Rooty Hill High School: A Case Study In Creativity, Innovation and Cultural Change

ICSEI 2018 Innovate
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References


Question 1
Leading Capacity for Change

How can schools encourage student self-assessment of capabilities and dispositions as a way to build capacity for change and improvement?
Skills, capabilities, dispositions

Develop into Habits & Dispositions (expertise – innovation & improvement)

Combine to broad Capabilities (experience - routines)

Many Skills to learn (entry level - firsts)

End Year 10 at RHHS - 80% students achieving ACARA/BOSTES capability benchmarks

What are the dispositions of an educated 19 year old? (University, vocational, work and life ready)? Preparing students for the present.
Did anyone learn anything in this school this year?
Welcome to the Learning Hub

Hi Conny, click here to Add Evidence

- **My Capabilities**
  Learn about capabilities and upload new evidence.

- **My PLP**
  Personalise your learning and set goals for your future.

- **My Eportfolio**
  Showcase evidence of your capabilities.

- **Leaderboards**
  Compare your own progress to the progress of the school.
Demonstrating 21C skills

Capabilities

Read through the capabilities to figure out where your evidence belongs.

- **Information and Communications Technology**
  - Investigate, create, and communicate using ICT hardware, systems, and data.

- **Critical and Creative Thinking**
  - Ask, inquiry questions, analyze information and ideas, predict possibilities and use logic and reason to reach a conclusion.

- **Personal, Social, and Ethical Understanding**
  - Effective communication, appreciation of others’ viewpoints, understanding of relationships, conflict resolution and well considered decision making.

- **Literacy**
  - Understand and respond to all types of texts, explore ideas through discussions, and present ideas creatively and persuasively.

- **Difference and Diversity**
  - Appreciate and valuing the difference and diversity I experience in my everyday life.

- **Work and Enterprise**
  - Demonstrate my work-related knowledge and skills. Understanding rights and responsibilities of employers and employees.

- **Civics, Citizenship, and Sustainability**
  - Knowledge of Australian society, the values and responsibilities of citizens, appreciating diversity, and positively contributing to society.

- **Numeracy**
  - Solve complex mathematical problems in order to measure, predict, and graph numerical relationships.
# Work and Enterprise

## Stage 4

**I can demonstrate my understanding of work and enterprise by:**

- demonstrating my work-related knowledge, skills and understanding through a variety of experiences
- investigating and examining living and working conditions
- understanding rights and responsibilities of employers and employees

## Stage 5

**I can demonstrate my understanding of work and enterprise by:**

- writing personal and career related learning plans and goals
- explaining how work contributes to our own lives, our community and society in general
- describing how economic and social trends affect work and learning opportunities
- articulating the value/importance of work for ourselves and how education impacts on one’s ability to access work
- seeking possibilities for entrepreneurship such as the internet
- showing others creative ways of performing work activities
- putting into practice the work health and safety laws which are relevant to specific work and workplaces
- explaining one’s skills to others
- locating, interpreting and using labour market information
- undertaking volunteer or community work to develop work related skills
- exemplifying my work readiness skills in communication, teamwork, following directions, initiative, punctuality, appearance, persistence, discipline and creativity

## Stage 6

**My personal statement**

- My personal statement is a document that outlines my strengths and experiences. It is designed to be used when applying for scholarships, awards and special programs. It should contain evidence that address the typical criteria used by universities and award committees.

**Sample criteria:**

- Jim Anderson Scholarship - demonstrate strong communications skills, inventiveness, involvement with and contributions to the community, providing evidence of leadership, motivation and attitude and potential to contribute to a profession or field of endeavour
- Sydney Uni e12- Using a scale you will assess the student in the following areas: study skills, academic skills, resilience, preparedness for university and community/school participation.
Conny Mattimore's

Eportfolio

Select a capability below to view evidence

- ICT
- Difference and Diversity
- Critical and Creative Thinking
- Work and Enterprise
- Personal, Social, and Ethical Understanding
- Civics, Citizenship, and Sustainability
- Literacy
- Numeracy

https://www.rhshub.com/eportfolio_home.php
Question 2
Growing Innovative Culture for School Change
Partnering for Innovative Change

How does a deep understanding of the elements of creativity in learning and leadership create school change?
What do you think?

Baseline activity……How creative are you?
Creativity dispositions - BE
- Imaginative
- Inquisitive
- Persistent
- Collaborative
- Disciplined
In your work and/or life do you?

1. I: Play with possibilities (think outside the box)?
2. I: Make connections and link ideas?
3. Use intuition – predict and follow up?
4. I: Wonder and question-asking questions to form new ideas?
5. Q: Explore and investigate- seeking answers and research?
6. Q: Challenge assumptions- contest ideas, using knowledge?
7. Q: Tolerate uncertainty-work in unstructured ways?
8. P: Stick with difficulty-finding better, smarter of more creative ways?
9. P: Dare to be different- take risks in your thinking?
10. P: Dare to be different- take risks in your thinking?
11. D: Craft and improve- value effort and progress?
12. D: Develop techniques – practise skills?
13. D: Reflect critically-evaluate your own performance?
14. C: Share creative products with others?
15. C: Give and receive feedback-critique?
16. C: Co-operate appropriately – be an asset to your team?

Likert scale: 1(no).....................5(oh yes indeedy!)
What do you think?

What evidence do you now have that you are a creative person? How creative are your students? Your school? Your university? Your workplace? The team with whom you work?
The platform for creative and critical thinking... ‘the creative inquiry cycle’
### Critical and Creative Thinking

#### Stage 4

**In thinking critically I can:**
- ask inquiring questions
- clarify and analyse information and ideas
- reflect on my thinking processes to learn how I connect ideas and apply knowledge
- predict possibilities and consequences
- evaluate and justify our decision making
- use logic and reason to reach a conclusion

**In thinking creatively, I can:**
- be imaginative and inquisitive
- be persistent and disciplined
- find solutions, alternatives or adapt ideas
- work collaboratively to create, critique and share products

#### Stage 5

**In thinking critically I can:**
- ask questions of complex issues and information
- examine contrasts, determine bias and reliability
- examine a range of perspectives when seeking solutions
- analyse reasoning behind solutions and actions

**In thinking creatively, I can:**
- be imaginative and inquisitive
- be persistent and disciplined
- use imagery, symbolism and analogies to create new ideas and modify when needed
- work collaboratively to create, critique and share products
Self reflection: Fill in your strengths on each dimension of the Creativity Wheel as you reflect on your work today.

From the OECD article - Progression in Creativity: Developing new forms of assessment (Background Paper for the OECD conference "Educating for Innovative Societies” April 2012)