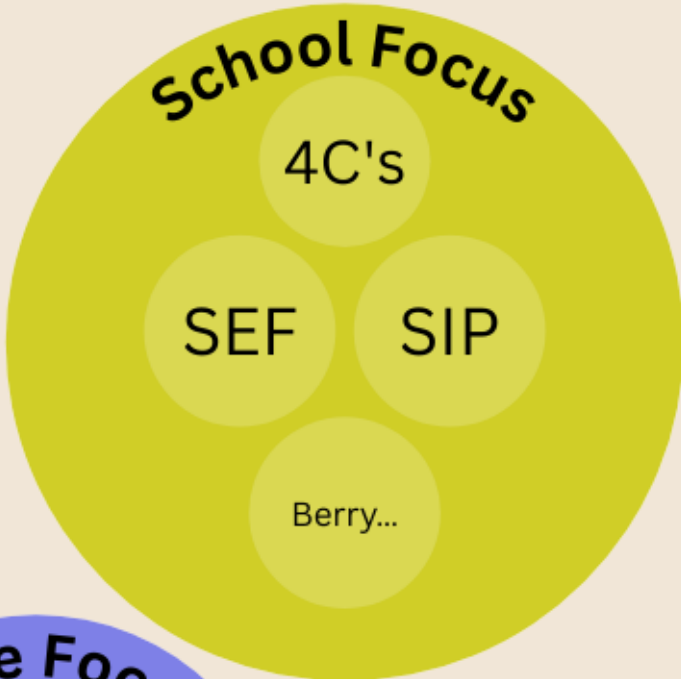
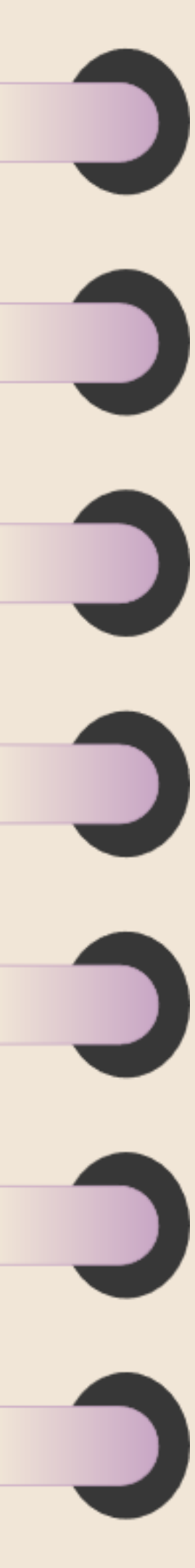
## ACKNOWLEDGMENT OF COUNTRY

**“THIS COUNTRY DOES TALK TO ME. IT TALKS  
IN A LANGUAGE THAT LIVES IN ART AND  
MUSIC AND STORY.”  
STAN GRANT**

**Tjampawa Katie Kawiny  
Australia  
circa 1921 – Jul 2013  
Language group: Pitjantjatjara,  
Southern Desert region**







# PROJECT CONTEXT

**Bringing about innovative change in a  
climate of overlapping priorities**

*How did we develop meaningful, student-centered, actions  
from within an environment of competing information,  
strategies, and values?*



## OUR STARTING POINT

# Staff

### Staff Wellbeing

*Fragmented team*

*Few collaborative opportunities*

### Teaching and Learning

*Individual class program workload*

*New Curriculum Implementation*

### Classroom Management

*Behaviour data*

*Attendance*

# Students

### Student Voice

*Experiential learning*

*Creativity*

### Engagement

*Check-in data*

*AfCL data*

### Community

*Community access*

*Equitable opportunities*

# Goals

### Experiential Learning

*Creative Arts pedagogy*

*4C's - creativity, critical reflection,  
collaboration, communication*

### Collaboration

*Team Programming*

*Community partnerships*

### Engagement





*Regulated students*

*Reflective on their learning*

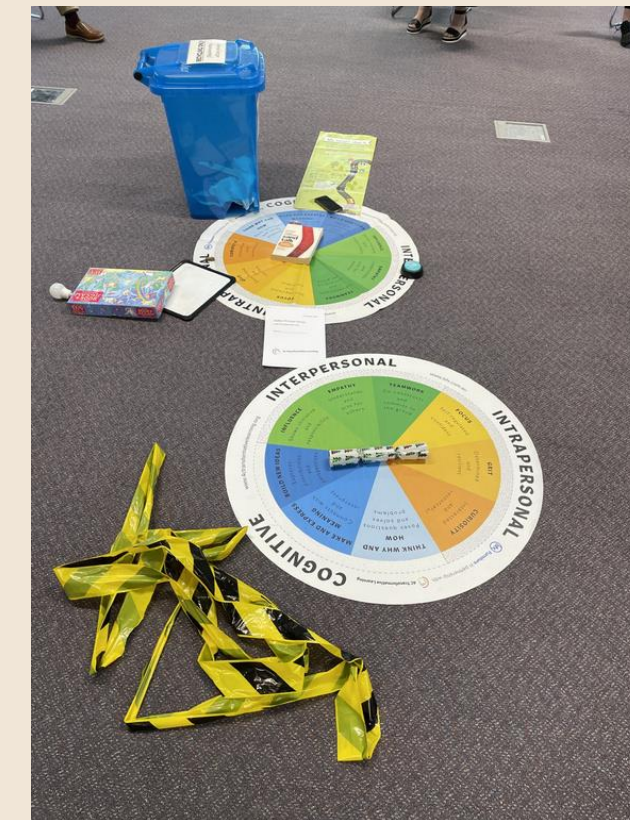
# Sustained, Integrated, Inclusive Professional Learning



Campbelltown Arts  
Centre PL

<p><b>Lesson 6</b></p> <p><b>Reconciliation</b></p> <p>Learning intention: respond to stories about places and families through messages and symbols.</p> <p>As a class select one of the Indigenous texts from last week, look through the pictures to discuss and identify any symbols being used. display the nature and indigenous symbol references - <b>create</b> these through text. As a class go on a nature hunt and collect items that can be used to create nature patterns. Student to look at the nature patterns and decide, or create their own pictures using symbols on nature - 1:1 assistance needed. discuss with students what they would like to create (then family, something out of the text, animals etc).</p> <p>nature theme pattern making - symbol hunt</p> 	<p>VAES1 1 VAES1 2 VAS12, VAS2 2.</p> <p><b>Skills:</b> appreciating, creating, cutting, gluing, collage, colour identification</p>	<p><b>Lesson 7 - Week 8:</b></p> <p><b>Australian Artist: Brett Whiteley</b></p> 
<p><b>Lesson 7</b></p> <p>To stimulate interest and curiosity, view the stimulus video Celebration Cakes as a class. Students answer the following questions about the video and picture stimulus:</p> <ul style="list-style-type: none"><li>What celebration do you think this cake is for?</li><li>What is your favourite cake?</li></ul> <p>After viewing the picture stimulus, as a class discuss the special things the people are doing.</p> <p>Look at the two different photos from birthday parties. Talk about the differences that can be seen.</p> <p>Not everyone feels the same way about celebrations. Students imagine they are the people and the dog. They tell how they are feeling. They think about the feelings being shown and what they could say to make them feel better. Students stand in a circle and take turns to say their favourite celebration and why. This is called a circle of viewpoints.</p>	<p>VAES1 1 VAES1 2 VAS12, VAS2 2.</p> <p><b>Skills:</b> appreciating, creating, cutting, gluing, collage, colour identification</p>	
	<p>VAES1 1 VAES1 2 VAS12, VAS2 2.</p> <p><b>Skills:</b> appreciating, creating, cutting, gluing, collage, colour identification</p>	<p><b>Lesson 8 - Week 9 : Push Pin Puppets</b></p> <p>Use the tutorial from Little Artist Room to make puppets from the Colonial era. Links to History and English. Research attire of the era and show examples. This activity to be worked on over weeks 9-11.</p> 

Collaborative  
Program  
Development



Critical Reflection  
experiences



# COMMUNITY PARTNERSHIPS

Following our staff learning day, we continued our partnership with a student excursion to Campbelltown Arts Centre for workshops and a gallery tour.



*“community is discovered through people feeling empowered in coming together in the pursuit of shared meaning.”*

*Jefferson & Anderson, (2017), Transforming Schools, pp.24*



# EXPERIENTIAL LEARNING



## Activity 1

Tissue paper printing and collage to create a cityscape or building.

### Curriculum Outcome

History: identifies and describes significant people, events, places and sites in the local community over time (HT1-2)

## Activity 2

Puppet making. Creating patterned card to build a split-pin puppet.

### Curriculum Outcomes

History: describes people, events and actions related to world exploration and its effects (HT2-3)

English: communicates with familiar audiences for social and learning purposes, by interacting, understanding and presenting (EN2-OLC-01)



## Activity 3

Sustainable flower sculptures. Using recycled materials to make a sculpture.

### Curriculum Outcome

Science: Identifies that materials can be changed or combined (ST1-6MW-S)





# CRITICAL REFLECTION



## A shared framework for creativity

*Embedding embodied learning  
strategies into programs*

## Deep Learning

*Using generative learning strategies  
Fiorella & May, (2015)*

## Enabling voice

*Student expression and reflection  
Engaging with all voices*



## Connected knowledge

*A multi-disciplinary approach to  
learning (Drake, 2012)*

## Improved intrapersonal skills

*Fostering curious and confident  
learners*



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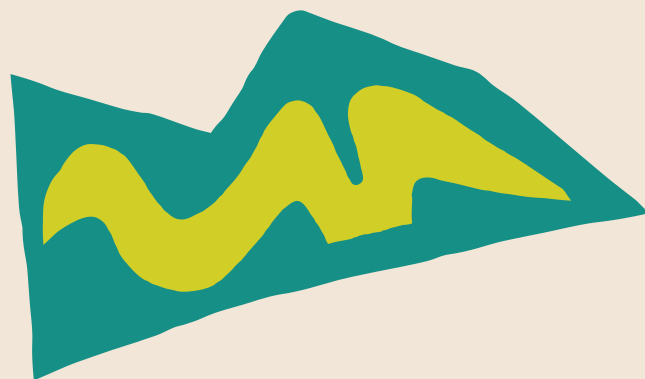
Challenging

Evaluating

Connecting

Extending

**WHERE TO NEXT?**



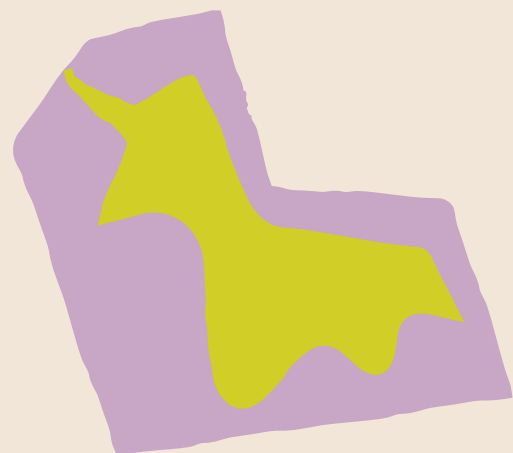
# Q & A

*“Fostering creativity in the learning and practice of teachers, students and leaders in schools to be able to imagine the possible.”*

**Feel free to reach out!**



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