

Creativity in Leadership and Learning

Creativity is one of our most essential skills – Scotland's Creative Learning Plan

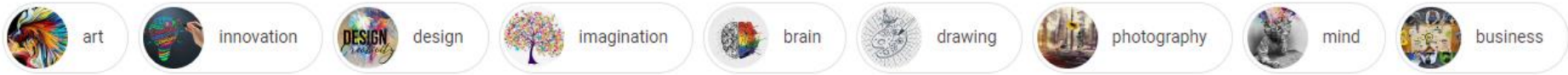
Getting the craic: *Creative approaches to learning- the realities and challenges*

How can we *all* use our creativity to
improve young people's futures?

#creativechange

A partnership event for leaders, practitioners and learners at all levels and in all contexts
from Scotland's Creative Learning Plan Partners and the National Creative Learning Network





Getting the craic: *Creative approaches to learning- the realities and challenges*

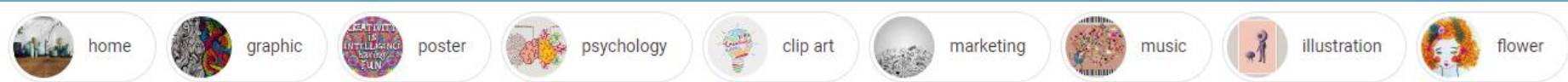
Welcome!

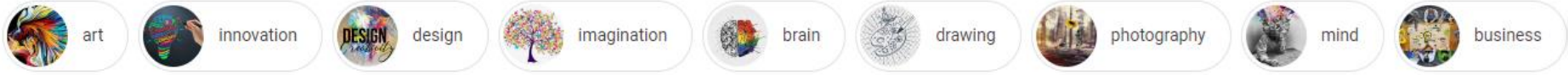
Please mute mics.

You're welcome to have your camera on.

While you settle in we'd invite you to contribute to the menti links in the chat...

We will share the slides in the chat at the end so you can just listen and get the craic!





Getting the craic with creativity aims:

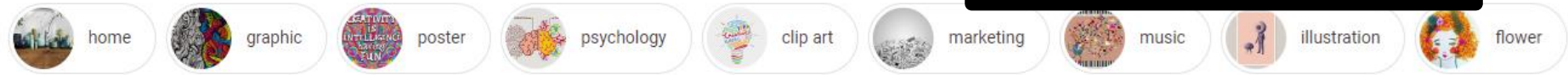
We will have a shared understanding of some of.....

The Why...?

The Who...?

The How...?

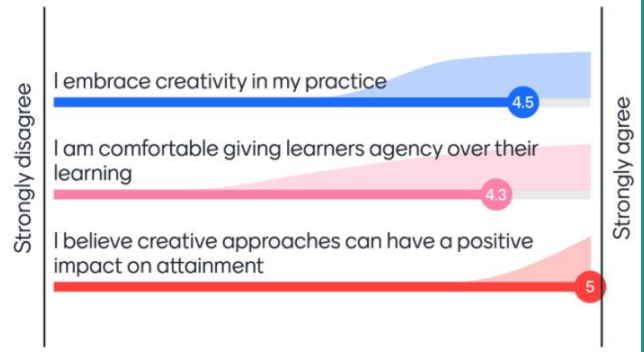
#AHA! #SPEAK #STEAL
#BINGO



What do you think of when you hear the word creativity?



How comfortable are you with the concept of creativity in your practice?



Part of the why...

If we should ever need a reason for championing creativity....

#AHA! #SPEAK
#STEAL #BINGO



The Jobs Landscape in 2022

emerging roles, global change by 2022



Top 10 Emerging

1. Data Analysts and Scientists
2. AI and Machine Learning Specialists
3. General and Operations Managers
4. Software and Applications Developers and Analysts
5. Sales and Marketing Professionals
6. Big Data Specialists
7. Digital Transformation Specialists
8. New Technology Specialists
9. Organisational Development Specialists
10. Information Technology Services

declining roles, global change by 2022



Top 10 Declining

1. Data Entry Clerks
2. Accounting, Bookkeeping and Payroll Clerks
3. Administrative and Executive Secretaries
4. Assembly and Factory Workers
5. Client Information and Customer Service Workers
6. Business Services and Administration Managers
7. Accountants and Auditors
8. Material-Recording and Stock-Keeping Clerks
9. General and Operations Managers
10. Postal Service Clerks

Source: Future of Jobs Report 2018, World Economic Forum

Top 10 skills of 2025

- Analytical thinking and innovation
- Active learning and learning strategies
- Complex problem-solving
- Critical thinking and analysis
- Creativity, originality and initiative
- Leadership and social influence
- Technology use, monitoring and control
- Technology design and programming
- Resilience, stress tolerance and flexibility
- Reasoning, problem-solving and ideation

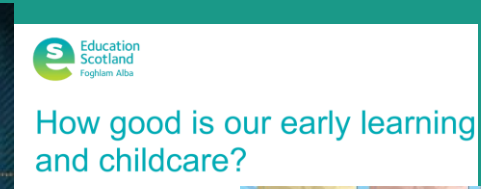
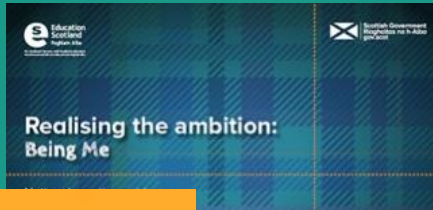
Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development

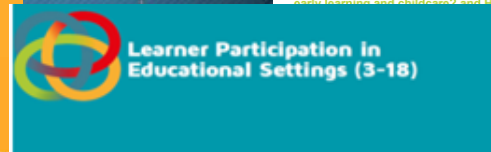
Source: Future of Jobs Report 2020, World Economic Forum



Even more why.



WHAT IF THERE WAS A HIGHER IN DAYDREAMING?



Realising the Ambition
 HGIOELC
 Refreshed CfE Narrative/IDL
 LfS Vision 2030
 Careers Education Strd.
 SDS Meta-skills
 GTCS Strds. Aug '21
 UNCRC
 Nat 5 and Higher Aug '21



Self management	Social intelligence	Innovation
Focusing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adopting	Collaborating	Sense making
Initiative	Leading	Critical thinking

43-54 CONVENTION ON THE RIGHTS OF THE CHILD



PISA 2021 CREATIVE THINKING FRAMEWORK (THIRD DRAFT)

#AHA! #SPEAK
 #STEAL #BINGO

More why...

If we should ever need justification for championing creativity...



#AHA! #SPEAK
#STEAL #BINGO



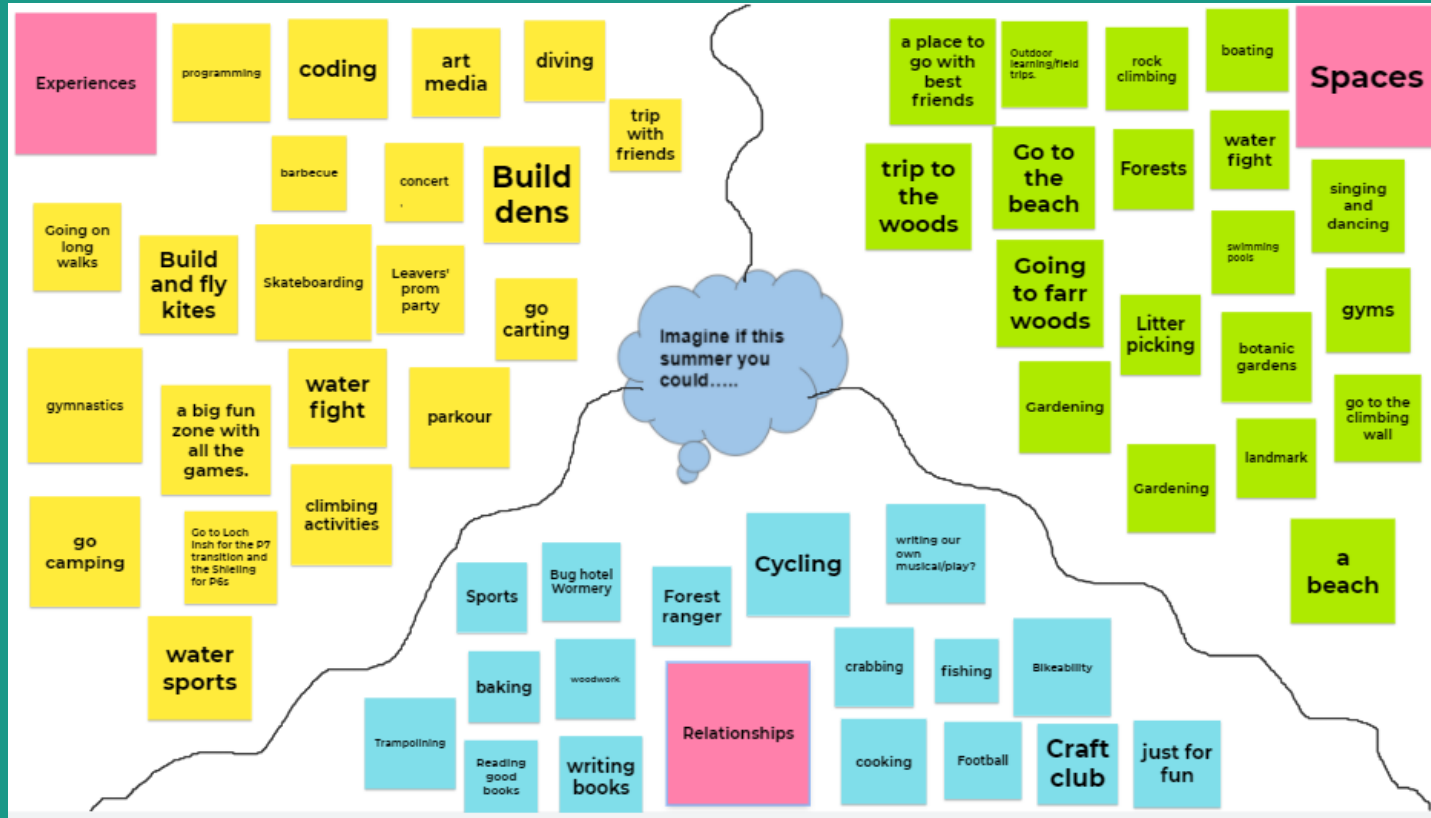
What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

[HGIOS4 and explicit reference to creativity \(thanks to colleagues at CEC\)](#)

The real why...

“We” don't need a reason for championing creativity.... The future belongs to those who create, not those who consume.

#AHA! #SPEAK
#STEAL #BINGO



The who...

If we should ever need
back-up for
championing creativity...

#AHA! #SPEAK
#STEAL #BINGO

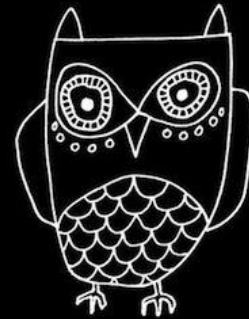
Creativity is
intelligence at play
-Albert Einstein

the
magic
brush
Jennifer Allwood

You need
chaos
in your **soul**
to give *birth*
to a dancing
star.



~ Nietzsche



WISDOM
BEGINS
IN WONDER
-SOCRATES-

More who...

If we ever need inspiration for championing creativity...

12 Benefits of Creativity

- 1 Creativity is multi-disciplinary
- 2 Creativity allows you to express yourself
- 3 Creativity promotes thinking outside the box and problem-solving
- 4 Creativity reduces stress and anxiety
- 5 Creativity allows you to enter your happy zone and have fun!
- 6 Creativity gives you a sense of purpose
- 7 Creativity leads to feelings of accomplishment and pride
- 8 Creativity can link you to others with the same passion
- 9 Creativity improves your ability to focus
- 10 Creativity promotes risk-taking & iteration
- 11 Creativity is a pre-requisite for innovation
- 12 Creativity encourages us to be life-long learners

"Creativity now is as important in education as literacy and we should treat it with the same status."
- Ken Robinson

@jivinduckworth

#AHA! #SPEAK
#STEAL #BINGO

Do Schools Kill Creativity?

KEN ROBINSON TED

CHILDREN HAVE AN INCREDIBLE CAPACITY FOR CREATIVITY

CHILDREN STARTING SCHOOL NOW WILL RETIRE IN 2065

EVERYWHERE ON EARTH HAS THE SAME EDUCATION HIERARCHY

WE ARE EDUCATING PEOPLE OUT OF CREATIVE CAPACITIES!

BUT THE FUTURE IS UNCERTAIN

ALL CHILDREN ARE BORN ARTISTS

THE PROBLEM IS HOW TO REMAIN AN ARTIST ONCE HE GROWS UP

TO MEET THE NEEDS OF INDUSTRIALISM

BUT WHY NOT TEACH DANCE THE SAME AS MATH?

RETHINK OUR VIEW OF INTELLIGENCE

ADOPT A NEW CONCEPT OF EDUCATION

IF YOU'RE NOT PREPARED TO BE WRONG, YOU'LL NEVER COME UP WITH ANYTHING ORIGINAL

1. DIVERSE
2. DYNAMIC
3. DISTINCT

...ONE THAT VALUES HUMAN IMAGINATION


CREATIVITY IS JUST AS IMPORTANT AS LITERACY

KIDS AREN'T AFRAID TO TAKE A CANON

[Sir Ken Robinson- Do schools kill creativity? 2006](#)

[Sir Ken Robinson- Can creativity be taught? 2014](#)

CREATIVITY IS AS IMPORTANT NOW IN EDUCATION AS LITERACY AND WE SHOULD TREAT IT WITH THE SAME STATUS.



Ken Robinson

Even more who...

If we ever need research for championing creativity...

#AHA! #SPEAK
#STEAL #BINGO

10 Characteristics of the Inquiry Classroom

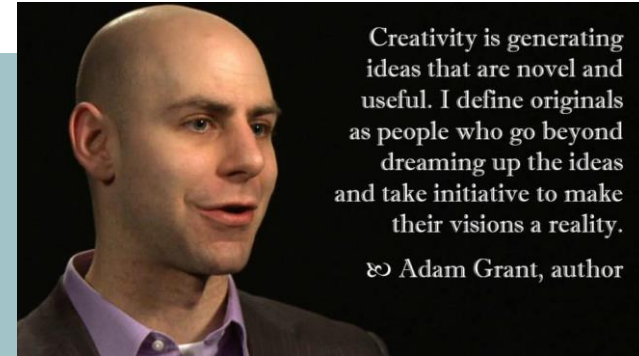
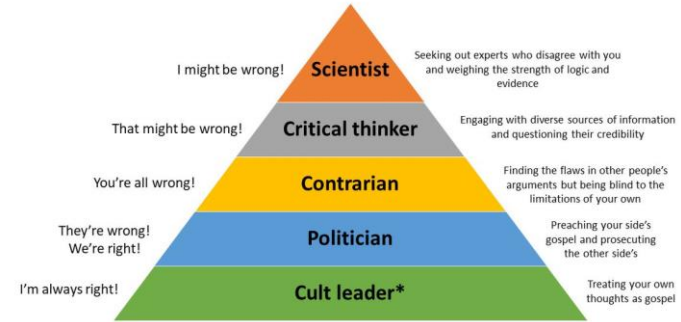
@Trev_Mackenzie @sylviaaduckworth

- 1 Nurture student passions & talents
- 2 Empower student voice & honour student choice
- 3 Increase motivation and engagement
- 4 Foster curiosity and a love for learning
- 5 Teach grit, perseverance, growth mindset & self-regulation
- 6 Make research meaningful & develop strong research skills
- 7 Deepen understanding to go beyond memorizing facts and content
- 8 Fortify the importance of asking good questions
- 9 Enable students to take ownership over their own learning and to reach their goals
- 10 Solve the problems of tomorrow in the classrooms of today

Genius Hour - 20% Time
Passion Projects

[Dive Into Inquiry- Trevor Mackenzie](#)

A Hierarchy of Rethinking Styles



Learners-the real who...

If we ever need justification for championing creativity...

the connection between executive functions, creativity skills and learning- The Art of Learning

#AHA! #SPEAK
#STEAL #BINGO

Before You Start

Start lessons with a stimulating and relevant video and use this as a stimulus for a class discussion to co-create the learning intentions of the lesson or steer the discussion to a particular area of study.

Vary the membership of pupil groups between lessons. This will help children to improve their skills of collaboration and negotiation.

Ask another adult to join the class if they have a relevant skill or knowledge to the topic being studied

Divide lessons into manageable chunks where each activity is timed to maintain a brisk pace. Ideally the timer should be visible to the children.

Vary the physical organisation of the class at different times during a lesson.

The Art of Learning

Things that work

To Embed Creative Learning and Support Creativity Skills
bit.ly/artoflearningscot



Before You Finish

Ask pupils to reflect at the end of the lesson

What did you learn? What was easy? What was a challenge? Could we do that better next time? What skills were you using? What should we do next time?

Empower Your Learners

Ask learners how they would like to learn.

Ask learners how they would like to share their learning

Take risks and give more responsibility to children for different aspects of the lesson.

Support Creativity Skills

To promote creativity, ask open ended questions and ask children to build on the answers to previous questions.

Whenever children are applying and developing a skill, make explicit reference to it.

Praise and value creative responses from children.

Give learners a set time of say 20 seconds to think before answering a question.

[The Art of Learning](#)

[Education Scotland Learning Resources March 21](#)

The Curriculum Story Project



Our Skills Development Journey – Crown Primary School

Skills Development...

- We are on a relentless Skills Development journey at Crown.
- We will tell the story of how this has been developed and think about where we want to go next!



If we made our own curriculum it would involve...



Celebration and
Development of
Wider
Achievements!

Fun!

Metaskills!

Relevant Contexts!

Linked Learning Experiences!

Learning beyond
the classroom!

Mental Health!

Teamwork!

Leadership
Opportunities!

Technology

Pupil Voice!

Real World Issues!

Strong links with Parents
& Community Partners!

Empowerment!

Links to school values!

Skills progression and profiling

Metaskills 4.0

Career Management Skills

Career Education Standard

Building the Curriculum 4

Self Management



Focussing

Self Management



Initiative

Self Management



Adapting

Self Management



Integrity

Social Intelligence



Communicating

Social Intelligence



Feeling

Social Intelligence



Collaborating

Social Intelligence



Leading

Innovation



Curiosity

Innovation



Creativity

Innovation



Sense Making

Innovation



Critical Thinking

What is our Skills Story at Crown?

Features	Advantages	Benefits
Sharing Wider Achievements in Profiles	<p>Pupils have greater awareness of their talents and achievements – boosts confidence.</p> <p>School is more aware of activities and achievements taking place outwith school.</p>	<p>Pupils can recognise their own achievements independently and record these in their online profile.</p> <p>Pupils proudly discuss their wider achievements with teaching staff during weekly profile time.</p>
Creation of Early - Second Level Metaskills Progression	<p>Skills are explicitly taught.</p> <p>Skills taught at each level are progressive in complexity.</p> <p>Pupils more aware of their own skills.</p> <p>Pupils supported in developing their skills further.</p> <p>Pupils fluent in the language of skills.</p> <p>Increased teacher confidence in knowing which skills to teach.</p> <p>Pupils participate in a wide range of skills based learning activities throughout the year.</p> <p>Staff use community partnerships to make skills learning meaningful and relevant</p>	<p>Pupils can successfully identify examples of work where they have developed a skill and are able to evidence this within their learning profiles. Parents have reported quality dialogue with pupils around their profiles where their child is able to explain the skills they have been developing and how they have done this.</p> <p>During class discussions children will refer to specific metaskills when talking about skills rather than 'maths' or 'reading' or 'art' as a skill.</p> <p>Teachers are starting to embed skills development into cross-curricular learning and have reported being more confident with doing this.</p> <p>Skills based learning e.g. Junior Apprentice, Scottish leadership Award and John Muir Award are embedded as curriculum entitlements in yearly planners.</p>
Assigned DYW Job Focus Categories for each year group (P1 - P7)	<p>Pupils have a greater understanding of the wider world of work.</p> <p>Pupils can link different jobs to skills development and see the relevance of learning and skills.</p> <p>Pupils learn about a wide range of different jobs and job categories throughout primary school. This helps them to understand who they can become and to develop a healthy sense of self that will help them reach their full potential. Pupils need to 'see it to be it'.</p> <p>Job focus categories allow space for pupils to be curious about what different jobs involve, explore areas they had perhaps never considered to spark interest; and allows stereotypes to be challenged.</p>	<p>Pupils are able to link their skills and talents to potential future careers – this has been shown through DYW work, World of Work quizzes and is recorded in profiles.</p> <p>Staff know which specific job areas to focus on and can embed this into their planning for the year.</p> <p>Staff are confident in using the DYW directory to make best use of community partners to maximise learning experiences.</p>

The how?

Features of creative approaches to learning- how does creativity look, sound, feel in your setting?



For learners

For staff

For partners

For parents

#AHA! #SPEAK
#STEAL #BINGO

More how...

**How do spaces,
experiences and
relationships impact
creative
approaches?**


The
good...

The bad...

The ugly...

The dream...

**#AHA! #SPEAK
#STEAL #BINGO**



**How do we know
there are benefits
from embedding
creative curriculum
entitlements?**

achievement?

attainment?

engagement?

positive
destinations?

**#AHA! #SPEAK
#STEAL #BINGO**

Learner Participation [Click](#)

Some Rabbit Holes for you ...

[Meta Skills 4.0](#)

HGIOURS [Click Part 1](#)

HGIOURS [Click Part 2](#)

[3-18-curriculum-review-impact-report](#)

[HGIOS4](#)

[HGIOELC](#)

[self-evaluation/planning-for-and-evaluating-creativity](#)

[Edinburgh 3-18 Progression Framework](#)

[Digital Technology Self-Evaluation \(Glasgow\)](#)

[Borders SE Toolkit](#)

[**@creativescots**](#)

<https://www.creativescotland.com/>

[**OECD**](#)

[PISA 2021 CREATIVE THINKING FRAMEWORK](#)

[NIF 2020](#)

[Scottish Learner Panel at YoungScot](#)

[Empowerment Thematic Inspection](#)

[**@CreativPortal**](#)

<https://creativityportal.org.uk/>