



Flourishing: Creativity and wellbeing

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Where we will go over the next 80 minutes...

- What is creativity
- Why do we all need creativity
- What are fusion skills
- Learning creatively
- What can I do tomorrow



"Being creative is seeing the same thing
as everybody else but thinking of
something different"



Creativity is characterised by...



- Original and expressive forms of communication and synthesis
- A sense of wonder and curiosity
- The ability to let distinctions between play and work blur
- Tolerance of ambiguity
- Flexible and original responses
- Insightful and visionary interpretations

Aspects of creativity...

The creative process

The person (personality traits, atmosphere, experience, influences)

The Creative product sought (criteria, assessment)





Little and big c

- Everyday or 'little c' creativity. The type of creativity that makes people adapt to the constantly changing environment, reformulate problems, and take risks to try new approaches to problems.
- **'Big C'** creativity, 'the kind that changes some aspects of the culture, is never only in the mind of a person'.

The **creative personality** encompasses:

- autonomy, flexibility, preference for complexity, openness to experience, sensitivity, playfulness, tolerance of ambiguity, risk-taking and risk tolerance, intrinsic motivation, self-efficacy and wide interest and curiosity (see also Runco 2007).

Characteristics of the creative process

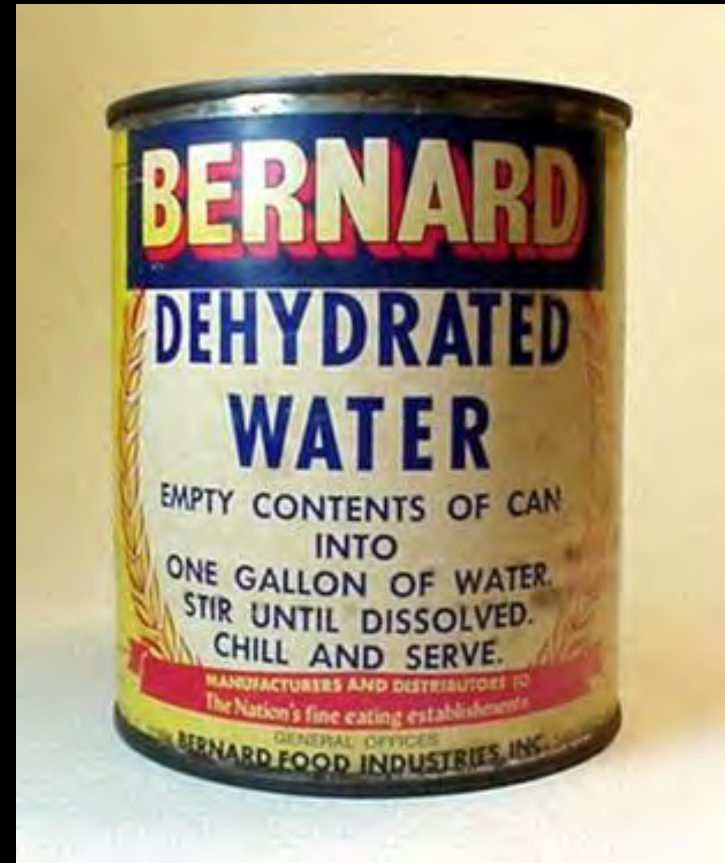
- adequate problem identification and specification
- the capacity to recognise what ideas are worth
- tolerance to ambiguity and openness
- divergent thinking, analytical skills and critical thinking.

Creativity involves something **original and adequate**. That something is original involves that it is different from the norm, it can be original in relation to the person, the peer group and/or the domain, etc.



Consumer or maker?

- Plato believed that being **exposed** to art may give rise to creativity
- Aristotle believed that through the processes of **making** an artist becomes creative



YELLOW	BLUE	ORANGE
BLACK	RED	GREEN
PURPLE	YELLOW	RED
ORANGE	GREEN	BLACK
BLUE	RED	PURPLE
GREEN	BLUE	ORANGE

A microscopic image of neurons, showing a dense network of cell bodies and branching processes against a black background.

Neuroplasticity

It is a proven fact that we need sensual experiences in order to develop. Neuroscientific research demonstrates how thinking is stimulated by the senses and that creativity requires neuroplasticity.

Globalisation
Sharing economy
Speed of change
Mistrust of institutions
Rapid movement to self-employment
Collapse of 'middle skill' jobs
Loss of health and wellbeing
Irrelevance of education
Environmental sustainability
Differentiated society and inequality
Migration and population changes
AI and machine learning

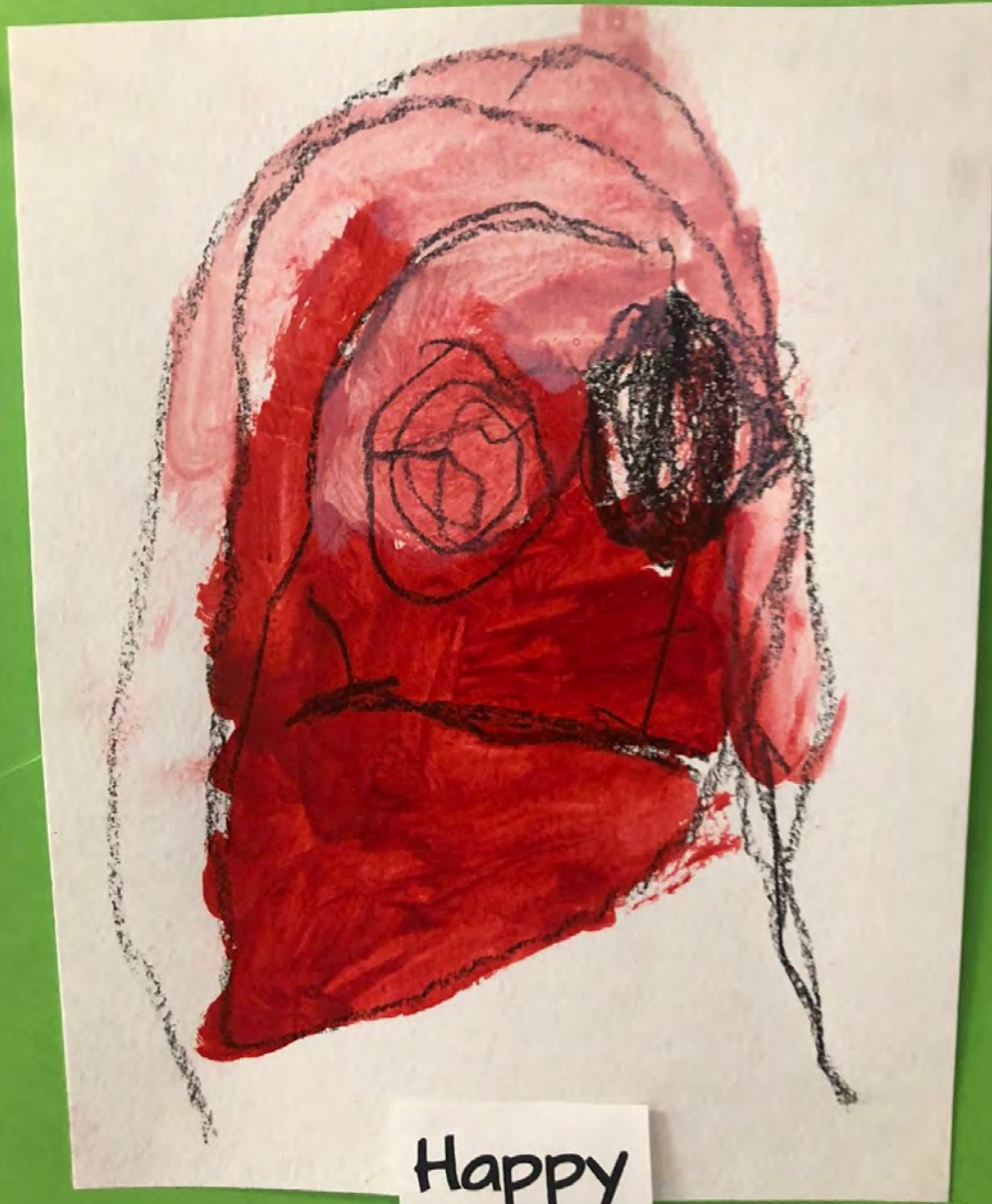






Happiness

- Human Development Index (HDI)
- UNICEF - UK children are the unhappiest
“the selling of lifestyles to children creating a culture of material competitiveness ... at the expense of the principles of community and co-operation”.

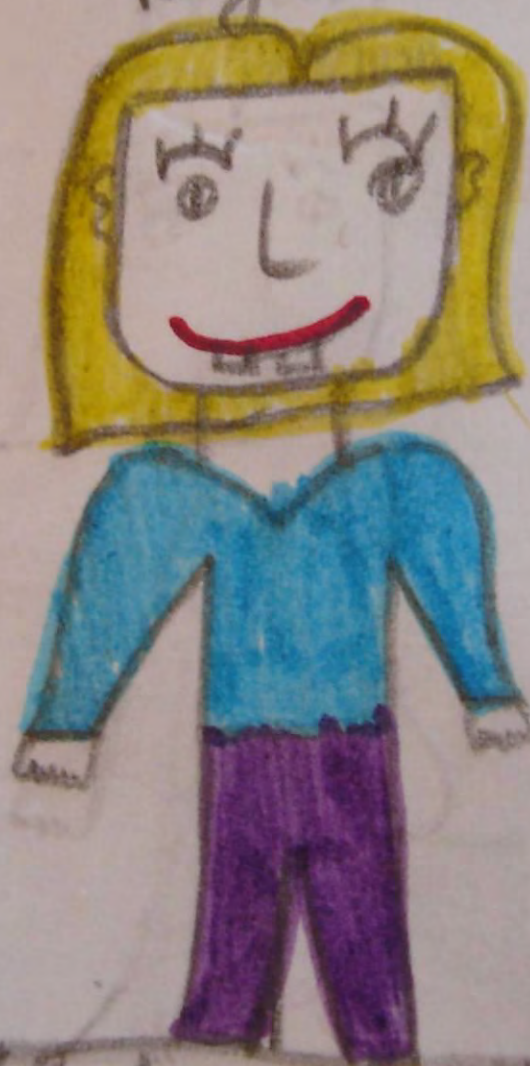


Happy

Gonnexil



Regan



Bhutan's Gross National Happiness (GNH)

- The happiest people in the world live in Nigeria



The need for creativity in our lives

“If we can let go of the beliefs we have that art is ‘this’ or ‘that’, we can start to embrace it for ourselves and enjoy creating it with others. Art is universal and there are a great many art forms and means of creative self-expression for people to find their own sense of accomplishment and self-esteem. Creativity can also help the healing process and increase our sense of wellbeing”

- C4W <https://www.creativity4wellbeing.com/>

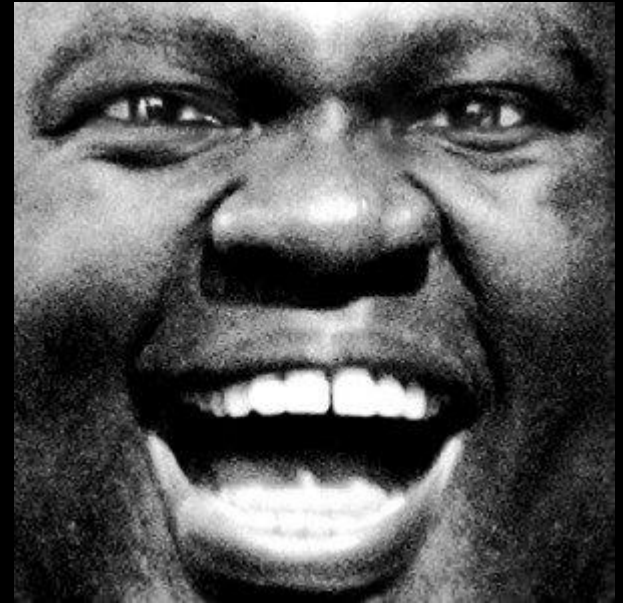
- A study by BBC arts of 50,000 people found that regardless of skill level, taking part in activities like painting, pottery or music helps people manage their emotions, build confidence and explore solutions to problems.
- Live face-to-face activities such as singing in a choir or taking part in a group painting class were the most effective, even isolated online creative activity led to a positive impact.
- <https://www.bbc.co.uk/mediacentre/latestnews/2019/get-creative-research>

Dance is the art form that communicates through the body. Roland Barthes, “My body is a thought”



- Cultural participation is only second to absence of serious illness in predicting psychological well being and more important than income, place of residence, age, gender or occupation.

Flourishing



Sustainability

- Cultural participation increases social mobilization and awareness of social consequences of individual action



Crime prevention

- Cultural projects produce strong and significant effects in cases of juvenile crime prevention.



Entrepreneurship

- The cultural and creative field is the most powerful incubator of new forms of entrepreneurship and makes a major contribution in economic competitiveness.



Local identity

- Cultural facilities substantially increase the global visibility of a place and improve urban and regional milieu



- Increase the visibility, reputation and authoritiveness of a country at all levels of international relationships.

Soft power



Fusion skills

ORAL COMMUNICATION



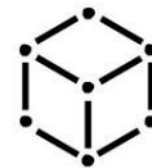
COLLABORATION



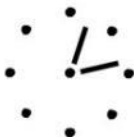
INITIATIVE



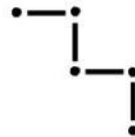
PROBLEM SOLVING



ORGANISATIONAL SKILLS



ADAPTABILITY & FLEXIBILITY



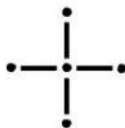
WRITTEN COMMUNICATION



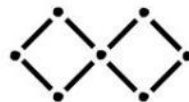
INDEPENDENT WORKING



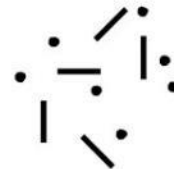
CRITICAL THINKING



RESILIENCE



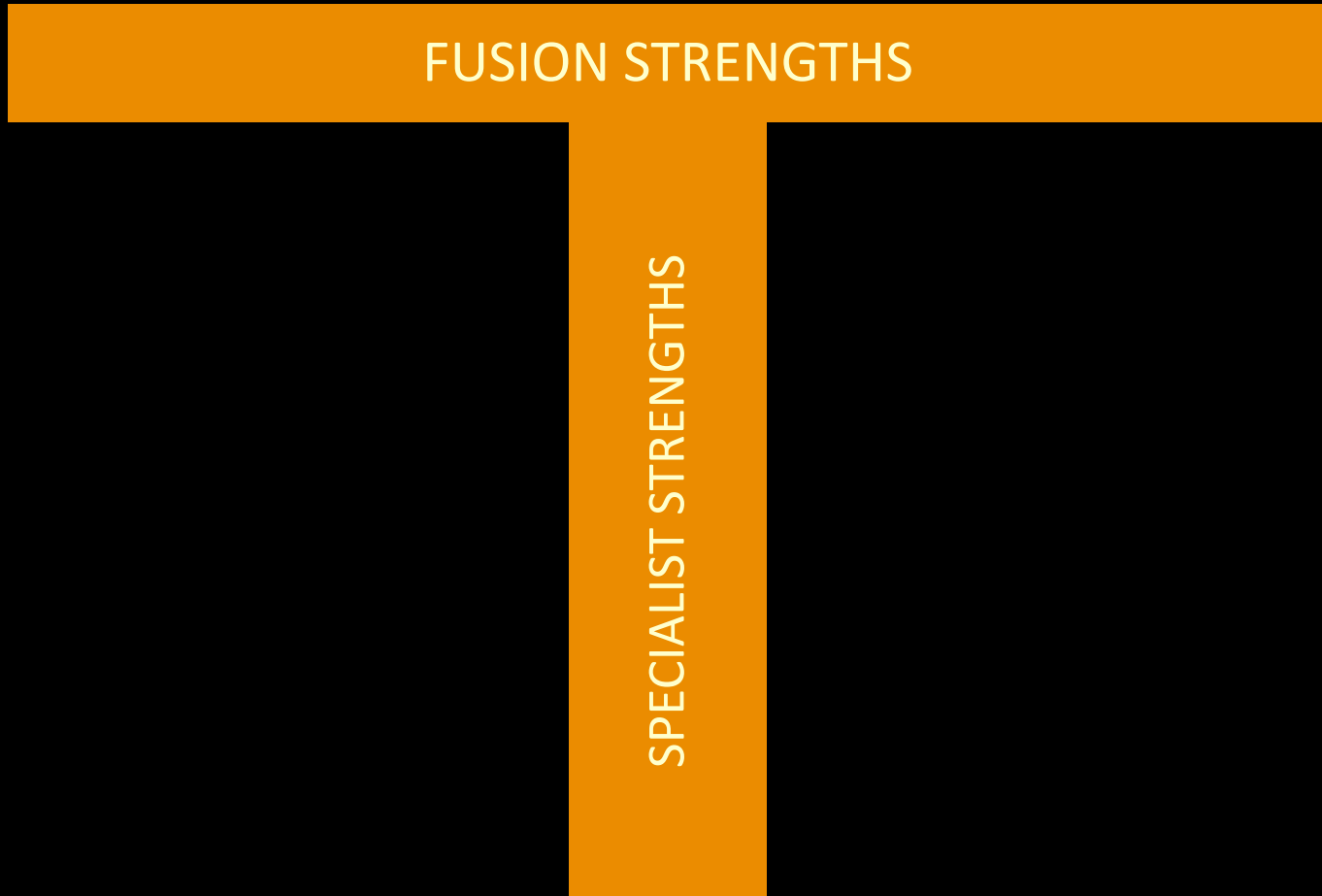
CREATIVITY



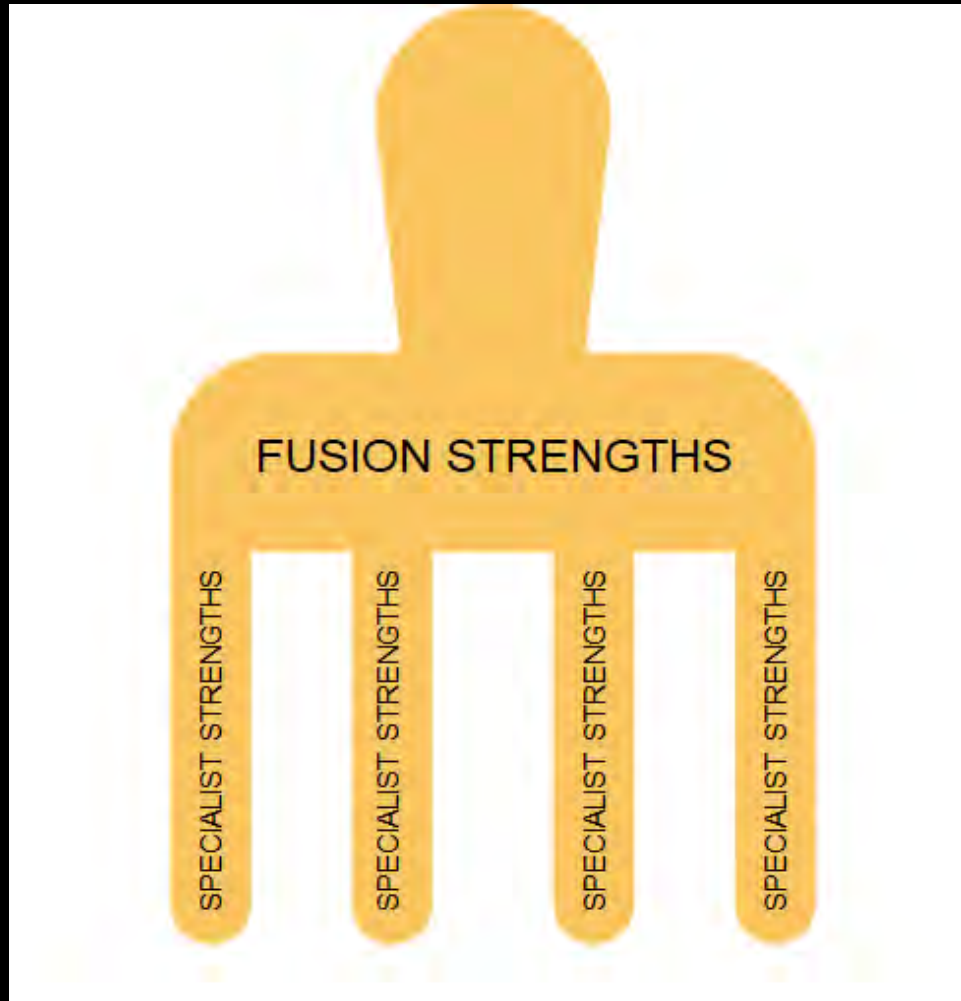
ANALYSIS & EVALUATION



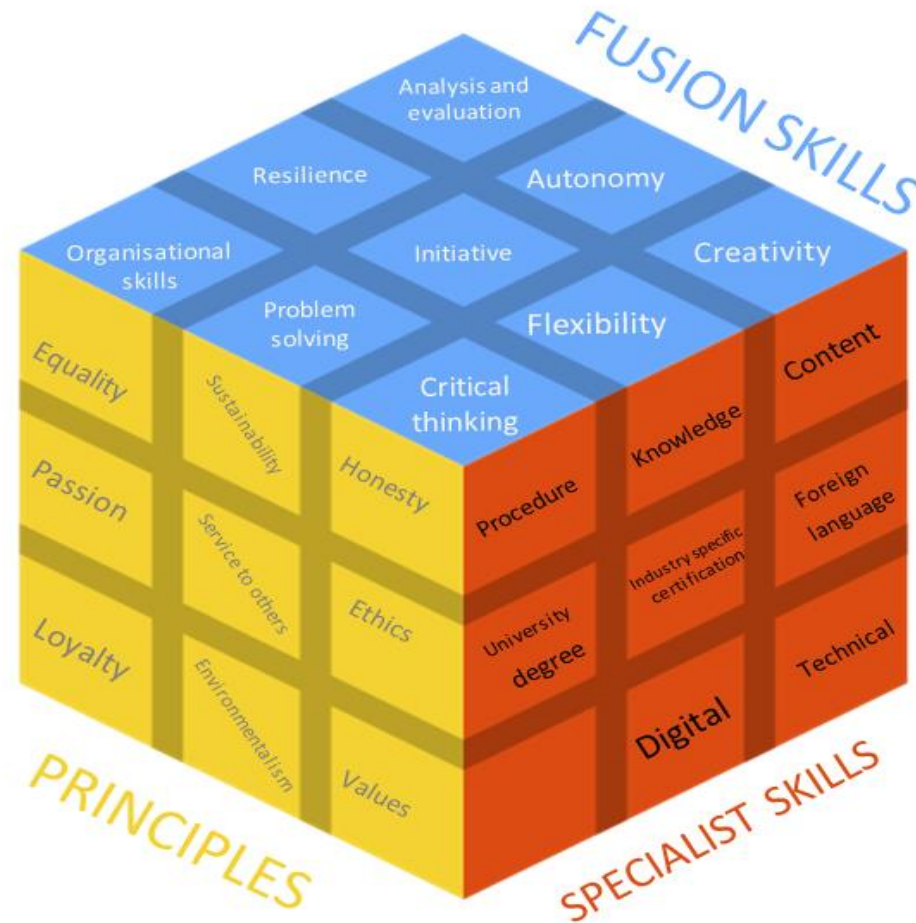
T-shaped People



Comb-shaped people



Cubed-shaped people



CIFLGZ

June 2040



June 2040





- **“Complex problems are ones like raising a child. Once you learn how to send a rocket to the moon, you can repeat the process with other rockets and perfect it. One rocket is like another rocket. But not so with raising a child, the professors point out. Every child is unique. Although raising one child may provide experience, it does not guarantee success with the next child. Expertise is valuable but most certainly not enough. Indeed, the next child may require an entirely different approach from the previous one. And this brings up yet another feature of complex problems: their outcomes remain highly uncertain. Yet we all know it is possible to raise a child well. It’s complicated, that’s all.” (Gawande, 2009: 48-9)**



Learning to be and to become

5P's

- People
- Planet
- Prosperity
- Partnerships
- Peace



People: Curiosity



- **Observing** a task
- **Investigating**
- Asking **questions**
- **Seeking related materials**
- Demonstrating **levels of interest**
- **Initiating** involvement and interaction
- Extending the **length of time** he/she remains interested in an activity
- **Interacting and communicating**

Planet: Sustainability



- Active environmental learning
- Recycling as a core principle
- Using sustainable IT
- Outdoor education and gardening
- Zero waste principles
- Energy efficiency

Partnerships: Confidence

- Level of talking during activities
- Asking questions
- Talking with different people
- Trying new things together
- Showing another how to do something
- Willingness to interact
- Asking for materials to make/do something
- Using provision interdependently

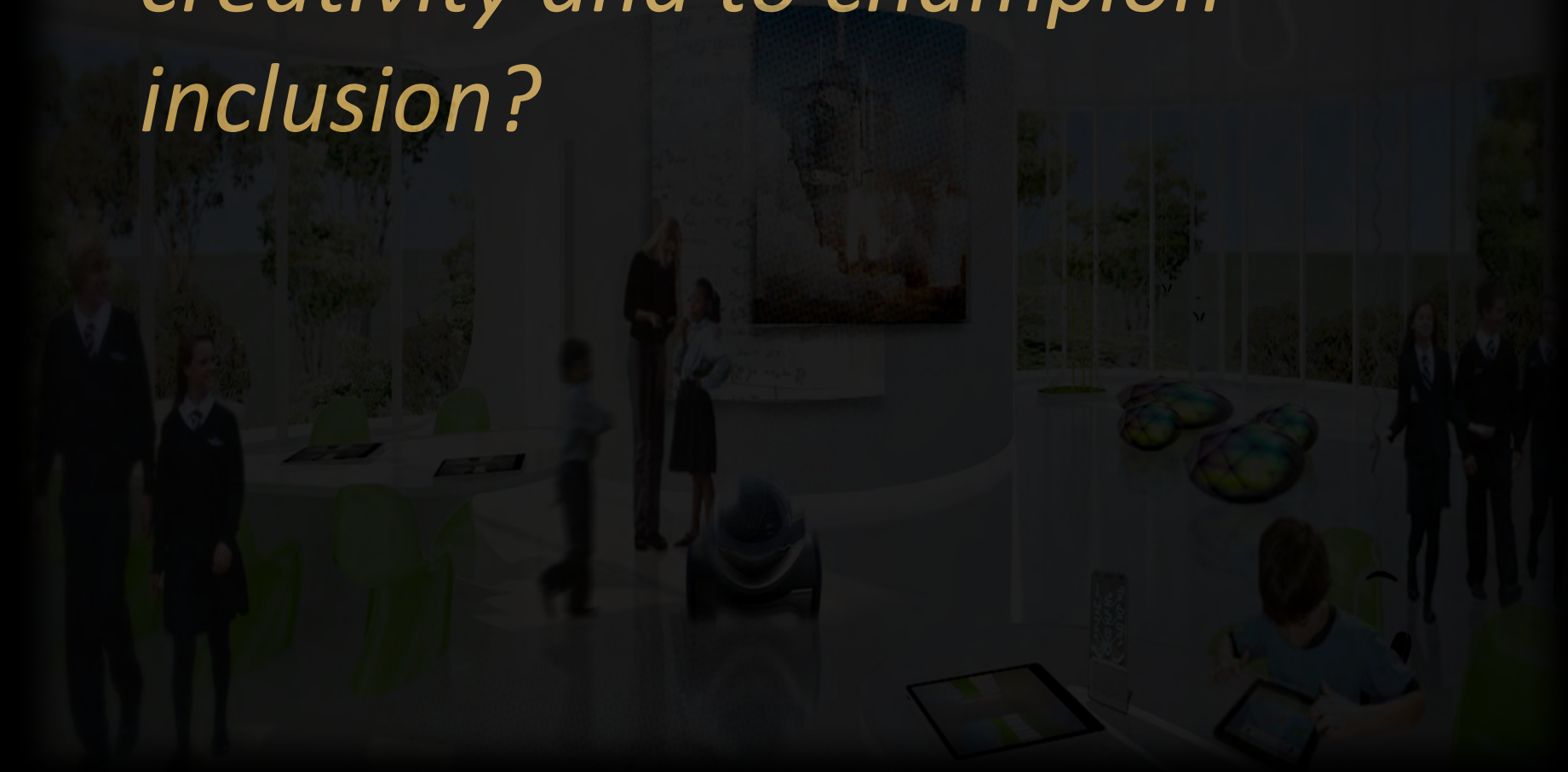


Peace: Tolerance and resilience

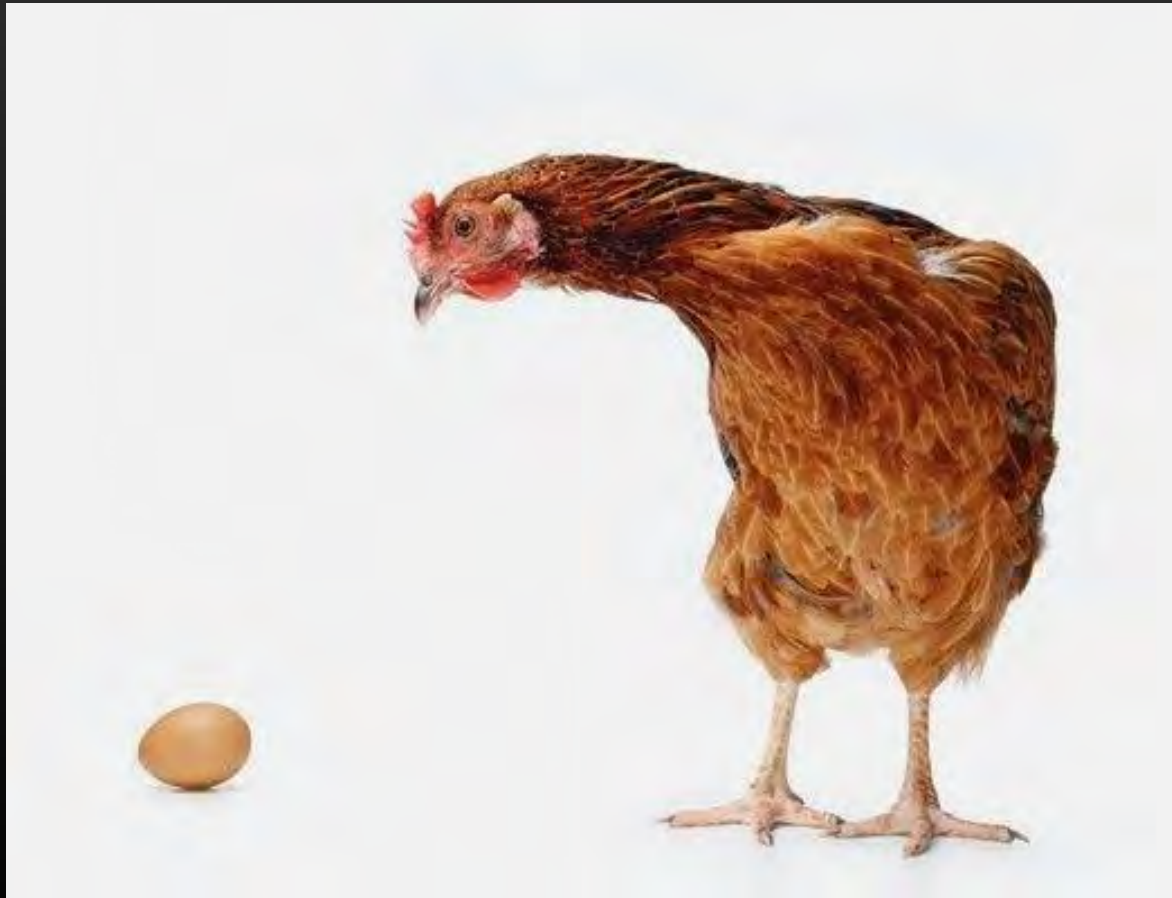
- Communicating with unfamiliar cultures and ideas.
- Exposure to experiences that can help them feel comfortable communicating with others
- Open mindsets in action
- E.g. School trips, debating sessions, visits to a workplace, volunteering



*How do we change classrooms to
promote fusion skills and
creativity and to champion
inclusion?*



Chicken and the egg...

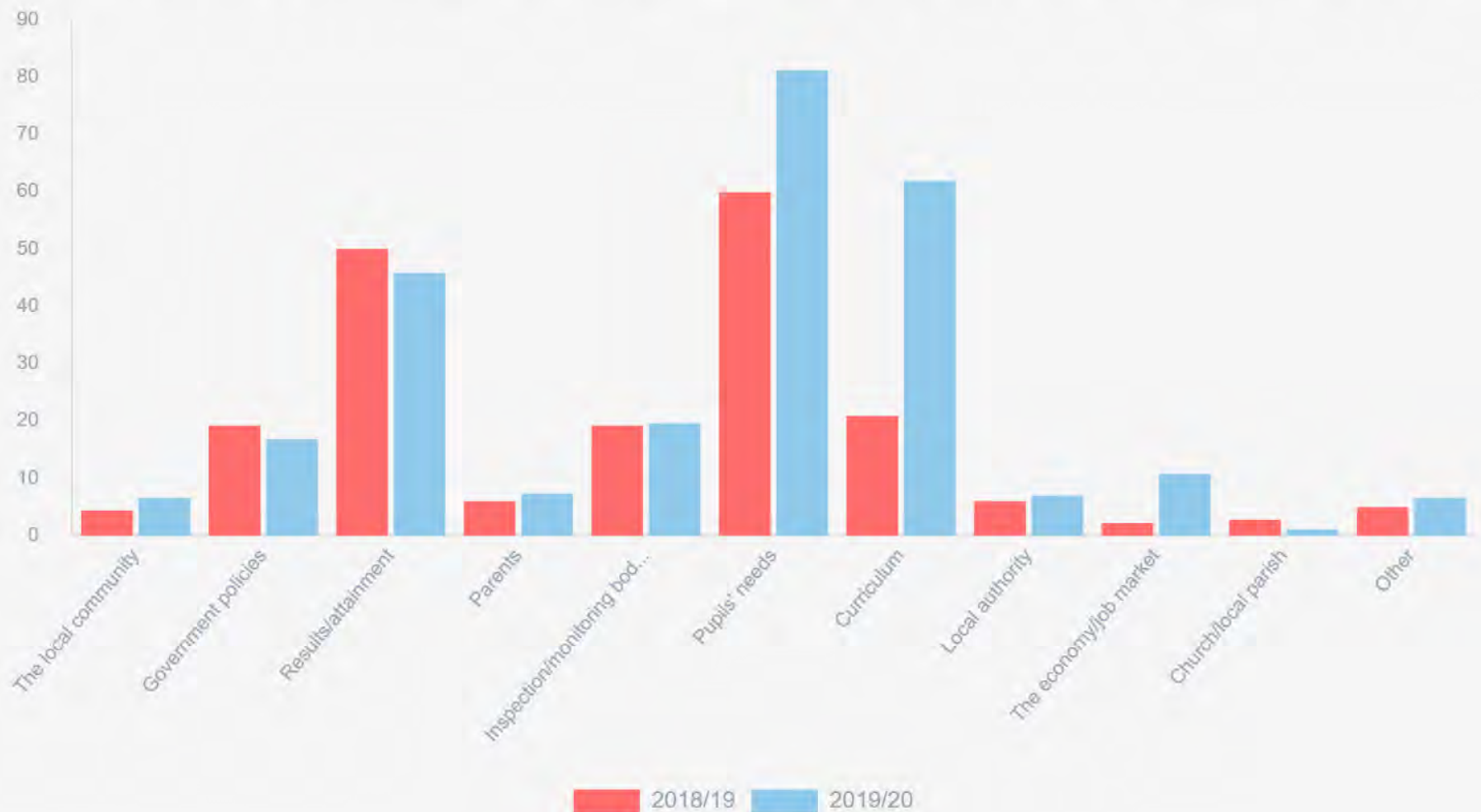


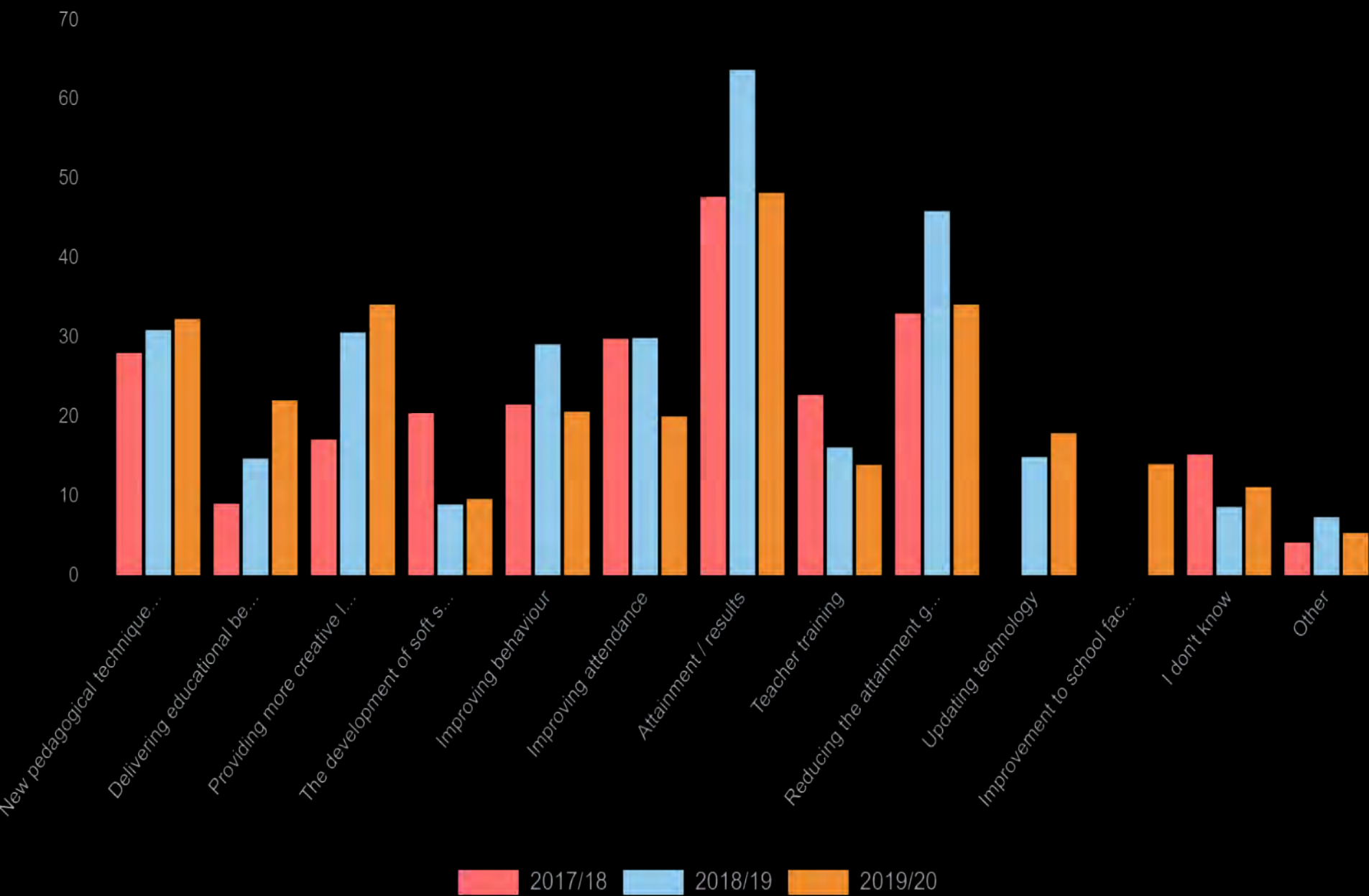
Are teachers a reactive or proactive force on...

- Curriculum?
- School organisation?
- Children's agency?
- Teachers' agency?
- Leadership?
- Wellbeing?
- Change?

Just 7.4% of teachers take a
key role in their school's
strategy

Which are the greatest influences when shaping your overall school strategy?





*Escaping the hamster wheel...
behaviours to develop*



3

"Here comes trouble"



- Citizen led...
- Lifelong learning...
- Collaboration...
- Responsible leadership...
- Flexible...
- Permeable boundaries...
- Innovating with empathy...
- Sharing...

Curriculum and creativity



- Is the person “free to become”?
- Do they have agency?
- How do you reveal the full potential of learners as they engage with and within the world?
- Human subjectivities are shaped in a web of relational, cultural and structural conditions.
- Substance (curriculum needs significance and utility to the learner)

Play and creativity..



- Offers behavioural, social, and psychomotor rewards.
- Is rich in creativity activity as it is done for its own sake more than for some reward outside of the activity
- Can increase curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity- Fusion skills

Practical learning

- Pupils' active participation in and reflection on their own learning processes promotes learning.

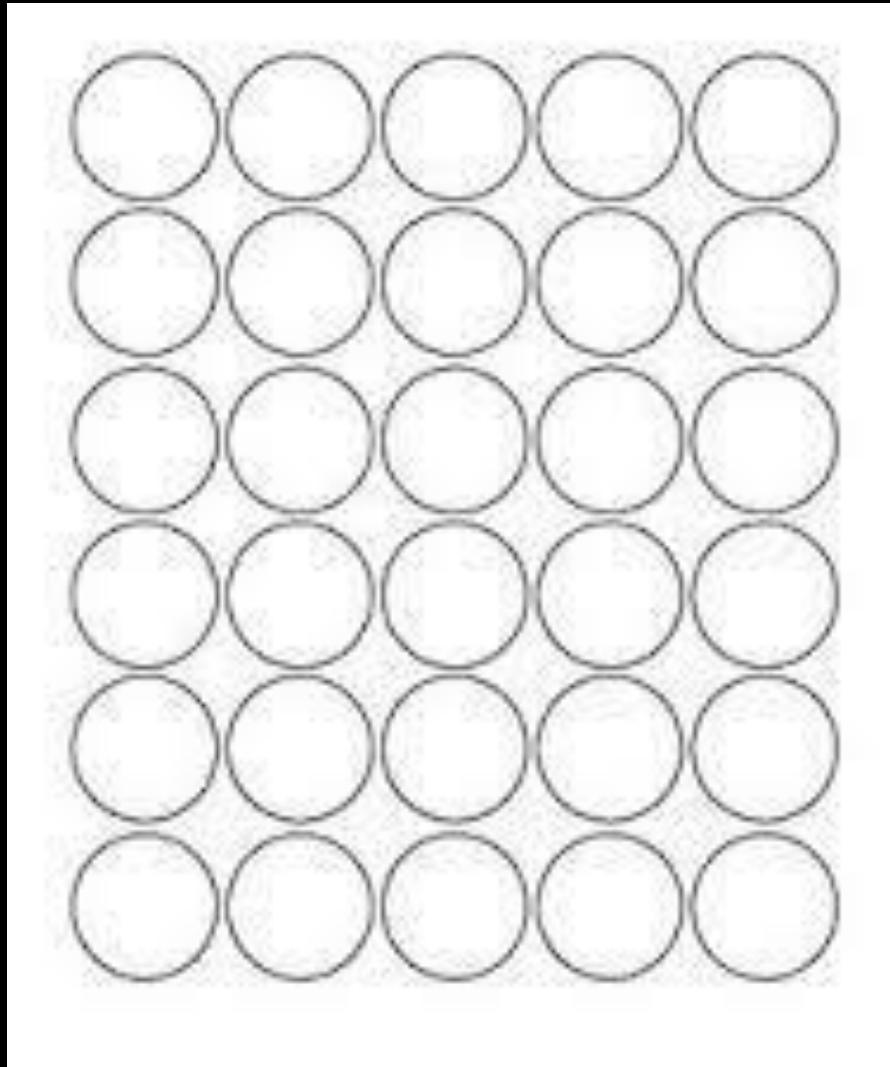




Learning beyond the classroom

- Use learning in different and meaningful ways
- Understand the importance of certain skills in their everyday and future lives.
- Transfer school learning to real-life situations

30 Circles Challenge



Some thoughts

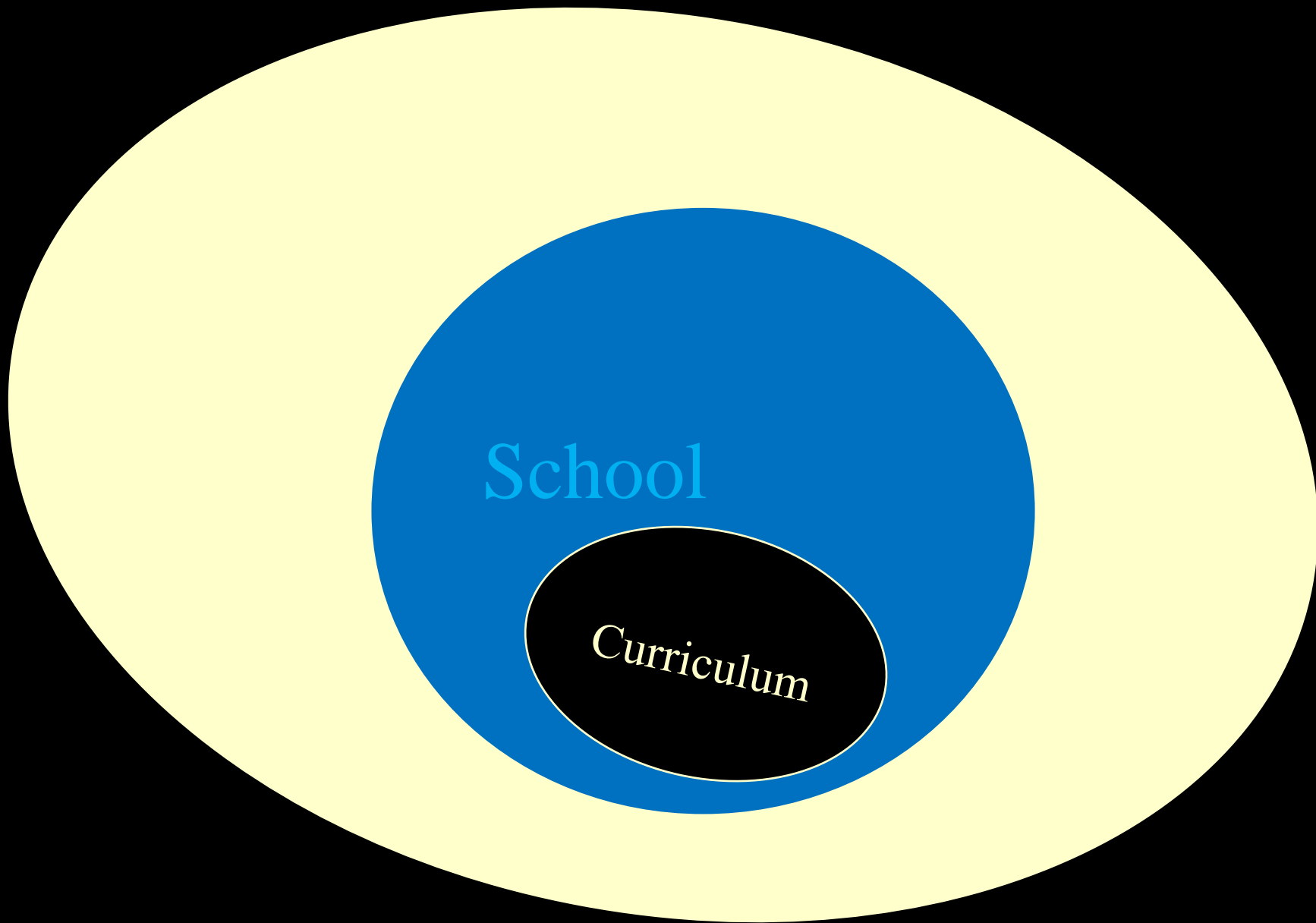
- Education **in the arts** (music, visual arts, lesser drama, lesser dance, little media)
- Education **through the arts** (visual literacy, drama, new technology)
- **Art as education** (as a medium or environment for learning)
- **Education as art** (a cultural and aesthetic understanding of education)

Create space



Establish the physical, mental and virtual space for innovation

- Physical space: flexible, a blank canvas
- Virtual space: place for creative collaboration wherever you might be
- Mental space: permission and time for experimental collaboration, free from risk, ripe with challenge, support and inspiration.



School

Curriculum



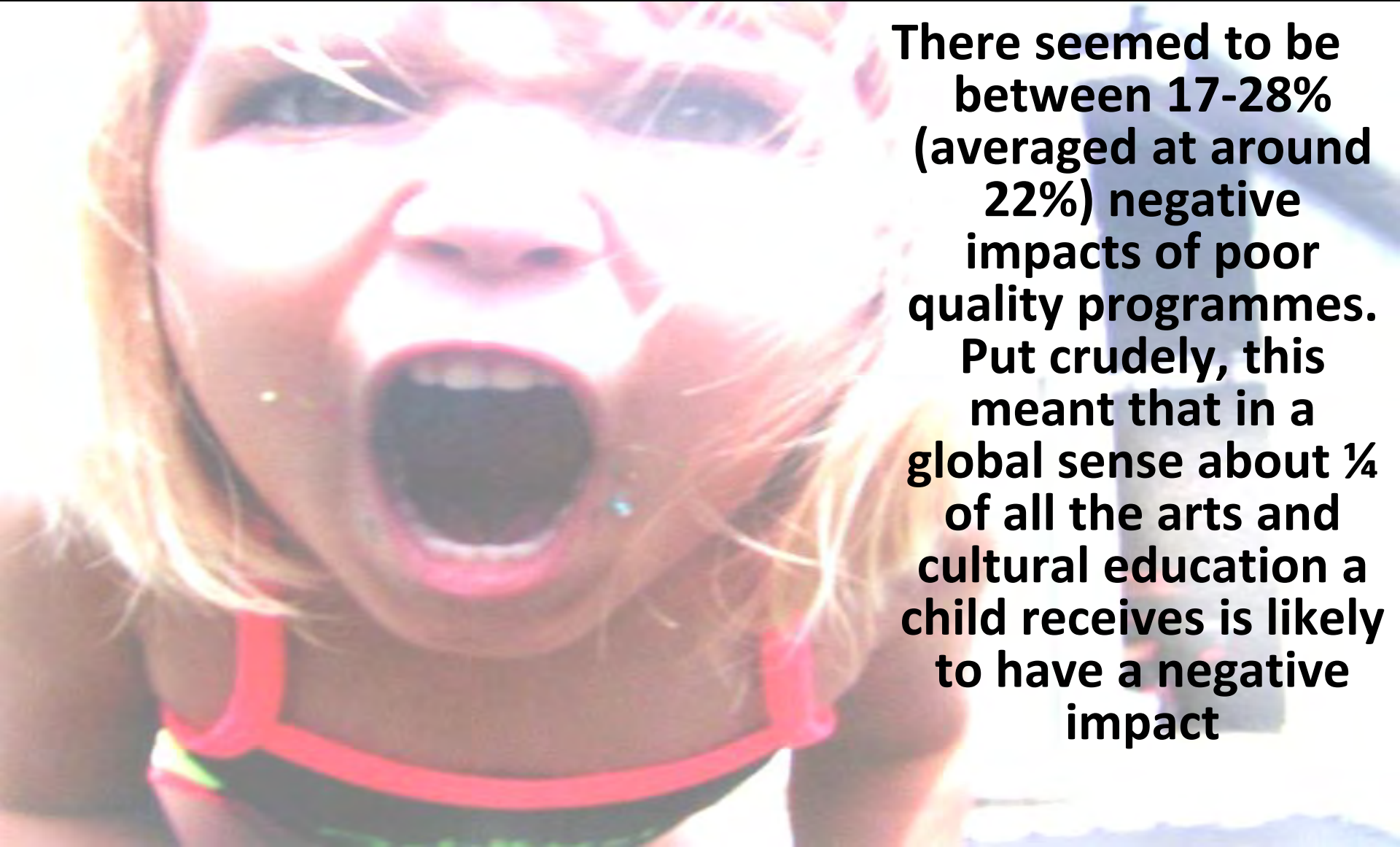
Quality? Or...



False sense of security?

Negative impact

There seemed to be between 17-28% (averaged at around 22%) negative impacts of poor quality programmes. Put crudely, this meant that in a global sense about $\frac{1}{4}$ of all the arts and cultural education a child receives is likely to have a negative impact



WHAT WORKS...



1. Active partnership and collaborat



2. Flexible organizational structures



3. Accessibility to all



4. Ongoing professional development



5. Reflection and evaluation strategies



6. Local



7. Project-based, research-based



8. Creation, performance and exhibition



9. The languages of the arts

Help!
I'm in G ! I ran over
Something $\#$ and now my
time is b . I need a D for
the phone. Do I need
to $||$ any of that?

10. Take risks



In Malta



- *The National Curriculum Conference* (2000) identified a series of national and international measures which had negatively impacted upon creativity
- E.g. a rigid timetable, formal class-management protocol, syllabus overload, discouragement of students from taking ownership of learning, emphasis on competition and external rewards and teachers' own limitations in the creative sector
- In 2002, the Education Division introduced the post of "creativity teachers" with the aim of accelerating artistic development in schools. There are currently around 150 'creativity teachers' in schools in Malta.

In Japan...

Schools will pursue a radically different curriculum that offers students much more free time -- a deliberate departure from the extreme formality and relentless drilling so admired a decade ago as the paradigmatic example of what schools should be like to regain the lead in the global economy.

"Our current system, just telling kids to study, study, study, has been a failure. Endless study worked in the past, when . . . Japan was rebuilding. . . . But that is no longer the case . . . telling them to study more will no longer work. . . . We want to give them some time to think."



Children

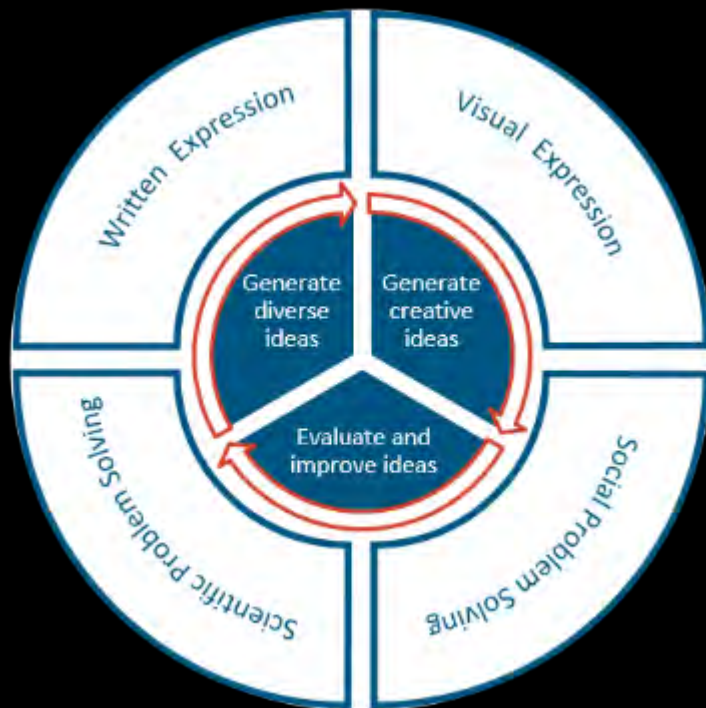
I want a school where there is:

- A feeling of **well-being**, including fun and happiness
- A **connection** between the teachers and the pupils
- **Meaning** making – a chance for me to make sense of what I learn and to ask questions
- **Communication** – people talk **with** me not always **at** me
- **Enlivened** perception and alertness – I am not bored and tired all day
- **Sensations** – significant experiences that I remember and want to talk about



Creative PISA?

- The PISA 2022 Creative Thinking assessment measures students' capacity to engage productively in the generation, evaluation and improvement of ideas that can result in original and effective solutions, advances in knowledge, and impactful expressions of imagination.



Set aside May to be creative

- The BBC's Get Creative Campaign to the Age of Creativity Festival, runs throughout May and focuses on creativity for those aged 50+. Creativity and Wellbeing Week also coincides with Mental Health Awareness Week this year – a perfect opportunity to explore the relationship between wellbeing and creativity.

Creativity and wellbeing weeks...

- Creativity and Wellbeing week 2022, which is 'Get Creative, Get Outdoors'.
- <https://londonartsandhealth.org.uk/creativity-and-wellbeing-week/>



REPOSITORY FOR ARTS AND HEALTH RESOURCES

<https://www.artshealthresources.org.uk/>

765+

REPOSITORY DOCUMENTS

20 YEARS

OF DOCUMENTS MAPPED

<https://obby.co.uk/blog/8-activities-to-help-you-enjoy-creativity-and-wellness-week-2022>

Our 8 Activities To Help You Enjoy Creativity and Wellness Week are:

- [Art Journaling Workshop](#)
- [Make Your Own Kokedama \(Japanese Hanging Houseplants\)](#)
- [Embroidery for Beginners](#)
- [Aromatherapy Candle Making Workshop](#)
- [Coached Painting Experience](#)
- [Make Your Own Ceramic Teapot](#)
- [Mindful African Self-Portrait Art Workshop](#)
- [Vintage Furniture Upcycling Workshop](#)

Skills and workforce development



- Creative mindsets, a keen entrepreneurial spirit and passion
- CPD focused on cross-disciplinary experiences
- E.g. a series of lunches/dinners every week where teams get to meet inspiring mentors, swap stories and refine their own practice/ideas.

Pilot test

- High-potential ideas are tested and refined in different contexts while providers scramble to fix problems and prove the value of their solutions. It's a highly iterative process, involving constant problem-solving and a high fall-out rate.



I am committed to...

- The importance of verbs... actions.. Words ending in 'ing'

liking

Baking

driving

waving

moving

hiking

joking

fading

hoping

using

stopping

rubbing

sipping

chatting

snapping

dropping

skipping

tagging

fanning

chopping

sailing

camping

painting

cooking

jumping

meeting

wishing

screaming

cheering

farming

Next practice... not best practice...

