

An abstract geometric pattern on the left side of the image, featuring overlapping lines and shapes in shades of blue, pink, yellow, and green, creating a complex, interconnected design.

Creativity and Wellbeing

**Empowering learners to thrive in a
complex and fast changing world**

**A Partnership event from Scotland's
Creative Learning Plan Partners and
the National Creative Learning Network**

#creativechange

Welcome

Please introduce yourself in the chat pane

Accessibility

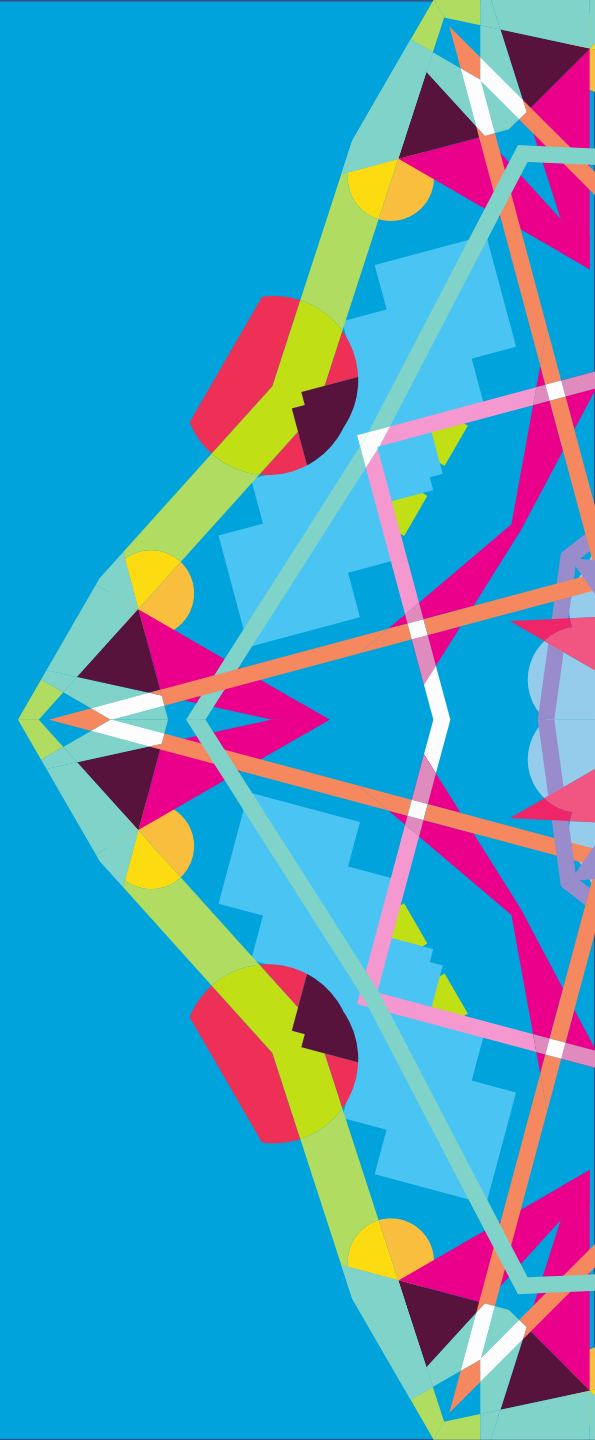
- Turn on live captions and choose language

Reminder for attendees

- Turn off your camera during presentations
- Mute your microphone unless you are speaking
- Post comments, questions and thoughts in the chat pane
- This session will be recorded

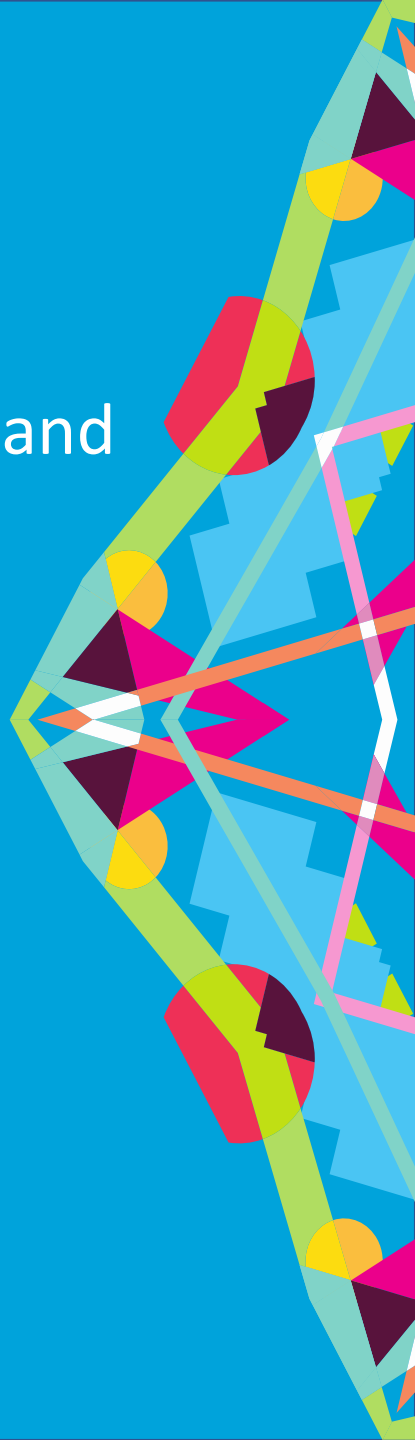
Resources you may find helpful

- A note pad or device to record your thoughts
- Access to a mobile device could be useful



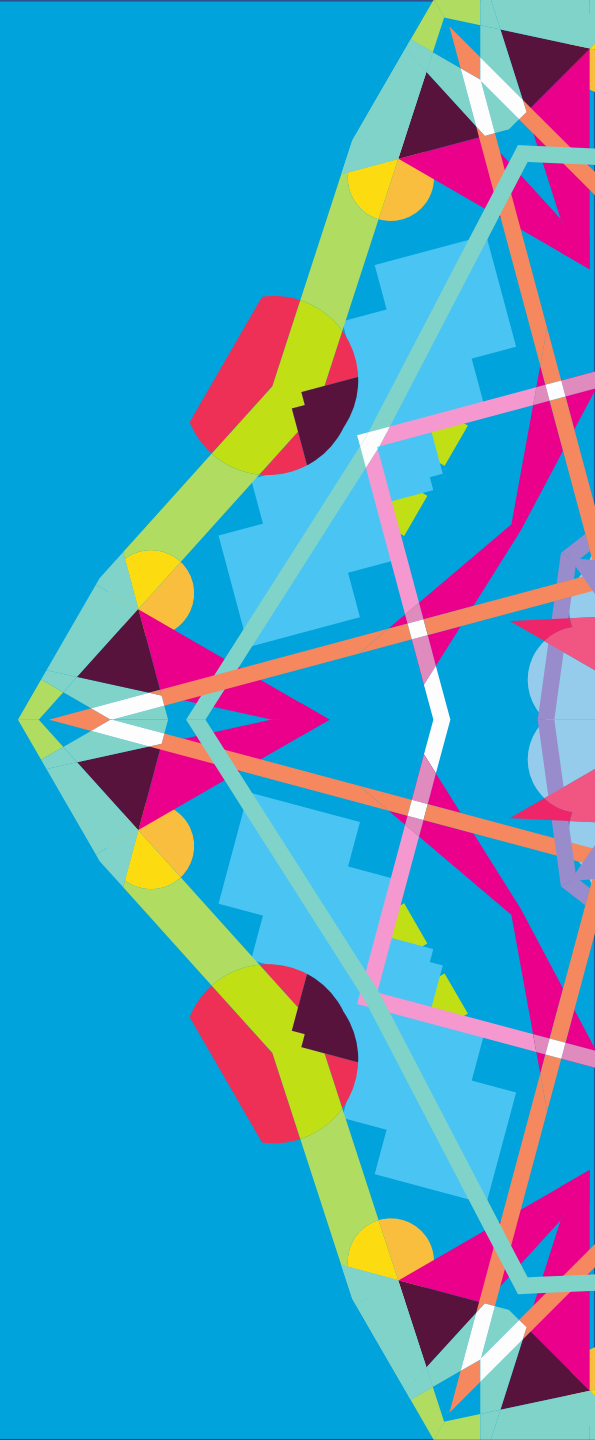
Creativity & Professional Growth

- Empowering learners through creative approaches to teaching and learning
- Enquiring approaches facilitating professional growth
- The Professional Standards
- Creativity in Learning, Professional Guide



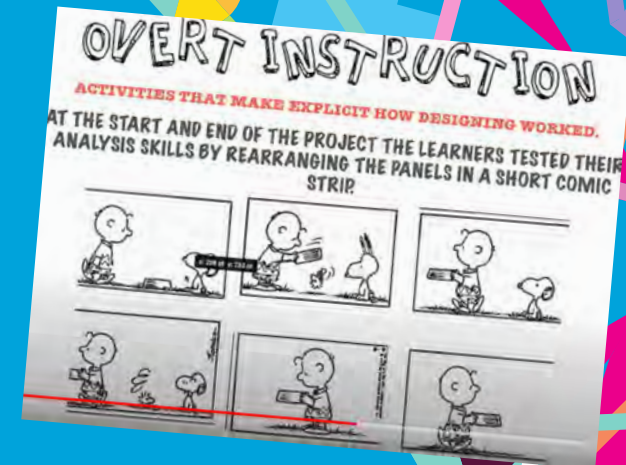
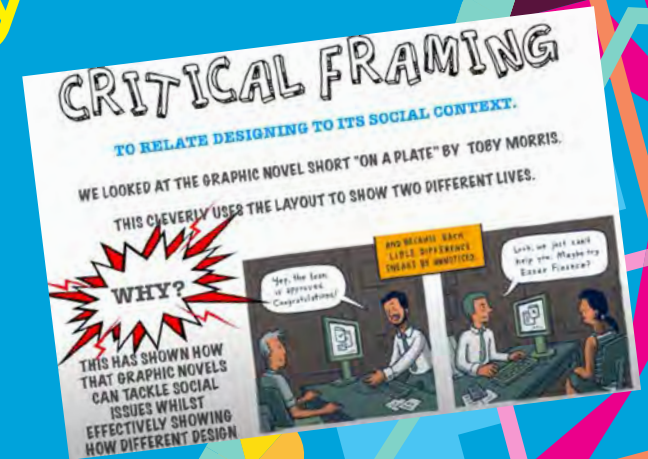
Creativity

Creative teaching describes approaches and activities, developed and delivered by those who lead learning, which are usually exciting, innovative and often use unexpected techniques to engage learners.



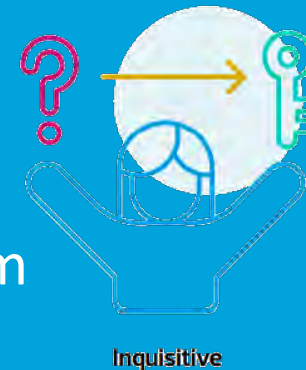
Creativity & Wellbeing: Enquiry

- Hollie Simpson, Art Design and Photography teacher at Kinross High School.
- Practitioner Enquiry supported through Stepping Stones at the GTCS:
- "Supporting Pupil Led Learning through effective modelling strategies to enhance skills education to impact confidence and wellbeing in learning"
- Problem: The hurdle of creativity, how do we get pupils to see creativity in all learning, how do we get pupils to think of themselves as creatives within a learning setting?
- The key is to unlock a level of independence and mastery so that pupils can then be flexible with their learning and apply what they have learnt to new contexts. I explored this through my probation year practitioner enquiry about approaches to Visual Literacy <https://youtu.be/3-Htd416Fyk>
- Promoting wellbeing through this mastery and in turn creativity has helped pupils to build back stronger as learners who are inquisitive and imaginative.

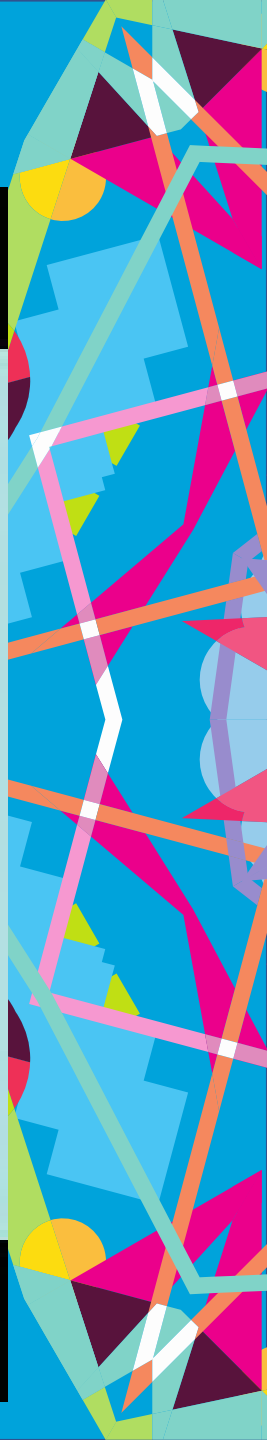


Creativity & Wellbeing: Turning Point

- At home learning hit. How could we create a one stop shop for our lessons where pupils could support their learning whilst not having the direct support of their teacher and peers?
- Modelling and demonstration had to be adapted and changed to suit a new way of working.
- I created video lessons that were shared on YouTube that included: Learning Intentions and Success Criteria, equipment needed, starters, visual demonstration of a full process, sometimes voiceovers.
- The Benefits: consistency, repetition, took away the element of creativity is not for me. Allowed pupils to explore a variety of skills and styles in a guided way leading to mastery. Pupils are used to accessing YouTube and interacting with demo videos, meeting them at their level. Improved efficacy. Seeing a process through to the end.



Creativity & Wellbeing: Example



Creativity & Wellbeing: In the Classroom

Live demonstrations on screen.

Pupil commentary



Step By Step Worked Examples Placemats

Part One.: Glazing

What is a glaze?

Why would we use this?

Where in your work is this the most useful?

I can...create a glaze to map in tones



Use for Retrieval Practice

Step Two: Mapping In Our Images.

How would we begin to map in our drawings? Think about the process.

Begin using the whole image

Check your work by breaking down the image by chunks

Fold your image to measure.

Always work lightly, particularly for watercolour.



I can... map in my drawing accurately through observation of an image.

Pupil Constructed Success Criteria

Teacher commentary

Supporting Internal Questioning.

Creativity & Wellbeing: Impact

• Many of the “I can’t do it” conversations were not had and positively impacted the ethos of the class for learners at every starting point.

• Made modelling and mastery more accessible to more pupils through repetition and easier access to worked examples

• Learners who committed themselves to following the process became more independent and flexible within their learning. Often these pupils started off as some of the less confident in the class.

• Pupils were able to vary their teacher led input more independently and without fear of judgement by their peers. Building confidence back over time.

Has made learning experiences more equitable and has allowed skills to be shared between classrooms. This has allowed for more robust planning teaching and assessment

• Most importantly the skills mastery has allowed for the facilitation of creativity and improved wellbeing for learners.

- **Moving Forward:** in my journey I want to further the flexibility of the learning system I have created in my classroom to be more collaborative with the learners and that has a greater view of personalization and choice. To utilize the resources and dual coding to encourage further retrieval practice.
- The way our practice changed over the at home learning period has been transformative in many ways. It is important to continue to build on the learning that we facilitated within the classroom.

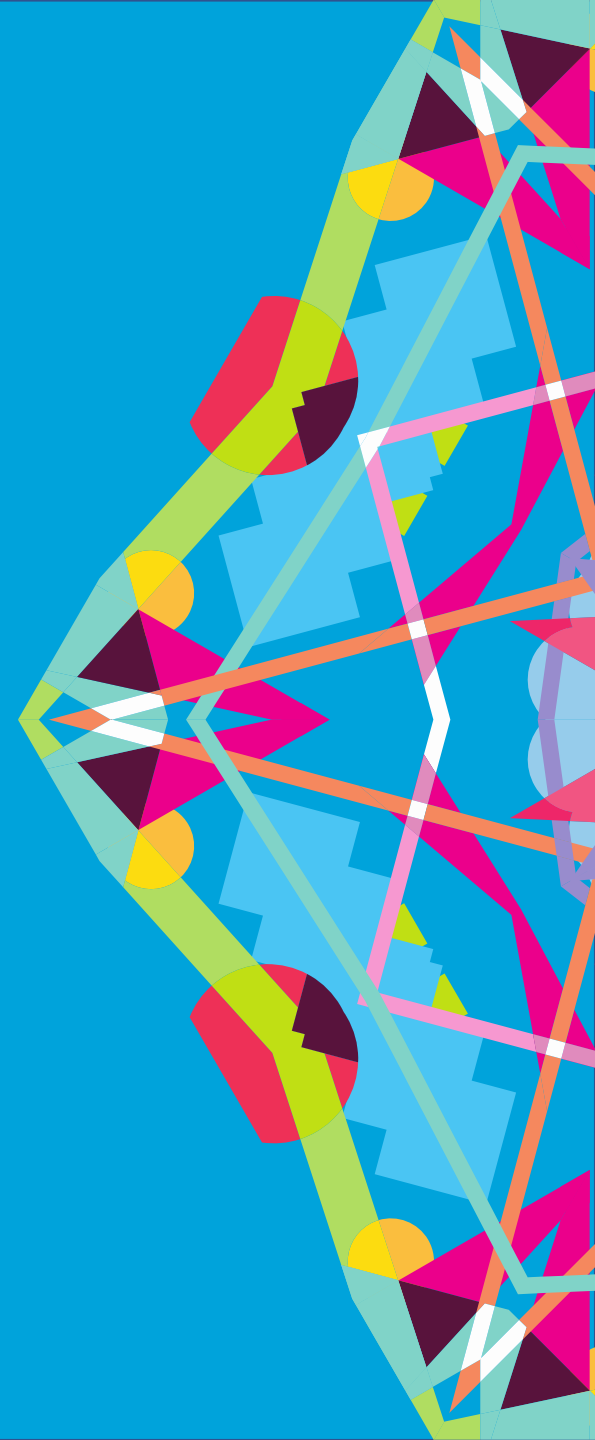
Twitter: @MissS_AandD YouTube: Art and Design with Miss Simpson

Creativity & Wellbeing

The Professional Standards

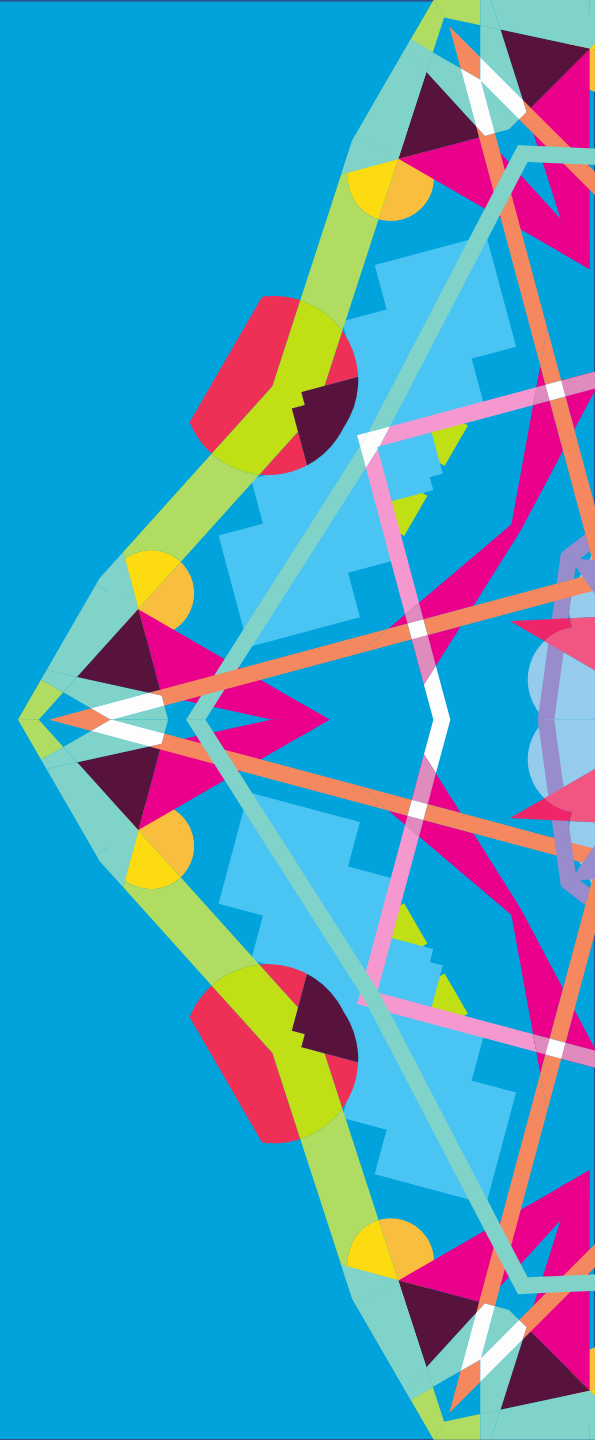
Pauline Stephen, GTC Scotland Chief Executive and Registrar, said:

“Creativity is core to education and our own development. The creative process involves investigating a problem or issue, exploring multiple viewpoints and options, generating and testing out ideas, developing, refining and communicating solutions and evaluating whether or not they have worked. This speaks to much of what it means to be a professional teacher or lecturer and it starts with being critically informed, an aspect enshrined in the Professional Standards for Teachers.”



Creativity in Learning Professional Guide

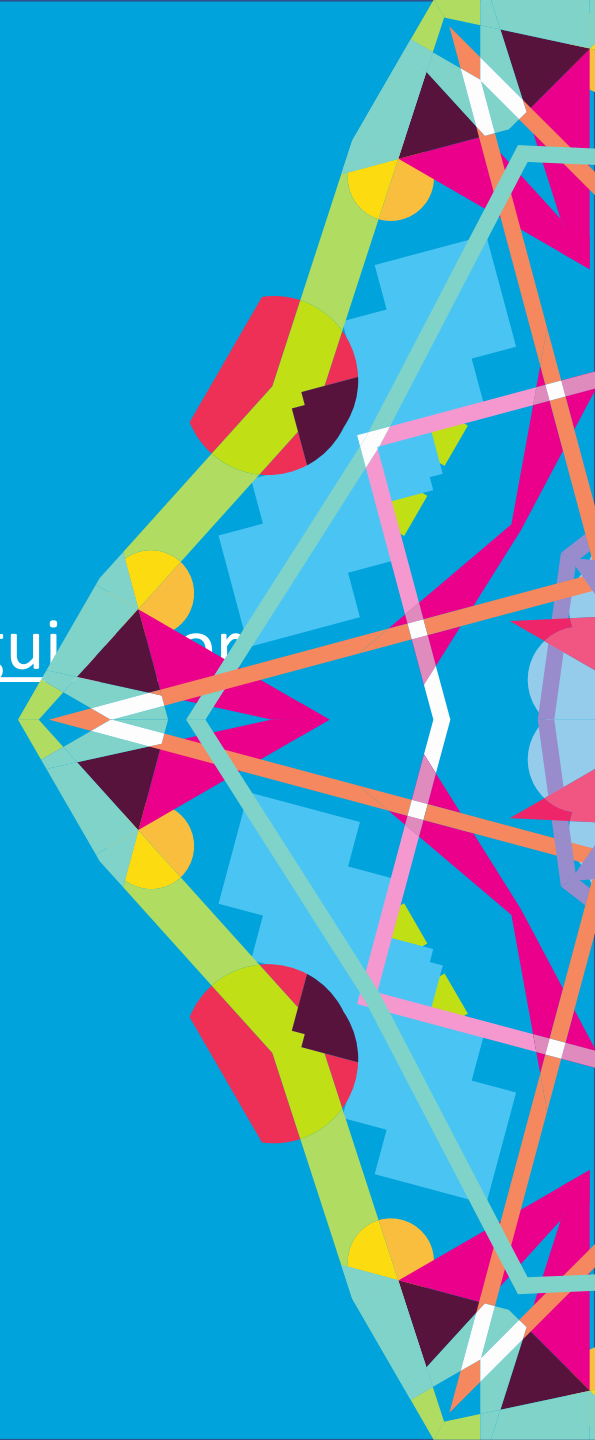
This guide is a useful tool to help teachers consider their professional learning and ways to embed creativity in their teaching and to encourage the creative thinking in their learners that supports engagement in a complex world.



Questions & comments

Links to guide and news release-

- [GTC Scotland release creativity in learning and teaching guide for teachers - The General Teaching Council for Scotland](#)
- [creativity-professional-guide-gtcs.pdf](#)





Thank you for attending this session of the National Creative Learning Partnership Event

creativityportal.org.uk
[#creativechange](https://twitter.com/creativechange)