



Cambridge Schools Conference 2015

Breakout Session



Nurturing Creativity in the 21st-
century Classroom

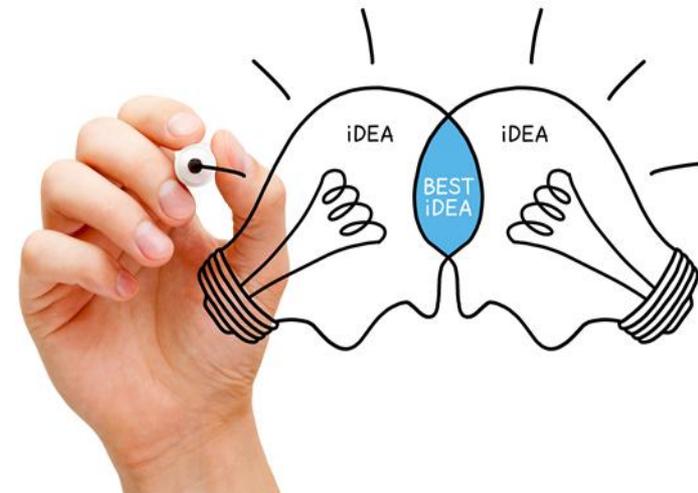


Helen Rees-Bidder



Creativity – some questions?

- Does creativity go further than Arts subjects?
- Does creativity decline as children get older?
- Is everyone capable of being creative?
- Can creativity be taught?
- Does an examination based education system stifle creativity?



The Arts in the Curriculum

In pairs, compare:

- What Arts subjects are offered in your school?
- When are they core and when do they become optional?
- What subjects are compulsory at IGCSE/O Level?
- How are other subjects arranged in the options?
- How many Arts subjects could a student opt for at KS3?
- How many Arts subjects are offered at A Level/Pre-U?
- What is the advice given to students re University entrance and A Level options?

Does creativity go beyond Arts subjects?



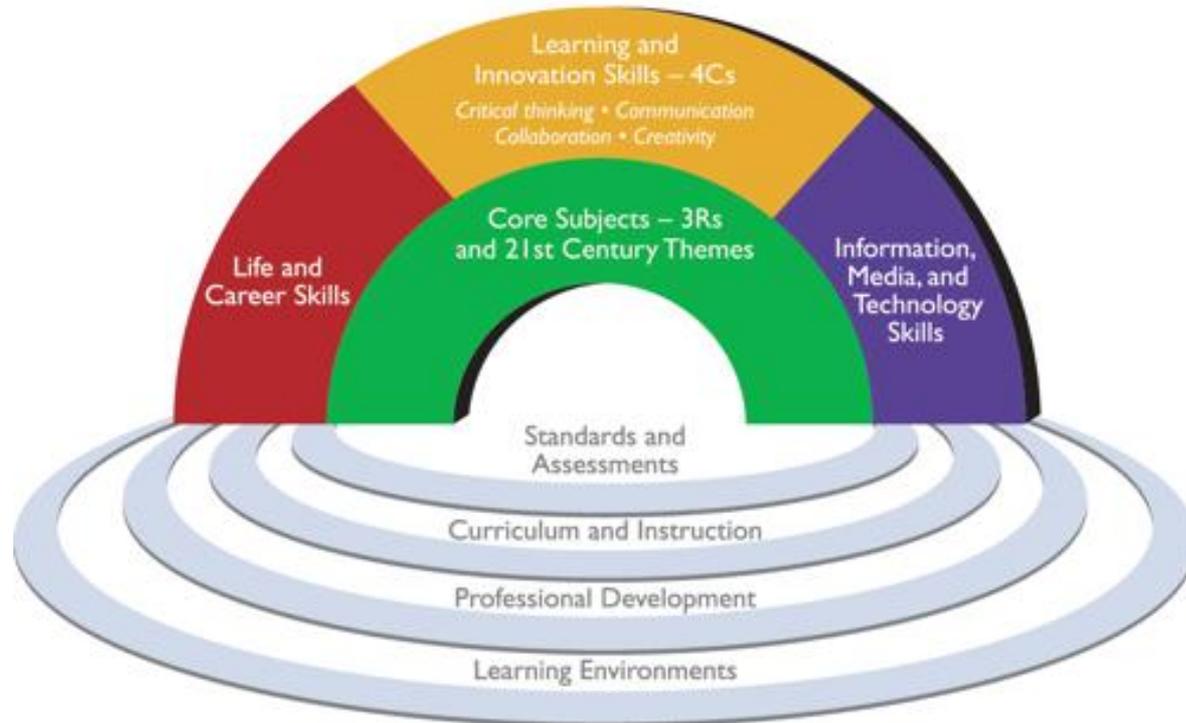
People associate creativity with the arts only. I'm a great advocate of the arts, but creativity is really a function of everything we do. So education for creativity is about the whole curriculum, not just part of it.



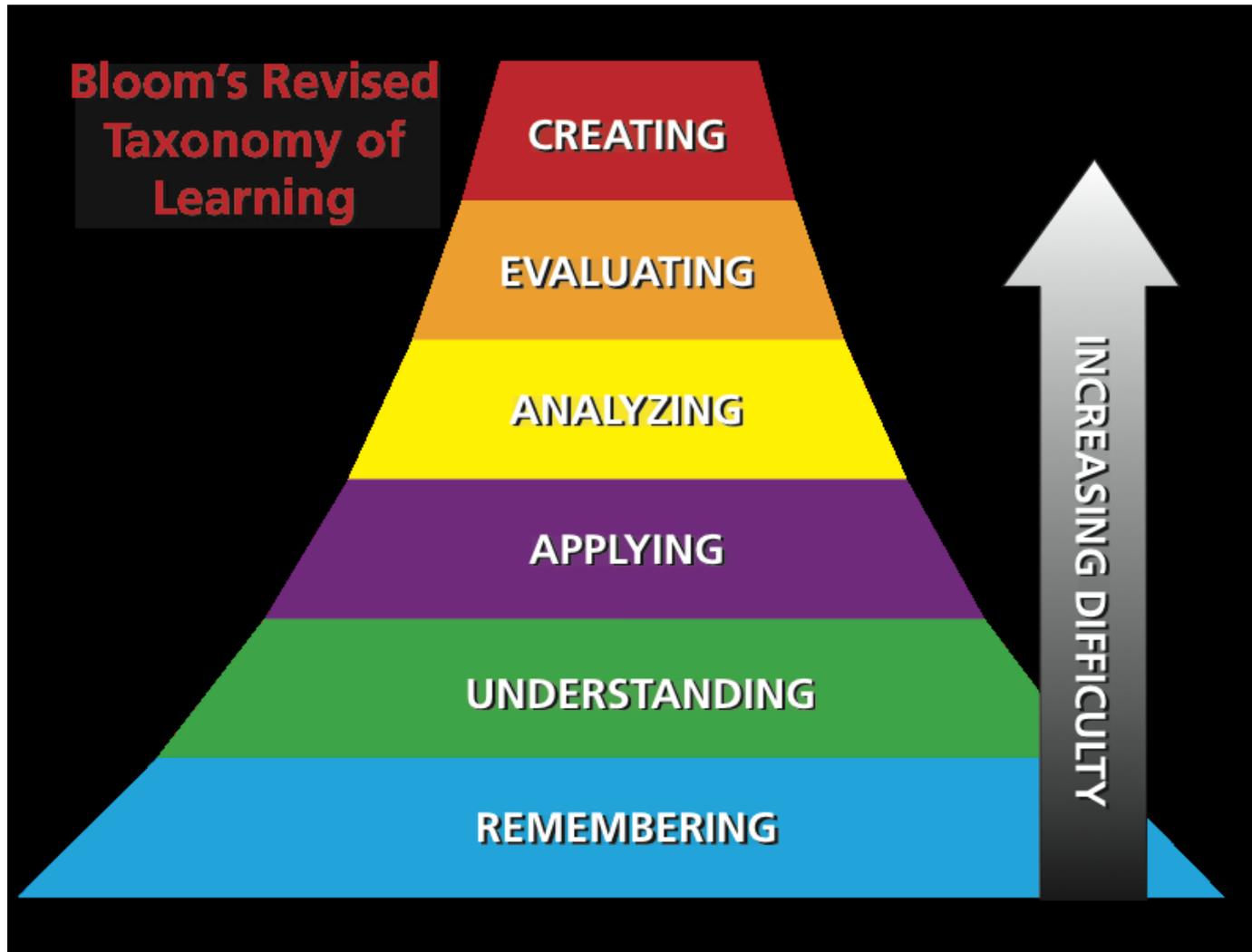
Ken Robinson

- ▶ Why is creative thinking essential in the 21st century?

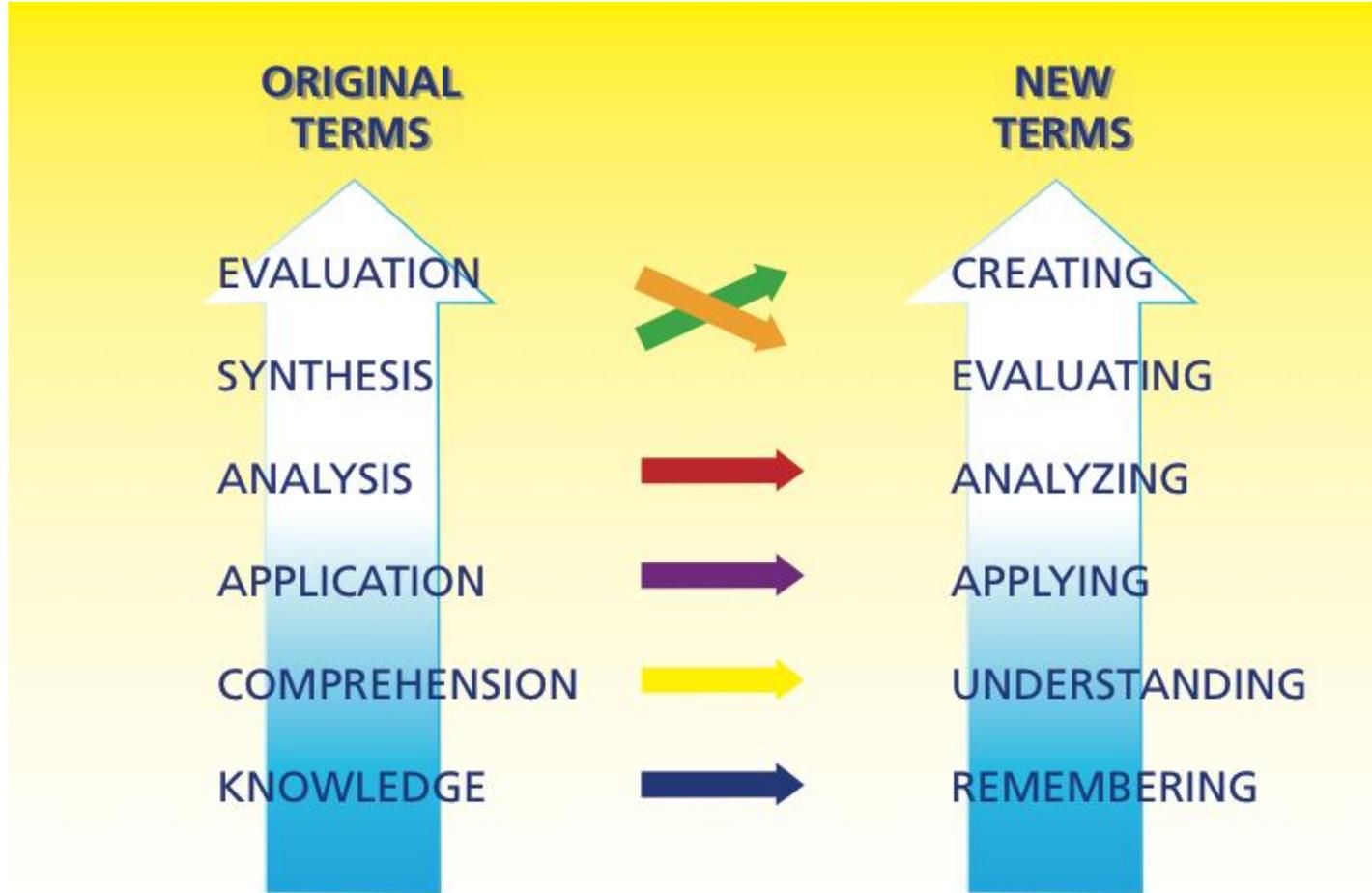
21st Century Student Outcomes and Support Systems



The Framework for 21st Century Learning model. (The Partnership for 21st century skills) 2009



In 2000, Bloom's taxonomy was revised to put "Create" on the top of the pyramid



Encouraging creative thinking

“breaking out of established patterns in order to look at things in a different way”.

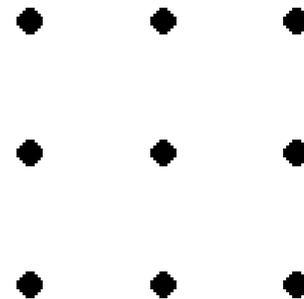
Edward de Bono

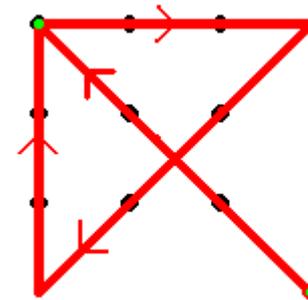
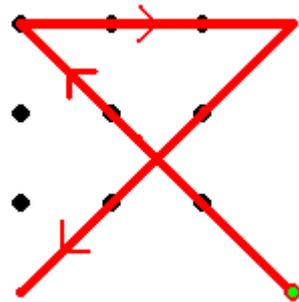
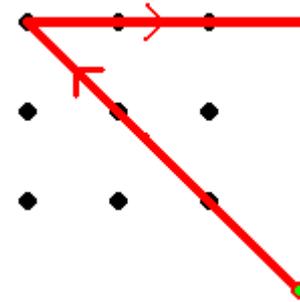
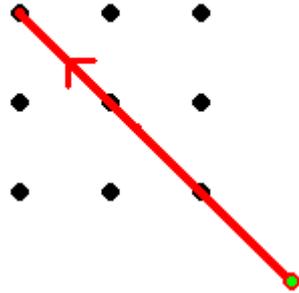
creative thinking has to be developed through deliberate pedagogical practice

- ▶ Students need to be allowed to take risks
- ▶ Students need to be allowed to try things out
- ▶ Students need to question and be questioned, but not necessarily expect to find an answer immediately.

Thinking creatively

- ▶ Draw 9 dots arranged in 3 sets of rows
- ▶ Draw 4 straight lines which go through the middle of all the dots without taking your pencil off the page
- ▶ Each line must start where the previous one finished





- ▶ Can we encourage creativity in an examination orientated culture?
- ▶ What are the dangers of teaching to the test?

Draw a house – the mark scheme is below:

You have 2 minutes to draw a house worth up to 40 marks

Mark Scheme

▶ A straight path	1 mark	A garage	4 marks
▶ A door	1 mark	A duck pond	4 marks
▶ A winding path	2 marks	A shed	4 marks
▶ A door with a window	2 marks	A thatched roof	4 marks
▶ A fence	1 mark	A nosey neighbour	4 marks
▶ A hedge	2 marks	Sunflowers	1 mark each
▶ A gate	2 marks	Trees	2 marks each
▶ A tiled roof	3 marks		
▶ A bird	3 marks		

What are 21st-Century skills?

- ▶ Global awareness
- ▶ Technical literacy
- ▶ Adaptability
- ▶ Flexibility

- ▶ And.....

The Cambridge learner & teacher

Confident

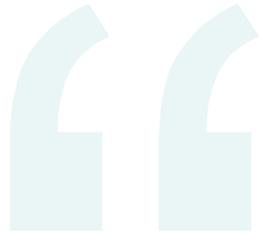
Engaged

Responsible

Innovative

Reflective





Everyday moments of the classroom serve as a crucible for creativity that, in part, determines whether students will develop healthy self-beliefs in their creative ability.



R Beghetto

Beghetto: When students respond unexpectedly:

Option A: Attempt to understand. When teachers choose this option, they attempt:

- ▶ to understand the potential relevance of students' unexpected ideas. This requires that teachers are willing to spend class time exploring ideas that may take them off-course and result in curricular uncertainty.

Option B: Attempt to be understood. When teachers choose this option they try:

- ▶ to get students to understand the response that they, as teachers, expected to hear. This typically involves attempting to redirect unexpected student responses in order to get the class “back on track.” Doing so may result in potential creative ideas going unnoticed.



The best way to predict
the future is to invent it



Alan Kay