



Creativity

Innovation and implementation

EUNEC 18th/19th May 2009



Developing recognising, valuing and celebrating success for young people



Develop a **modern, world-class** Curriculum and
assessments that will **inspire** and **challenge all**
learners and **prepare** them for the future

Innovation and implementation

Why is Creativity so important?

(To young people and their futures?)

Defining Creativity for the C21st

(The need for clarity)

Nurturing and valuing creativity

(for learners and learning)





Creativity is not limited to the arts but should be embedded across the whole curriculum. Creativity is not at odds with raising standards or an end in itself but should produce outcomes of real value.

We are all, or can be, creative to a lesser or greater degree if we are given the opportunity.

a way of understanding in all children, not the preserve of a few talented individuals, and that is at the heart of childrens learning.

‘It is a common place attribute; most people regularly solve problems of all kinds in their daily lives with some degree of creativity’

John Steers





‘imaginative activity fashioned so as to produce outcomes that are both original and of value’ four features of creativity:
All our Futures report

‘using imagination pursuing purposes, being original and judging value.’

Jade 23.3

a broad ‘life wide’ capacity, not solely connected with the arts.

‘the capacity to: ‘use imagination, intelligence and self-expression...to route-find across the breadth of lifes contexts....’

Anna Craft

Creativity should not be considered a separate mental faculty but characteristic of our way of thinking, knowing and making choices’.

Malaguzzi



Why change ...

Changes in society, social structures and the nature of work

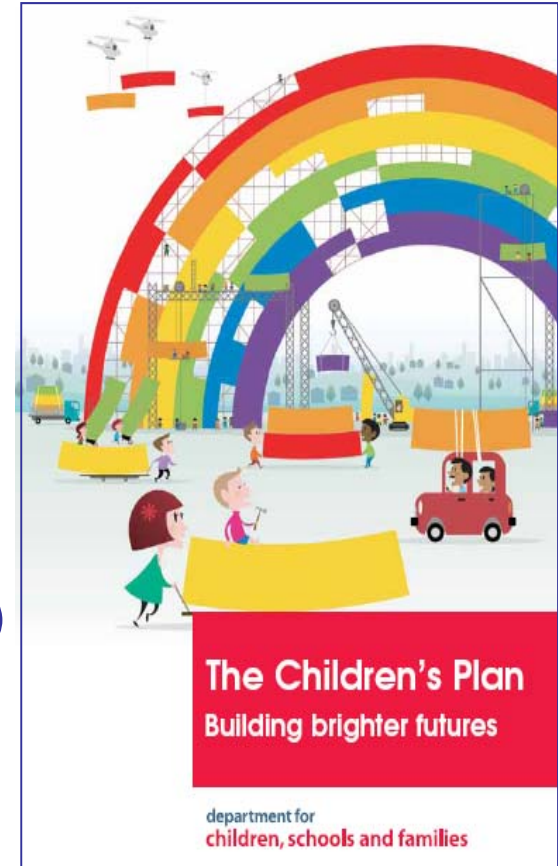
The impact of technology on subjects and schooling

New understanding about the nature of learning

Increased global dimension to life, learning and work

The public policy agenda (Children's Plan, Every Child Matters)

Promoting innovation and personalisation



Why change ...

Demographic

Social

Technological

Economic

Environmental

2021People will be living longer...we expect to see even greater ethnic diversity....
Reportto see greater diversity of social attitudes and expectations – a decline in traditional family structures, although not in family values there will also be greater religious diversity
Box 2 Driver	will
While it is not	is expanding. The teaching profession, on average, is likely to be younger and less experienced. While there are concerns about the health of the current generation of children and young people, generally people will be living and experiencing better health for longer. We expect to see even greater ethnic diversity, with further concentrations of minority ethnic groups in particular geographical areas.
There are five	
Demographic	
Social:pace of technological change will continue to increase....near universal access to personal multi-functional devices...Using ICT will be natural for most pupils and for an increasing majority of teachers
Technological	ated
Economic:workplace skills will change requiring employees to be flexible and adaptable....
Environmental:heightened awareness of threats to the environment....individuals will be expected to take personal responsibility for their impact on the environment



Karl Fisch

<http://thefischbowl.blogspot.com>

Child Development

When baby is born, its brain is not yet fully developed, but it does have a growth rate that is much higher than at any other time in their life. In early years, children form trillions of synaptic connectors (pathways through which knowledge and understanding is formed and contextualised, and which hold the key to each individual child's personality). These are reduced to half that number by early adolescence, as the brain constantly prunes those which are under-used or completely ignored, leaving room for stronger growth of other synapses – just as with a rose bush. The selection of which connectors are made redundant is decided simply on the basis of usage.

Which is why suitable creative experiences are so important from the earliest stages in life, so that the synapses that are predisposed towards creative thinking might survive those pruning stages.

It is also now thought that child-oriented creative play-based activities have a direct relationship on helping a rapid blooming of synaptic connectivity, that leads to the formation of well-rounded personalities, good attachment, self esteem and better mental health.¹ See the Young Brains report for more evidence of this². That sounds pretty good to me



Young Brains

DFES Research Report Number 464: Dawid, T., Gooch, K., Powell, S. and Abbott, L. (2003) Birth to Three Matters: A Review of the Literature, Nottingham, Queen's Printer. Pp 117 – 127.

Creativity

Creative approaches to teaching, learning, thinking and playing have been widely recognised as relevant and valuable – firstly for achieving a quality of life that all children and their families should have access to, and secondly, for building a set of attributes and skills that offer the best possible start in life.

Culture and Learning: a new agenda for advocacy and action

Feedback and recommendations
from a public consultation
by the Culture and Learning Consortium

Central government

Central government and its agencies should recognise and promote cultural learning as a key element within the curriculum; as of core value in cross-curricular learning; and as the best way to fulfil the commitment to universal cultural entitlement for all children and young people and the *Every Child Matters/Youth Matters* vision.

Inclusion

Educational and cultural organisations should strive to include those children, young people and adults who do not have access to cultural learning opportunities that may give them enjoyment and self-fulfilment, provide new skills, feed their talents, and open up new prospects for personal and career development.

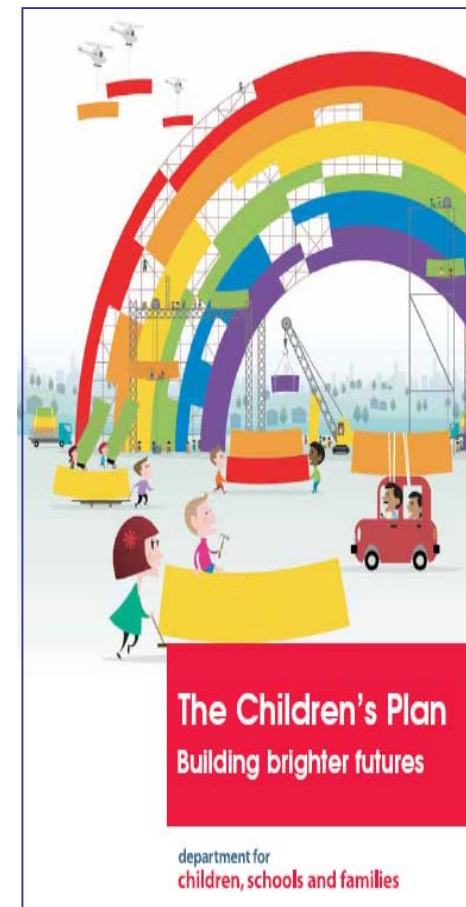
Schools

Schools and the wider learning sector should agree what cultural learning means for them and incorporate it as an explicit, core element in their curriculum, and as central to provision for children, families, carers and the wider community, within and beyond the classroom.

Sharing and evaluating

Cultural and education policy bodies should work together to commission more robust research and to create shared, effective models for identifying, evaluating and disseminating best practice in cultural learning – building on such examples as *Inspiring Learning for All*, the Museums, Libraries and Archives Council (MLA) framework.

The Children's Plan



Developing a 21st century vision for Creativity



Learning to **think, act** and **behave creatively**

Learning about and engaging with the **creative industries**

Learning about and through **culture**



Learning to think, act and behave creatively

They learn to think,
act and behave as
historians, working
creatively and
intelligently

tivity

tolerate ambiguity, push back boundaries

Team
workers

Self-
managers

Effective
participants

Independent
enquirers

Creative
thinkers

Reflective
learners



Learning and engaging with the **creative industries**

Creativity is something we do well. Our creative industries are internationally renowned and amongst the fastest growing sectors of our economy, accounting for more than 8% of our GDP and more than 4% of our export income. They provide jobs for two million people.

Government Response to Paul Roberts' Report
on Nurturing Creativity in Young People

November 2006

From architecture and music to computer games and film, the UK is brimming with innovation, eccentricity, multiculturalism and all-round creative energy.”



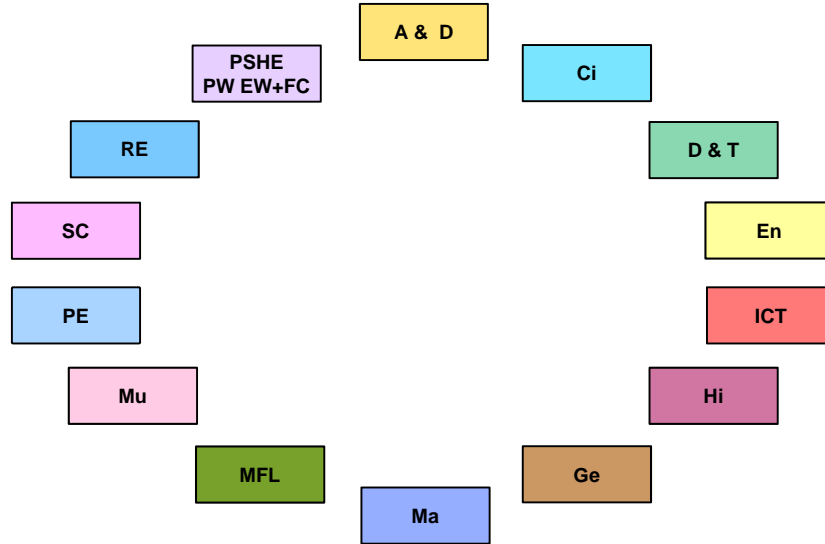
Learning about and through **culture**

Creativity



Nurturing and valuing Creativity

Pre 2009 ...



National Curriculum Assessments Qualifications



2009-2011 onwards ...

Three key questions

1 What are we trying to achieve?	The curriculum aims to enable all young people to become					
	Curriculum aims		Successful learners who enjoy learning, make progress and achieve		Confident individuals who are able to lead safe, healthy and fulfilling lives	Responsible citizens who make a positive contribution to society
	Every Child Matters outcomes		Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution
2 How do we organise learning?	Focus for learning		Attitudes and attributes eg determined, adaptable, confident, risk-taking, enterprising		Skills eg literacy, numeracy, ICT, personal, learning and thinking skills	
					Knowledge and understanding eg big ideas that shape the world	

2 How do we organise learning?	The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes						
	Components	Environment	Events	Extended hours	Learning outside the classroom	Lessons	Locations
	Approaches to learning	World and matched to learning need inquiry, instruction, active, practical, theoretical	Assessment is fit for purpose and integral to learning and teaching	Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development	Intune with human development	Assessment develops learners' self-esteem and commitment to their learning	Personalised - offering challenge and support to enable all learners to make progress and achieve
	Whole curriculum dimensions	Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: Identity and cultural diversity - Healthy lifestyles - Community participation - Enterprise - Global dimension and sustainable development - Technology and the media - Creativity and critical thinking					
3 How well are we achieving our aims?	Statutory expectations	Communication, language and literacy		Creative development		Knowledge and understanding of the world	
		A & D	CI	D & T	En	Ge	Hi
3 How well are we achieving our aims?	Evaluating impact	Looks at the whole child: curriculum aims, progress in skills, subjects and dimensions		Uses information intelligently to identify trends and clear goals for improvement		Uses 'critical friends' to offer insights and challenge assumptions	
		Uses a wide range of measures, both qualitative and quantitative		Creates a continuous improvement cycle		Uses a variety of techniques to collect and analyse information	
3 How well are we achieving our aims?	Accountability measures	Attainment and improved standards		Behaviour and attendance		Civic participation	
		Further involvement in education, employment or training		Healthy lifestyle choices		Further involvement in education, employment or training	

Supporting successful learners, confident individuals and responsible citizens



National Curriculum

Assessments

Qualifications



Develop a **modern, world-class** Curriculum and assessments that will **inspire** and **challenge** all learners and **prepare** them for the future

2009-2011 onwards ...

An increased focus on whole curriculum design with Aims now underpinning the whole curriculum

Increased flexibility – with less prescription of content but with increased focus on key concepts and processes in subjects.

More room for personalisation and locally determined curriculum

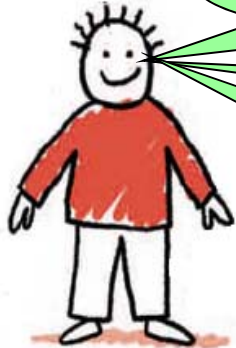
More emphasis on skills – both functional and wider skills for learning and life

More emphasis on personal development and ECM

More opportunities for coherence

and relevance - linking learning to life outside school, making connections (subjects, cross-curricular themes and dimensions)





What do I need to learn to help me access the world?
What do I need to know about the world around me?

What do I need to learn about learning?

What do I need to learn about and change about myself?

What do I need to learn about what I can and must do in relation to others?

Who is going to help me grow and develop in these areas?
How will I know if I'm getting better at all this?

Aspects of personal development that identify the skills, attitudes and attributes that children need to develop to become:

Successful learners
who enjoy learning,
make progress and
achieve

Confident individuals
who are able to lead
safe, healthy and
fulfilling lives

Responsible citizens
who make a positive
contribution to society

**Creative
thinkers**

**Reflective
learners**

**Team
workers**

**Independent
enquirers**

**Self-
managers**

**Effective
participators**



<http://curriculum.qca.org.uk/key-stages-3-and-4/index.aspx> ...And the curriculum

National Curriculum

Key stages 1 & 2 | Key stages 3 & 4

Aims

Subjects

- Art and design
- Citizenship
- Design and technology
- English
- Geography
- History
- ICT
- Mathematics
- Modern foreign languages
- Music
- Physical education
- Key stage 3
- Key stage 4
- Science

You are here: Home >> Key stages 3 & 4 >> Subjects >> Physical education >> Key stage 3

Developing personal, learning and thinking skills in physical education

Programme of study | Physical education in context | Planning and assessment

- What are we trying to achieve?
- How do we develop PLTS in physical education?
- How do we plan for PLTS in teaching physical education?
- How will we know when we are achieving our aims?

View the whole page



Curriculum case studies

Confidence through leadership skills: Team-building activities have developed pupils' leadership...

Play video

Read article

More physical education case studies

How physical education links to

- Aims
- Personal development
- PLTS

New guidance for subjects launched January 2009



Recognising, valuing and celebrating success for young people

1

What are we trying to achieve?

2

How do we organise learning?

3

How well are we achieving our aims?

Art and design

1.1 Creativity

- Producing imaginative images, artefacts and other outcomes that are both original and of value.
- Exploring and experimenting with ideas, materials, tools and techniques.
- Taking risks and learning from mistakes.

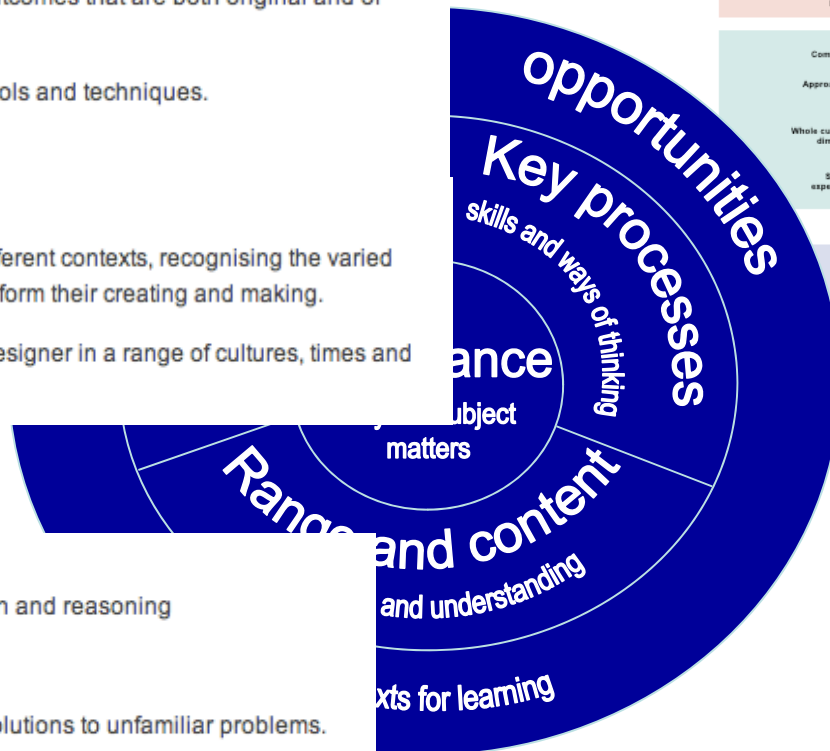
1.3 Cultural understanding

- Engaging with a range of images and artefacts from different contexts, recognising the varied characteristics of different cultures and using them to inform their creating and making.
- Understanding the role of the artist, craftsperson and designer in a range of cultures, times and contexts.

Mathematics

1.2 Creativity

- Combining understanding, experiences, imagination and reasoning to construct new knowledge.
- Using existing mathematical knowledge to create solutions to unfamiliar problems.
- Posing questions and developing convincing arguments.



The curriculum aims to enable all young people to become

Curriculum aims	Successful learners who enjoy learning, make progress and achieve	Confident individuals who are able to lead safe, healthy and fulfilling lives	Responsible citizens who make a positive contribution to society
Every Child Matters outcomes	Be healthy	Stay safe	Enjoy and achieve
Focus for learning	Attitudes and attributes ↪ determined, adaptable, confident, risk-taking, enterprising	Skills ↪ literacy, numeracy, ICT, personal, learning and thinking skills	Knowledge and understanding ↪ big ideas that shape the world

The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes

Components	Environment	Events	Extended hours	Learning outside the classroom	Lessons	Locations	Routines
Approaches to learning	No time to waste here ↳ Every day is a chance to learn, to grow, to develop, to be part of the team.	Use time well here ↳ It's a space for learning and for thinking, for exploring and for creating.	Opportunities to learn here ↳ It's a space for learning and for thinking, for exploring and for creating.	Learn to learn here ↳ It's a space for learning and for thinking, for exploring and for creating.	Learn to learn here ↳ It's a space for learning and for thinking, for exploring and for creating.	Learn to learn here ↳ It's a space for learning and for thinking, for exploring and for creating.	Learn to learn here ↳ It's a space for learning and for thinking, for exploring and for creating.

Whole curriculum dimensions

Overarching themes that have a significance for individuals and society, and provide relevant learning contexts:
 Identity and cultural diversity - Healthy lifestyles - Community participation - Enterprise - Global dimensions and sustainable development
 Technology and the media - Creativity and critical thinking.

Statutory expectations	Communication, language and literacy	Creative development	Understanding of the world	Personal, social and emotional development	Physical development, learning and movement	Problem solving, computing and mathematics
	ASD	C	DS	PS	PE	PM

To make learning and teaching more effective so that learners understand quality and how to improve

To make learning and teaching more effective so that learners understand quality and how to improve					
Look at the whole school's curriculum, progress in skills, subject and dimensions	Use information strategically to identify trends and set clear goals for improvement	Use critical thinking to challenge assumptions	Use a wide range of resources, both available and generated	Create a culture of improvement cycles	Use a variety of techniques to collect and analyse information
To secure					
Attainment and improved standards	Behaviour and attendance	Civic participation	Healthy lifestyle choices	Further involvement in education, employment or training	

Some questions young people might ask

...

‘How can I develop my creativity and critical thinking skills?’

What are the creative industries and why are they important to me?

Why are cultural experiences relevant to me and how can I get involved as a spectator, participant or creator?’

identity and cultural diversity

healthy lifestyles

community participation

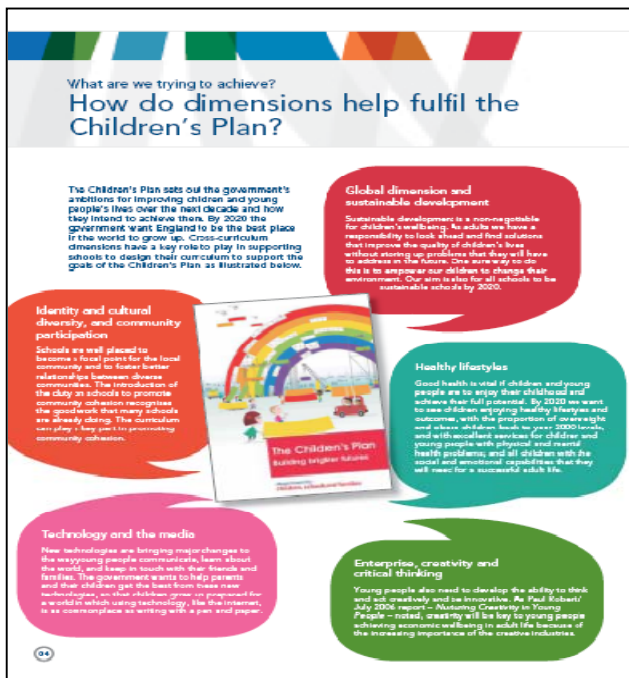
enterprise

global dimension and sustainable development

technology and the media

creativity and critical thinking

Curriculum Dimensions



What do we want to achieve through dimensions?

Identify your priorities using the curriculum aims

How can we organise learning?

Developing dimensions through subjects

How can we organise learning?

Building PLTs into dimensions



Dimensions add **richness** to young people's **experience** of the **curriculum** by allowing them to **make sense** of the world and their place in it.

Curriculum Dimensions

Creativity and critical thinking



1

This dimension enables young people to engage with the world around them in critical and creative ways and to take part in imaginative and purposeful activity across the entire curriculum. Creativity and critical thinking can unlock young people's potential, leading to personal fulfilment, as well as contributing to the artistic, scientific or technological achievements that help shape and influence wider society.

2

The creativity and critical thinking dimension engages pupils critically in the following questions:

- What are the creative industries and why are they important to me?
- Why are cultural experiences relevant to me and how can I get involved as a spectator, participant or creator?

3

Through this dimension young people learn to:

- think and act creatively, using their imagination to explore the unfamiliar and make unlikely connections
- think critically, exploring, developing, evaluating and making choices about their own and others' ideas
- express and pursue original ideas with purpose and persistence
- take risks, improvise and make the most of the unexpected
- collaborate with other learners through negotiation, modification and compromise
- refine, modify and develop ideas, work, performances or products to ensure they are of real value.

4

To achieve these outcomes learners need opportunities to:

- engage in creative activities and critical thinking across their curriculum, exploring links between subjects and wider aspects of learning
- appreciate the full range, potential and impact of the creative industries from arts to science to technology
- participate in high quality cultural activities as spectators, participants and/or creators
- work with a range of creative individuals, both in and out of the classroom
- demonstrate their creativity by developing ideas, products, work or performances for real audiences
- encounter the work of others, including theories, literature, art, design, inventions and discoveries, as sources of inspiration
- discover and pursue particular interests and talents.

These websites will support the development of this dimension in your curriculum:

National curriculum
www.qca.org.uk/curriculum

Creative partnerships
www.creative-partnerships.com

Find your talent
www.findyourtalent.org

Case study: Inspired engineering

Specialist engineering college Edington School wanted to improve cross-curricular links between science, maths, geography and design and technology.

Staff saw the dimensions as an opportunity to transfer skills such as creative thinking, risk taking, and problem solving across subjects and gave learners the challenge of designing a solar-powered buggy. Working in teams, learners acted as solar detectives to explore renewable energy sources, developed and experimented with design and construction, then refined and modified their projects to produce high quality end products.

To view the full case study visit the 'Curriculum in action' section at www.qca.org.uk/curriculum.

This case study links with other dimensions:

- global and sustainable development
- enterprise



**EYFS (statutory)
principles:**

**A unique child
Positive relationships
Enabling environments
Learning and
Development**



**EYFS look listen note, and
Profile assessments**



Attainment and
improved standards

Behaviour
and attendance

Further involvement
in education, employment
or training

Civic
participation

Healthy
lifestyle choices

School | Home



Formal

Formal

Informal

My learning

More and more young people are finding ways of exploring their own creativity outside of formal education settings – not just through traditional forms of arts and culture but increasingly through the use of new technology, which allows them to shape their own creative experiences. This interest and enthusiasm needs to be harnessed and translated into the school setting.

What does creativity look like?

**How do we share this more
effectively with others?**

Counting or quality?

Managing the change



Meeting the needs of our learners ...

Learning that is **relevant** to our learners.

Reflecting the **contemporary** world that learners live in.

Developing and understanding of, and impacting on the **local community**.

Seeking to address **ideas and issues**.

Providing them with **life long and transferable skills**.

A focus on high quality curriculum design



Curriculum A



Curriculum B



High quality
Curriculum design
principles –
a national
framework

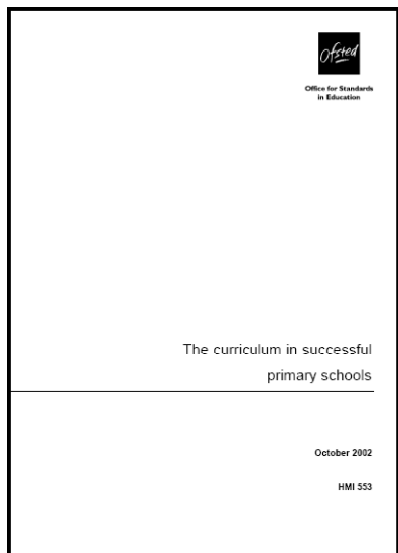


Curriculum C

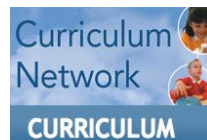
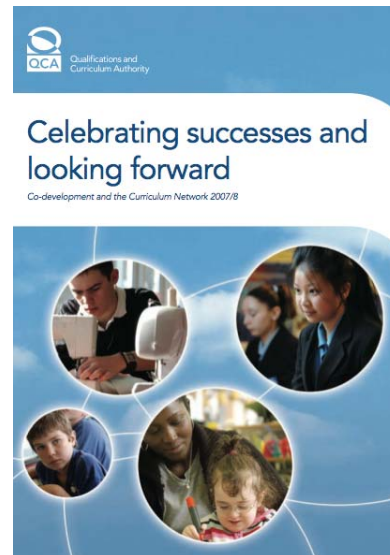


Curriculum D

Curriculum Network



<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Documents-by-type/Thematic-reports/Curriculum-Innovation-in-schools>

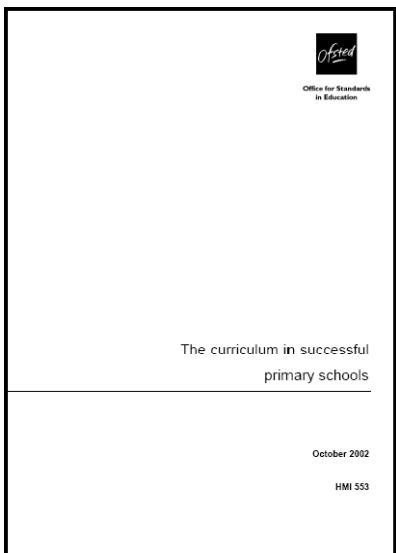


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[Sharing views on the curriculum](#)

http://www.qca.org.uk/qca_16820.aspx

Curriculum Innovation



<http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Documents-by-type/Thematic-reports/Curriculum-Innovation-in-schools>

The innovations fell into four broad categories:

- organising the curriculum through themes or inter-disciplinary links rather than discrete subjects;
- using curriculum time flexibly;
- providing alternative curriculum pathways;
- developing learning skills.

- anxiety from staff about a possible negative impact on national test and examination results;

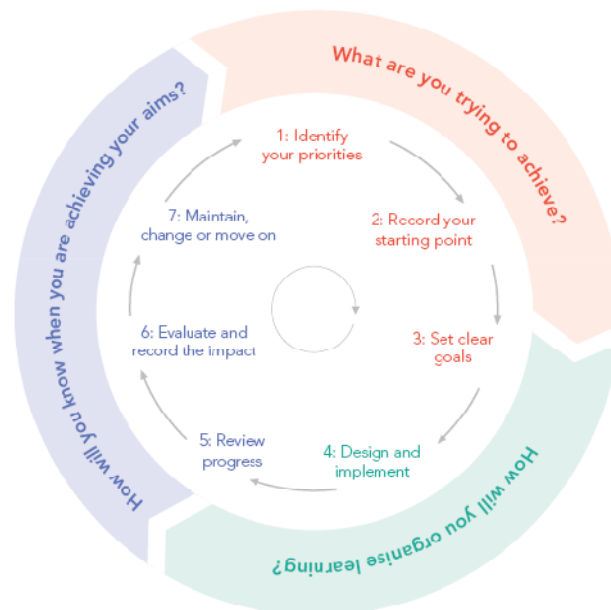
- concerns about inspectors' attitudes to innovation;

- uncertainty about longer-term finance and resources;

- concerns about the reluctance or inability of staff to implement change;

- possible resistance to change among governors, parents and the local community.

The most successful schools related the monitoring of specific innovations to their overall self-evaluation.



Schools of Creativity



The Schools of Creativity programme builds on the best of Creative Partnerships current practice. It enables a select group of outstanding schools to engage in cutting-edge research and innovative outreach with other schools. The programme harnesses these schools' commitment to creativity and offers them a new role, based around innovation, leadership and influence, which builds on what they have already achieved. Schools of Creativity make up a national network that makes an important contribution to the ongoing development of the Creative Partnerships programme as a whole.

The first cohort of 30 Schools of Creativity (as at July 2008) includes nursery, primary, secondary and special schools. They are expected to hold the designation for three years.

Developing compelling cultural learning experiences

Working draft

February 2008
QCA/08/3514

The creative agenda



Find Your Talent gives children and young people the chance to try out different cultural and creative activities.

It's about helping them to discover new things, to express themselves, to develop a passion and to make the most of their talent. Whether it is music, art, film, theatre, dance, digital media, exploring libraries, museums or heritage, Find Your Talent is for every child and young person, whatever their age and whatever their ability.

Creative Schools need Creative people

Tolerance for ambiguity

Playfulness with ideas

Ability to concentrate and persist

A willingness to explore unlikely connections
and apparently disassociated ideas

Self awareness and courage to pursue ideas
in the face of considerable opposition

Confidence and self belief

**Creative organisations need to nurture
people who can think, act and behave
creatively**

Creativity is
not only an
outcome of a
good
education, but
a means of
achieving a
good
education

Michale Barber



Making it happen

The creativity of everyday life

Democratic rather than elite

No assumed

Divergent not convergent thought

Need to feel safe

Not restricted to Creative Development

Recognising valuing and acknowledging