

CARCLEW IN SCHOOLS

Schools Handbook 2025

CARCLEW



Government of South Australia
Department for Education

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Carclew in Schools is supported by the South Australian Government through the Department for Education. Programs are generously subsidised for government primary schools.

Acknowledgement of Country

Welcome to Tutu Karralikanungku.

Tutu Karralikanungku (pronounced: too-too carra- licka-noong-koo, meaning 'looking out from above' is the Kurna name for Carclew House and grounds. Tutu Karralikanungku stands on the traditional land of the Kurna people.

We acknowledge the Kurna people as the traditional custodians of the Adelaide region on which we live and work, and the traditional owners of all the lands and waters on which our schools stand. We respect their spiritual relationship with their Country and acknowledge that their culture and heritage beliefs are still as important to those living people today.

Carclew has been given cultural permission to use the name Tutu Karralikanungku by Kurna Warra Karrpanthi.

Welcome to Carclew in Schools

The Schools Handbook will provide you with everything you need to know about welcoming Carclew into your school. The handbook includes a summary of available programs, a general overview of what Carclew provides, what your school needs to provide and how our programs connect to the Australian Curriculum. In the second half of the document, you will find a summary of your school's workshop, the tasks you need to complete before we arrive and information about your role in supporting student participation and engagement throughout the program.

About Carclew in Schools

For more than 50 years Carclew has been a part of the creative journeys of children and young people in South Australia. Building on Carclew's long history of providing opportunities for South Australian students to connect and learn with professional artists, we have recently launched Carclew in Schools through our partnership with the Department for Education.

Carclew in Schools is a commitment to growing students' creative potential and strengthening our impact in the classroom. We engage professional artists - experts in ideation, making and reflection – to work alongside and collaborate with students so they can understand who they are now and envision what they can do and who they can be.

Teachers also benefit from working alongside of and observing professional artists teach and interact with students. Teachers will find space for discovery and conversation, have opportunities to seek advice on creative teaching practices and build long last relationships with South Australia's professional arts community.

Contact Carclew

Alise Hardy - Manager, Schools

Email: schools@carclew.org.au

Phone: 08 8267 5111

What does a Carclew in Schools program provide?

An authentic art workshop experience that connects to the Australian Curriculum and your school's learning focus.

A teaching artist who is a highly skilled professional artist and has experience in sharing their practice through teaching art workshops. The teaching artist plans the program in collaboration with the Carclew coordinator and the

school, before teaching the workshops and collaborating with your students. All our teaching artists working in schools have a cleared Working with Children Check and have completed the RRHAN-EC Masterclass training.

A Carclew coordinator that liaises and contracts the teaching artist, prepares all materials, supports workshops planning in collaboration with the teaching artist, completes workshop administration and is the key contact for your school.

All consumable materials your workshop requires to run smoothly. We'll work with you to confirm what non-consumable materials and equipment needs to be supplied by Carclew based on what your school already has.

What does my school need to provide?

Information about your school and students. To ensure we can provide a workshop that is appropriate for your school, our coordinator will ask you for information about your school's schedule, the site's facilities, how your students work best and anything else that will support the workshop to run smoothly. We will share this information with the teaching artist to help provide a tailored experience.

A workshop space that is suitable for the workshop to take place in. This may include ensuring that the space can accommodate wet work, movement, and easy access to power. The coordinator will liaise with you about the workshop space requirements.

A carpark for the teaching artist that is close to the workshop space. The carpark will need to be accessed for set-up, duration and while pack-up occurs.

Teacher supervision and support during workshops. It is the school's responsibility to provide adequate teacher supervision and SSO support for the class size and learning needs throughout the duration of the workshop. Teachers are expected take responsibility for behaviour management and for supporting student participation, engagement and differentiation needs.

Completed feedback surveys that the coordinator and teaching artist will provide during the workshop's delivery. There will be a pre and post workshop survey for the students to respond to. The main supervising teacher for the workshop will be expected to fill out a post-workshop survey that includes de-identified demographic and statistical information about the student cohort.

Completed student media consent forms that the coordinator will provide prior to workshop the workshop's delivery. The consent forms ensure that Carclew has permission from both the student and their parent/guardians to take photographs, video and/or audio of the student.

Student Arts Programs available in 2025

Aboriginal Artists in Schools

Aboriginal Artists in Schools offers a 'deep dive' into a theme or idea with one professional Aboriginal artist who is connected to the Country the program occurs on. The program draws on the expertise of Aboriginal Elders, artists, and cultural practitioners to provide artform-specific and cross-curriculum learning within the unique context of each school. Schools have the opportunity to form sustainable connections with Country, as well as gaining broad artistic and cultural learning outcomes for student artists and teachers.

[More information on page 13.](#) | [Online Factsheet](#)

Nunga Days

Nunga Days engages the expertise of Aboriginal Elders, artists and cultural practitioners to teach and share artistic and cultural knowledge and experiences through creative workshops. The program initiates meaningful local connections, curiosity and a celebration of Aboriginal arts and culture for communities wanting to actively and authentically work towards key pillars of reconciliation – respect, relationships, and opportunities.

[More information on page 14.](#) | [Online Factsheet](#)

Culture Beats

Culture Beats offers contemporary music and dance workshops led by First Nations artists for First Nations young people. The program is delivered with support from Carclew's Gig Rig, a purpose built all-terrain mobile media studio. The workshops support young people to increase their wellbeing, creative skills, and sense of connection to community and identity.

[More information on page 15.](#) | [Online Factsheet](#)

Artists in Schools

Artist in Schools is a hands-on art workshop program that connects students with local professional artists to expand their art experiences, skills and understandings. Student artists are engaged in learning artistic processes while also exploring a theme of the school's choosing. Carclew engages an artist that best matches the cohort of young people and the school's goals for participation. The program offers a variety of durations and can accommodate 75 students, 100 students or the whole school.

[More information on page 16.](#) | [Online Factsheet](#)

Discover professional learning opportunities on the Carclew website:

- [Teacher Professional Learning: Workshop series](#)
- [Creative Body-based Learning: In-classroom mentorship](#)

Getting Ready for Carclew in Schools Program

Cultural Safety

Carclew works with a diverse range of artists to suit the multitude of programs on offer and the varying needs of each school.

A culturally safe space is an environment that views our differences as a strength. It is about shared respect, shared meaning, shared knowledge and experiences of learning, living and working together. Cultural safety is important for all people and embraces cultural background, ethnicity, disability, age, faith, gender identity, sexual orientation, socio-economic background or geographic location.

Before welcoming an Aboriginal or Torres Strait Islander artist into your school, we recommend reading the resource [How to work with First Nation Artists in the Classroom](#) and asking your school staff, student and community take part in the pre-learning suggested. For further information about Cultural Safety and working with First Nations artists, [see the Further Resources section of this handbook on page 12.](#)

Teacher Supervising and Responsibilities

During the workshop's delivery, it is expected that there will be teacher supervision. Extra support staff are also welcome. This requirement is to support the smooth delivery of the workshop, ensure adherence to Child Safe Environments and Duty of Care policies and provide the best opportunity for students to participate and learn.

The teacher and support staff are expected to engage in behaviour management of the class and support students to be engaged. Please make the artist feels welcome and supported in the school and ensure they have access to everything they reasonably require.

Teachers may be involved in the workshop facilitation by:

- explaining concepts and activities in different ways
- actively encouraging listening and watching
- supporting students with finding materials or equipment needed
- answering questions from students about what they are doing
- encouraging inquiry
- encouraging a growth mindset
- being present in the room at all times

Feedback Surveys

Carclew uses feedback surveys to understand the impact our programs have. Your feedback allows us to identify areas for improvement and valuable participant perspectives that can be used in our marketing of Carclew in Schools. This information is also shared with our program funders as part of our reporting requirements and is essential for securing ongoing funding that subsidise our programs to schools.

As part of participating in a program, we ask that students complete a pre-workshop and post-workshop survey. We also ask the supervising teacher to complete our Schools Post-Program Information survey. The teaching artist will provide printed copies of these surveys at the workshop. available online at the links below.

Feedback surveys are also available online at the links below:

[School Post-Program Information Survey](#) [Student Surveys \(pre and post workshop\)](#)

Acknowledgements and Logo Requirements

We love when schools share their Carclew experience with their communities! As part of sharing your experience, we ask that you acknowledge Carclew, the teaching artist(s) and the student artists, including on social media.

Examples of Acknowledgements:

- Program Acknowledgement
 - Carclew in Schools, [*name of program*], delivered by [teaching artist(s) name]. Photography by [photographer name] (YYYY).
 - Carclew in Schools, *Artists in Schools* workshop, delivered by teaching artists Rosina Possingham & Cassie Thring. Photography by Sam Smith (2023).

- Artwork Acknowledgement
 - [*'Artwork name'*] (YYYY) by [school name] students, [year level or class name]. Created as part of Carclew in Schools, [program name] workshop, delivered by [teaching artist names]. Photography by [Photographer name].
 - *'Ngunku' (2023) by Playford International School Students, Year 7-8.* Created as part of Carclew in Schools, *Artists in Schools* workshop, delivered by teaching artists: Rosina Possingham & Cassie Thring. Photography by Sam Smith.

- Social Media Handle

Use @Carclew to tag us across all social media platforms or find us at:

www.facebook.com/CarclewHQ	www.linkedin.com/company/carclew
www.instagram.com/carclew	www.youtube.com/carclew
www.x.com/Carclew (formerly Twitter)	

If you would like to use the Carclew or Carclew in Schools logo on any of your communication materials, we ask that you reach out to your Carclew coordinator. They will be able to provide you with the appropriate logo for your use and support you through our Marketing Team's approval process for publishing the logo.

Required School and Student Information

To ensure Carclew is able to provide a workshop that is relevant and appropriate for your school, your Carclew Coordinator will ask you to provide the following information about your school and students.

Information can be provided via our [online form](#).

Questions will include:

- What is the typical school/class timetable for the dates of the workshop?
Please provide class blocks, recess, lunch, end and start of day.
- How many students will be attending each session of the workshop?
- Are there any themes/topics that you would like the workshop to connect to? Note: the primary focus of the workshop is the teaching artist sharing their art practice and skills.
- What does success look like to your students? For example: making it through class, creating a complete artwork.
- Do your students work best individually or in small groups?
- Can your students work with sharp equipment? For example: carving tools, scissors, pointed skewers.
- Do the students have any access and learning support needs that the teaching artist should be aware of?
- Please describe the space you are expecting to use for the workshop. Is it suitable for the art form of your workshop/s? For example: is it suitable for wet work/movement; is it outdoor/indoors. If the access to this space changes (i.e. due to extreme weather), is there an alternative space available? Discuss with your Carclew coordinator if you are unsure.
- Are there any art materials or equipment on site at the school Carclew can utilise for the workshop?
- Please confirm the number of students and their year levels that will participate in the program.

School Task Checklist

Task	Due Date	Done
Sign School Agreement and return to Carclew to schools@carclew.org.au	Refer to contract.	
Pay non-refundable deposit (invoice provided with agreement) and provide Carclew receipt of payment.	Refer to contract.	
Get supervising teacher(s) and support staff to save the date of the workshop in their diaries and notify school leadership.	Upon returning agreement.	
Receive an introduction email to your Carclew coordinator. This person is now your key contact.	A term in advance of your workshop	
Pay final instalment (invoice provided once non-refundable deposit paid)	Refer to contract.	
Provide your Carclew coordinator your school's insurance certificate. Or email to schools@carclew.org.au	8 weeks before workshop.	
Email your Carclew coordinator the answers to the questions in the 'Required School and Student Information' section of the School Handbook. Or email to schools@carclew.org.au	7 weeks before workshop.	
Meet with your Carclew coordinator to discuss the program in more detail and confirm student numbers.	6 weeks before workshop.	
Carclew coordinator will confirm by email which artist will facilitate your program and provide information about their art practice.	No later than four weeks before workshop.	
Book the space/room required for the workshop.	According to your school process.	
Last day to cancel or reschedule the program. See agreement for terms and conditions.	15 business days before workshop (refer to contract).	
Return completed and signed (by parent/guardian and student) Media Consent form to your Carclew coordinator by post or email to schools@carclew.org.au	2 weeks before workshop.	
The day before the workshop - ensure that the space is ready for the teaching artist's arrival and a car park is reserved for the teaching artist.	Day before workshop.	
On the day – meet with the artist at reception. Supervise the workshop and complete provided feedback surveys.	Day of workshop.	
Share with us any photos or student written reflections. Tag @Carclew on social media.	After workshop.	
Share how your class extended their learning with photos and reflections via email to schools@carclew.org.au or on social media tagging @Carclew.	Weeks or Term following workshop.	

Further Reading and Resources

Teacher Guides

- [Best practice recommendations for teachers and artists in education](#)
- [How to protect student artists' rights](#)
- [How to stage a student exhibition](#)
- [Young people's artwork and copyright](#)
- [How to use the Code of Practice in the classroom](#)

First Nations Guides

- [How to work with First Nations artists in the classroom](#)
- [The Essential Introduction to Aboriginal Art](#)
- [A Guide to using Respectful and Inclusive Language and Terminology](#)

Cultural Safety

- [Keeping Our Kids Safe: Cultural Safety and the National Principles for Child Safe Organisations](#)
- [Cultural Safety for Artists & Workplaces](#)
- [Protocols for using First Nations Cultural and Intellectual Property in the Arts](#)
- [What is Indigenous Cultural Intellectual Property? \(short video explainer\)](#)
- [Indigenous Cultural Intellectual Property \(animation video\)](#)

Carclew Policies

- [Code of Conduct](#)
- [Child Safe Environment Policy](#)
- [Respectful Behaviour Policy](#)
- [Full list of policies at *carclew.com.au/policies*](#)

All hyperlinks are correct and active on 1 December 2023.

Appendix: Program Information Sheets

Aboriginal Artists in Schools

Program Description

Aboriginal Artists in Schools offers a 'deep dive' into a theme or idea with one professional Aboriginal artist who is connected to the Country the program occurs on. The program draws on the expertise of Aboriginal Elders, artists, and cultural practitioners to provide artform-specific and cross-curriculum learning within the unique context of each school.

Aboriginal Artists in Schools provides South Australian schools with an opportunity to form sustainable connections with Country, as well as broad artistic and cultural learning outcomes for student artists and teachers through an artist-in-residence model. In each region, Carclew undertakes consultation with local Elders, Nation Group Chairpersons and Cultural Custodians to build relationships, and be guided in how artists work with young people in schools.

Duration 7 weeks (1 day/week)

Student Capacity Whole School

Years R - 6

Art Form Visual Arts | Drama | Music | Dance

Learning Objectives Student artists will:

(Exploring and responding)

- Know what Country the artist is from and/or connected to, and why their art practice is significant to their life, culture and community.
- Understand the various ways in which the arts can communicate cultural and aesthetic knowledge, purpose and meaning.

(Developing practices and skills) (Creating and making)

- Collaborate with the artist and their peers to create work by manipulating elements, principles, conventions, and processes specific to an art form.

(Presenting and performing)

- Share and celebrate their work with the school community.

General Capabilities & Cross-Curriculum Priorities Aboriginal and Torres Strait Islander Histories and Cultures
Literacy
Critical and Creative Thinking
Ethical Understanding
Personal and Social capability

Pricing Full Cost: \$7,259.00 excl. GST
Government Primary Schools Category 1 – 4 (subsidised at 80%): \$1,452.00 excl. GST
Government Primary Schools Category 5 – 7 (subsidised 15%): \$6,170.00 excl. GST

Nunga Days

Program Description

Nunga Days engages the expertise of Aboriginal Elders, artists and cultural practitioners to teach and share artistic and cultural knowledge and experiences through creative workshops. The program initiates meaningful local connections, curiosity and a celebration of Aboriginal arts and culture for communities wanting to actively and authentically work towards key pillars of reconciliation – respect, relationships, and opportunities.

Duration 1 day

Student Capacity 50

Years R - 6

Art Form Choose two: Music | Dance | Visual Arts (Weaving) | Visual Arts (Carving)

Learning Objectives Student artists will:
(Exploring and responding)

- Know what Country the artist is from and/or connected to, and why their art practice is significant to their life, culture and community.
- Understand the various ways in which the arts can communicate cultural and aesthetic knowledge, purpose and meaning.

(Developing practices and skills) (Creating and making)

- Collaborate with the artist and their peers to create work by manipulating elements, principles, conventions, and processes specific to an art form.

(Presenting and performing)

- Share and celebrate their work with the school community.

General Capabilities & Cross-Curriculum Priorities Aboriginal and Torres Strait Islander Histories and Cultures
Critical and Creative Thinking
Ethical Understanding
Personal and Social capability

Pricing Full Cost: \$3,600.00 excl. GST
Government Primary Schools Category 1 – 4 (subsidised at 80%): \$720.00 excl. GST
Government Primary Schools Category 5 – 7 (subsidised 15%): \$3060.00 excl. GST

Culture Beats

Program Description

Culture Beats offers contemporary music and dance workshops led by First Nations artists for First Nations young people. The program is delivered with support from Carclew's Gig Rig, a purpose built all-terrain mobile media studio. The workshops support young people to increase their wellbeing, creative skills, and sense of connection to community and identity.

Duration 1 day

Student Capacity Up to 20 First Nations young people

Years Upper primary school student

Art Form Music and Dance

Learning Objectives Student artists will:
(Exploring and responding)

- Know what Country the artist is from and/or connected to, and why their art practice is significant to their life, culture and community.
- Understand the various ways in which the arts can communicate cultural and aesthetic knowledge, purpose and meaning.

(Developing practices and skills) (Creating and making)

- Collaborate with the artist and their peers to create work by manipulating elements, principles, conventions, and processes specific to an art form.

(Presenting and performing)

- Plan, and rehearse their performances
- Employ technical, expressive and performance skills

General Aboriginal and Torres Strait Islander Histories and Cultures

Capabilities & Cross-Curriculum Priorities Critical and Creative Thinking
Digital Literacy
Ethical Understanding
Personal and Social capability

Pricing Full Cost: \$3,664.00 excl. GST
Government Primary Schools Category 1 – 4 (subsidised at 80%): \$733.00 excl. GST
Government Primary Schools Category 5 – 7 (subsidised 15%): \$3114.00 excl. GST

Artists in Schools

Program Description

Artist in Schools is a program that connects young people at school with local professional artists to expand their art experience and skills. Through deep diving into an artform, student artists are engaged in learning artistic processes while also exploring a theme of the school's choosing.

Each workshop is unique - Carclew engages an artist that best matches the young people and the school's goals for participation. The program offers a range of durations that reflect the depth of learning and extensivity of the outcome produced by students. The three-day and seven-week program includes a planned session where the school community can view and celebrate the student artists' artistic achievement.

Duration 1 day | 3 days (consecutive) | 7 weeks (1 day/week)

Student Capacity 75 | 100 | Whole School

Years R - 6

Art Form Visual Arts | Drama | Music | Dance

Learning Objectives Student artists will:

(Exploring and responding)

- Understand the various ways in which the arts can communicate cultural and aesthetic knowledge, purpose and meaning.

(Developing practices and skills) (Creating and making)

- Collaborate with the artist and their peers to create work by manipulating elements, principles, conventions, and processes specific to an art form.

(Presenting and performing)

- Share and celebrate their work with the school community.
- Plan, design and rehearse their presentations/performances
- Use expressive and performance skills (for drama, music and dance)

General Capabilities & Cross-Curriculum Priorities Literacy
Critical and Creative Thinking
Ethical Understanding
Personal and Social capability

Pricing

1 Day

Full Cost: \$1920.00 excl. GST

Government Primary Schools Category 1 – 4 (subsidised at 80%): \$384.00 excl. GST

Government Primary Schools Category 5 – 7 (subsidised 15%): \$1632.00 excl. GST

3 Day

Full Cost: \$3,545.00 excl. GST

Government Primary Schools Category 1 – 4 (subsidised at 80%): \$709.00 excl. GST

Government Primary Schools Category 5 – 7 (subsidised 15%): \$3013.00 excl. GST

7 Weeks (1 day/week)

Full Cost: \$7259.00 excl. GST

Government Primary Schools Category 1 – 4 (subsidised at 80%): \$1452.00 excl. GST

Government Primary Schools Category 5 – 7 (subsidised 15%): \$6170.00 excl. GST

Creative Body-based Learning

Program Description

Creative Body-based Learning (CBL) is a classroom-based professional development program for primary school teachers that utilises active and arts-based teaching and learning approaches to engage students in learning across the curriculum. CBL is based on the work of Professor Katie Dawson at the University of Texas.

Teaching artists collaborate with primary school teachers to teach English, Mathematics, Science and Humanities and Social Sciences using a drama-based pedagogy. Participating teachers will build their confidence and capacity to use CBL and further explore arts-based strategies.

When children actively participate in creative whole-body learning experiences their classroom engagement, academic performance, and overall attitude improves, leading to enhanced learning outcomes and heightened student engagement (Garrett & MacGill, 2019).

Duration	1 Week (1x half day & 4x full days)
Participant Capacity	3 teachers, and their classes; up to 24 teachers for professional learning segment.
Years	R - 6
Art Form	Drama-based pedagogy
Learning Objectives	<p>Teachers will be able to better support students to:</p> <p>(The Arts) (Exploring and responding)</p> <ul style="list-style-type: none">• Explore how the arts communicate knowledge, purpose, meaning and emotion. <p>(Creating and making)</p> <ul style="list-style-type: none">• Use interpretation to involve informed observation, analysis, reflection and evaluation• Employ technical, expressive and performance skills (presenting & performing). <p>(The Arts & English)</p> <ul style="list-style-type: none">• Communicate ideas and perspectives in oral, aural, written and visual modes <p>(The Arts & Mathematics)</p> <ul style="list-style-type: none">• Use movement, sound, language, and/or visual content in conventional and innovative arts forms to communicate mathematical understandings.
General Capabilities & Cross-Curriculum Priorities	Literacy Numeracy Critical and Creative Thinking Personal and Social capability
Pricing	Full Cost: \$4,874.00 excl. GST Government Primary Schools Category 1 – 4 (subsidised at 80%): \$975.00 excl. GST Government Primary Schools Category 5 – 7 (subsidised 15%): \$4,143.00 excl. GST

Note: All prices listed in the appendix in this document are correct at the time of writing and are a guide.