



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

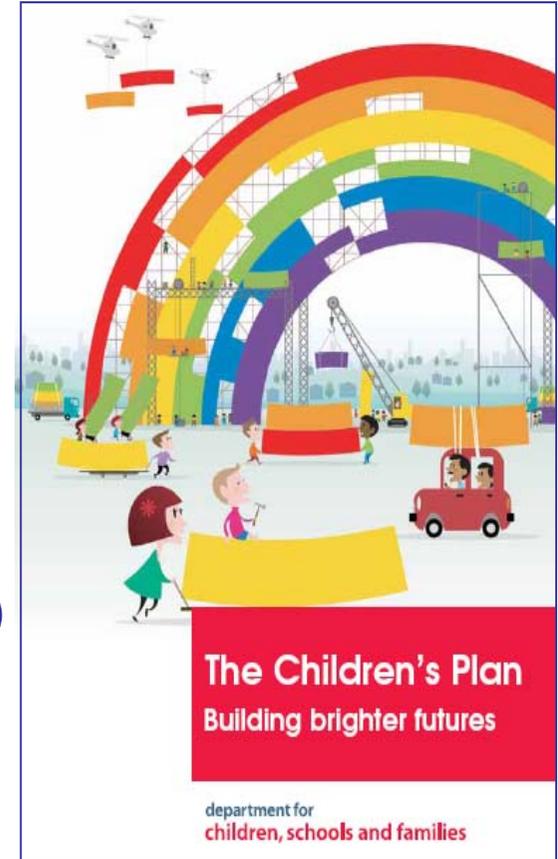
The impact of technology on subjects and schooling

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

2021 Report

....People will be living longer...we expect to see even greater ethnic diversity....

....to 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
While it is not
There are five
Demographic

will be 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.

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...

The pace of technological change will continue to increase exponentially. Increases in bandwidth will lead to a rise in internet-based services, particularly access to video and television. Costs associated with hardware, software and data storage will decrease further. This is likely to result in near-universal access to personal, multi-functional devices, smarter software integrated with global standards and increasing amounts of information being available to search on line (with faster search engines). Using ICT will be natural for most pupils and for an increasing majority of teachers.

Economic:

We expect living standards to be around 20% higher with more 'luxuries' becoming 'necessities' and a greater

....workplace skills will change requiring employees to be flexible and adaptable....

Environmental: A heightened awareness of threats to the environment and the need for responsible, decisive action to

....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: David, 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.

The Early Years Foundation Stage
Primary National Strategy

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1

Creative

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.

ity



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.

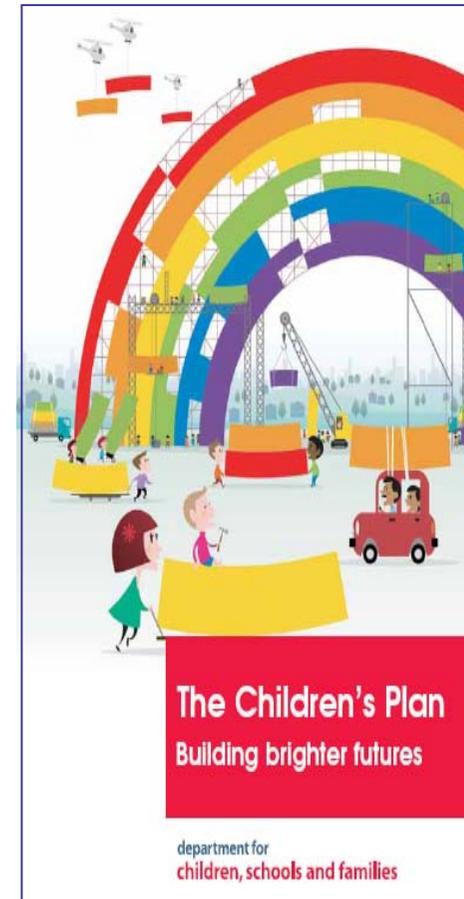
Schools

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

creativity

tolerate ambiguity, push back boundaries

Team workers

Self-managers

Effective participators

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

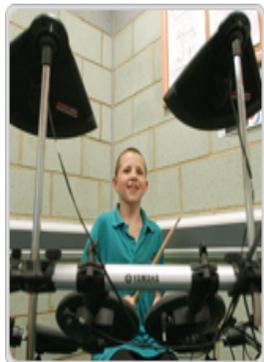
November 2006

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



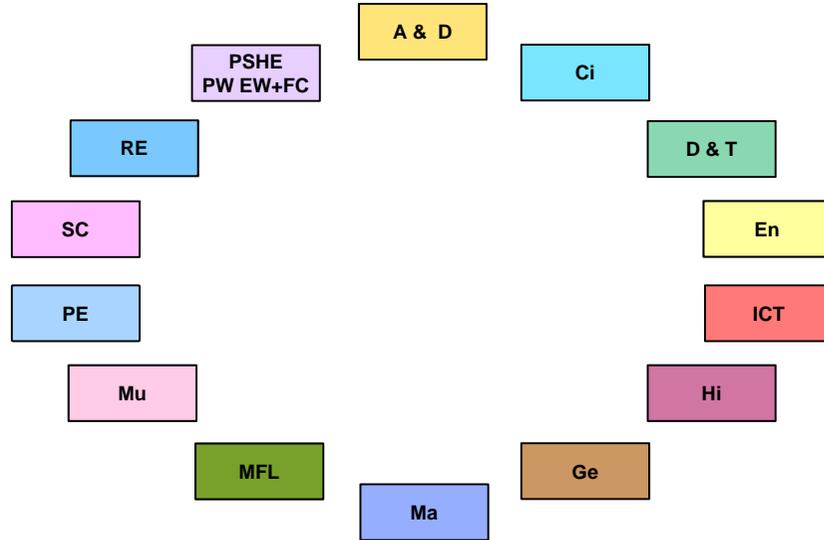
Learning about and through **culture**

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					
	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	
	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic wellbeing	
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													
	Environment		Events		Extended hours		Learning outside the classroom		Lessons	Locations	Routines			
	World and reach to learning need inquiry, instruction, active, practical, theoretical		Assessment to 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 confidence 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													
Statutory expectations	Communication, language and literacy		Creative development		Knowledge and understanding of the world		Personal, social and emotional development		Physical development		Problem solving, reasoning and numeracy			
	A & D	CI	D & T	Em	Ge	Hi	ICT	Ma	MFL	Mu	PE	PSHE P.A.P.A.R.C.	RE	SC

3 How well are we achieving our aims?	To make learning and teaching more effective so that learners understand quality and how to improve															
	Looks at the whole child's 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		Chooses assessment fit for purpose		Involves the whole school community learners, parents, teachers, employers, governors	
	To secure								Behaviour and attendance		Civic participation		Healthy lifestyle choices		Further involvement in education, employment or training	
Accountability measures	Attainment and improved standards		Behaviour and attendance		Civic participation		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

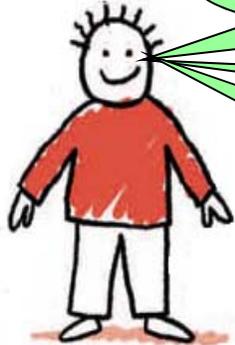
More emphasis on skills – both functional and wider skills for learning and life

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

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



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 are we trying to achieve?
How do dimensions help fulfil the Children's Plan?**

The Children's Plan sets out the government's ambitions for improving children and young people's lives over the next decade and how they intend to achieve them. By 2020 the government want England to be the best place in the world to grow up. Cross-curriculum dimensions have a key role to play in supporting schools to design their curriculum to support the goals of the Children's Plan as illustrated below.

Identity and cultural diversity, and community participation
Schools are well placed to become a focal point for the local community and to foster better relationships between diverse communities. The introduction of the clay in schools to promote community cohesion recognises the goodwill that many schools are already doing. The curriculum can play a key part in promoting community cohesion.

Global dimension and sustainable development
Sustainable development is a non-negotiable for children's wellbeing. As adults we have a responsibility to look ahead and find solutions that improve the quality of children's lives without creating up problems that they will have to address in the future. One sure way to do this is to empower our children to change their environment. Our aim is for all schools to be sustainable schools by 2020.

Healthy lifestyles
Good health is vital if children and young people are to enjoy their childhood and achieve their full potential. By 2020 we want to see children enjoying healthy lifestyles and outcomes with the protection of our rights and where children reach by year 2000 targets, and in their second week for children and young people with physical and mental health problems, and all children with the social and emotional capabilities that they will need for a successful adult life.

Technology and the media
New technologies are bringing major changes to the way young people communicate, learn about the world, and have in touch with their friends and families. The government wants to help parents and their children get the best from these new technologies, so that children grow up prepared for a world in which using technology, like the internet, is as commonplace as writing with a pen and paper.

Enterprise, creativity and critical thinking
Young people also need to develop the ability to think and act creatively and innovatively. As Paul Richards July 2006 report - *Maximising Creativity in Young People* stated, creativity will be key to young people achieving economic wellbeing in adult life because of the increasing importance of the creative industries.

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?

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

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.

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



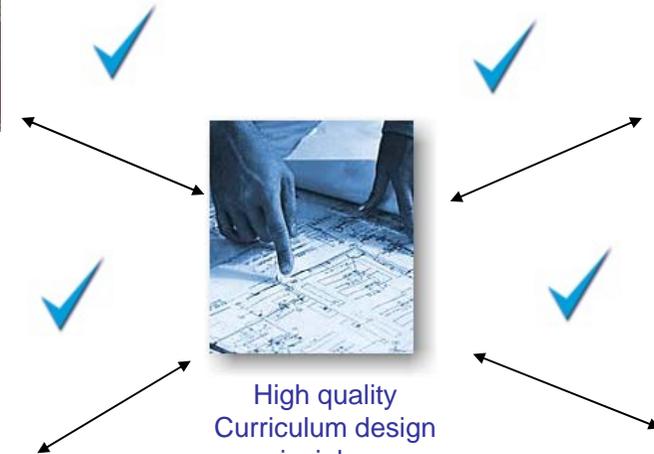
High quality Curriculum design principles – a national framework



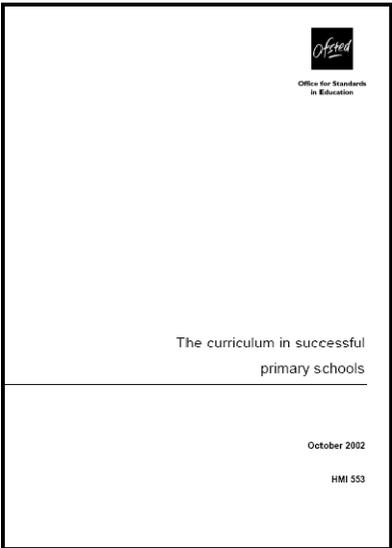
Curriculum C



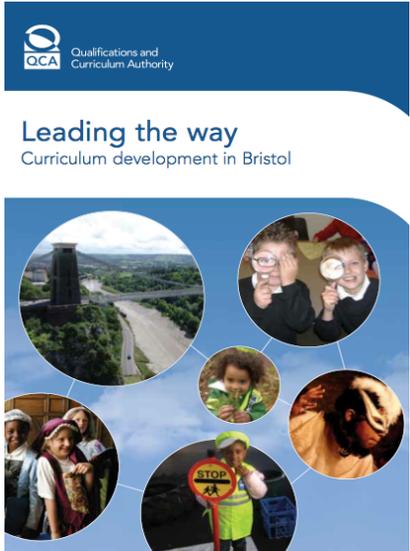
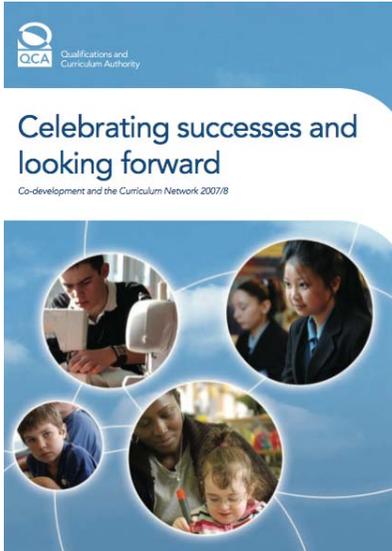
Curriculum D



Curriculum Network



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

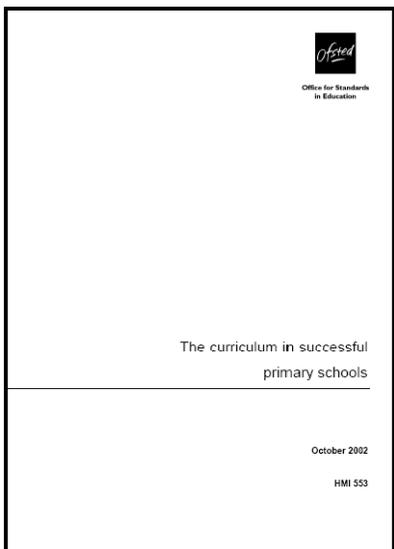


You are here: Home · Curriculum · Curriculum Network: shaping the future · Sharing views on the curriculum

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;

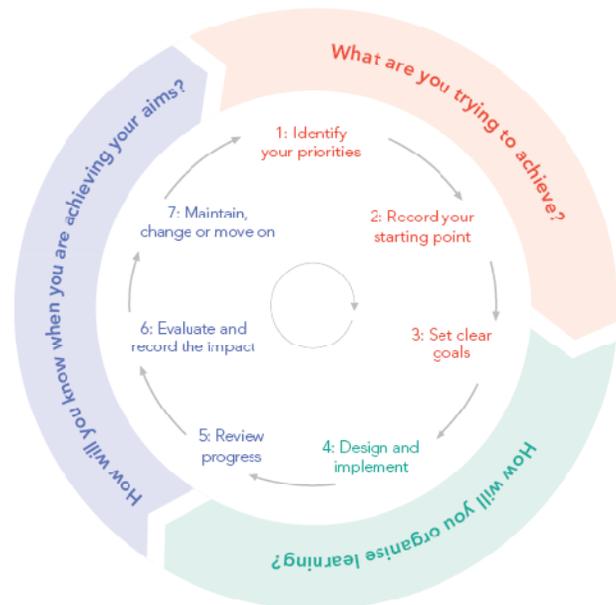
- concerns about inspectors' attitudes to innovation;

- 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