

# The leadership of creativity in schools - policy, research and practices

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UNIVERSITY OF  
**WINCHESTER**  
CENTRE FOR REAL-WORLD LEARNING

**THOMAS TALLIS SCHOOL**

Education to understand the world and change it for the better

## TALLIS Habits Pedagogy Wheel

**IMAGINATIVE**

- ask, wonder, question, speculate, investigate, examine, explore
- ask thoughtful, curious questions
- Hot-seating & role play • Open ended investigations • Exploratory talk
- Question on 'expert' • Guided research • Helping students by question
- ask thoughtful, curious questions
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**INQUISITIVE**

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**COLLABORATIVE**

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**PERSISTENT**

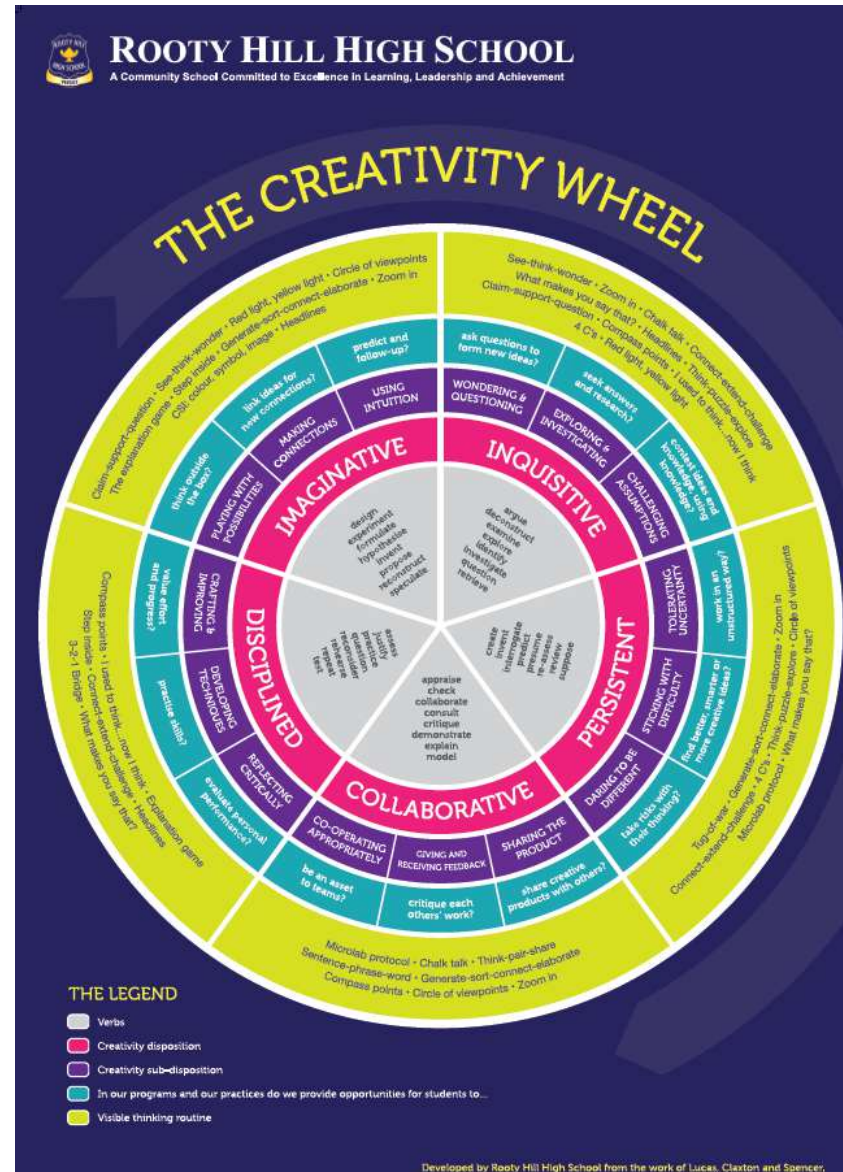
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**DISCIPLINED**

- ask, wonder, question, speculate, investigate, examine, explore
- ask thoughtful, curious questions
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**Key:**

- TALLIS Habits verbs
- TALLIS Habits and sub habits
- Provide regular opportunities and support for students to...
- TALLIS Pedagogy Toolkit







## The status of creative thinking

*Creative thinking is increasingly valued in school systems across the world.*

*There is a growing consensus on some robust definitions and a small number of practical models in use across the world.*



## Curricula

*Creative thinking is increasingly specified in curricula across the world.*

*A small but growing number of educational jurisdictions are providing strategic leadership, clear guidance and programmes of support to embed creative thinking in every subject of the curriculum.*

*Still only a minority of jurisdictions prioritise creative thinking in schools.*



## Culture, curriculum design and pedagogies

*There is a growing consensus on the school cultures needed to embed creative thinking.*

*There is a recognition that schools may need to re-design aspect of their timetable to create longer blocks of time with opportunities for interdisciplinary learning.*

*There is an emerging understanding of a range of pedagogies for creative thinking that can work in every subject of the curriculum.*

*Many schools find that accountability pressures can be counter-productive in enabling creative thinking to flourish.*



## Assessment

*Significant progress has been made in the last decade in understanding how to evidence the development of creative thinking with clear learning continua being developed and new methods used.*

*The PISA 2022 Creative Thinking Test creates an impetus for increased use of many methods of assessment from 2024 onwards when its results are announced, encouraging teachers to use a range of formative approaches in the classroom.*



## Professional learning

*There is a growing recognition of the complexity and scale of changes needed at system and school level.*

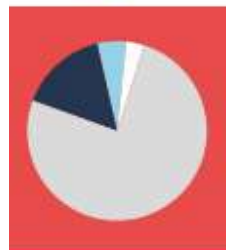
*We are only now beginning to understand the nature of the professional development and professional learning communities needed by school leaders and teachers to make significant progress in embedding creative thinking.*

*Currently there is a huge unmet need for high-quality pre- and in-service training for teachers.*

# Creative thinking in schools across the world

A snapshot of progress in 2022

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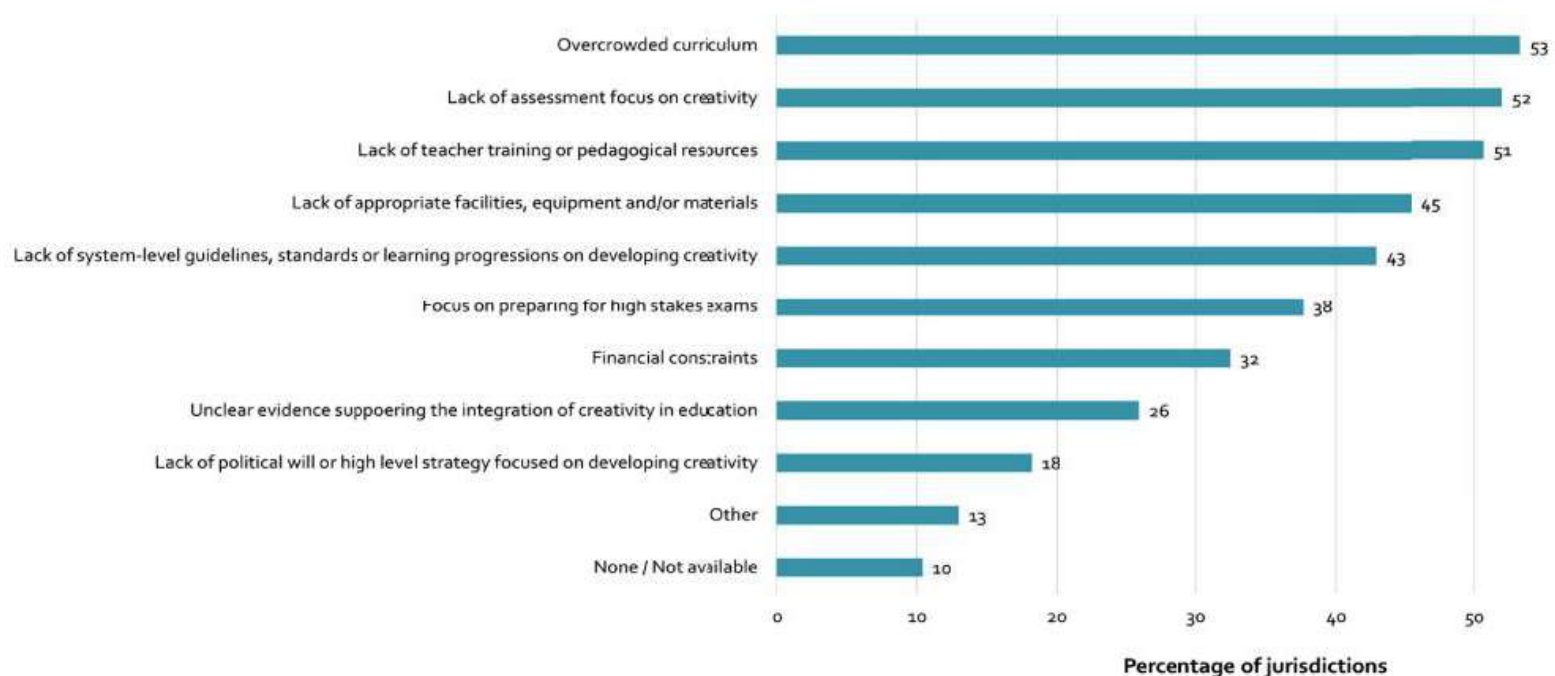
$$E=mc^2$$



Outstanding  
Very good  
Getting there  
Needs attention

**Figure 4** Challenges facing the integration of creative thinking in education

Percentage of jurisdictions reporting the following challenges to integrate creative thinking in their education system, 2022



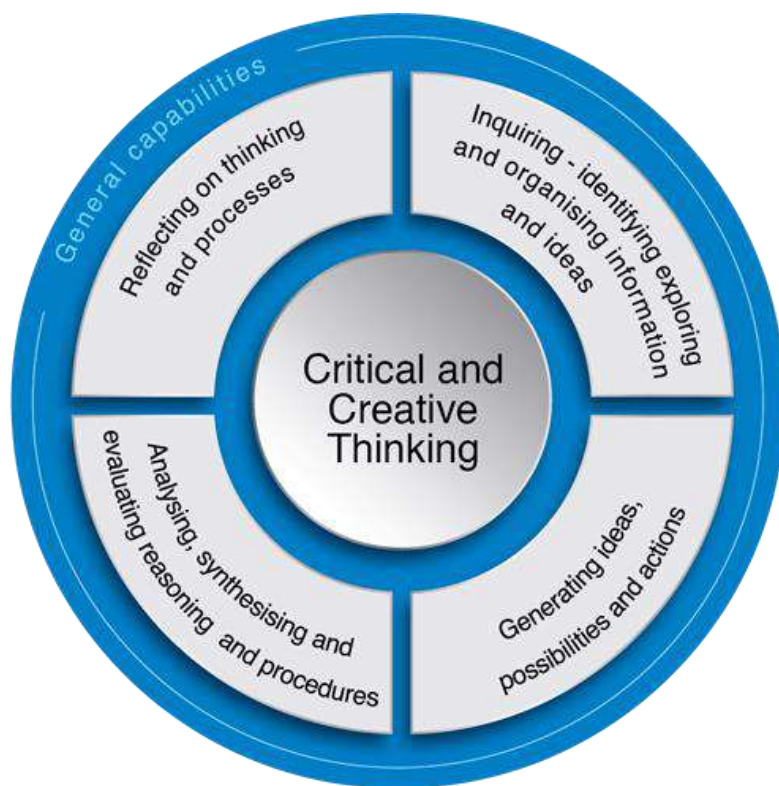
## Supporting Students to Think Creatively

### What Education Policy Can Do

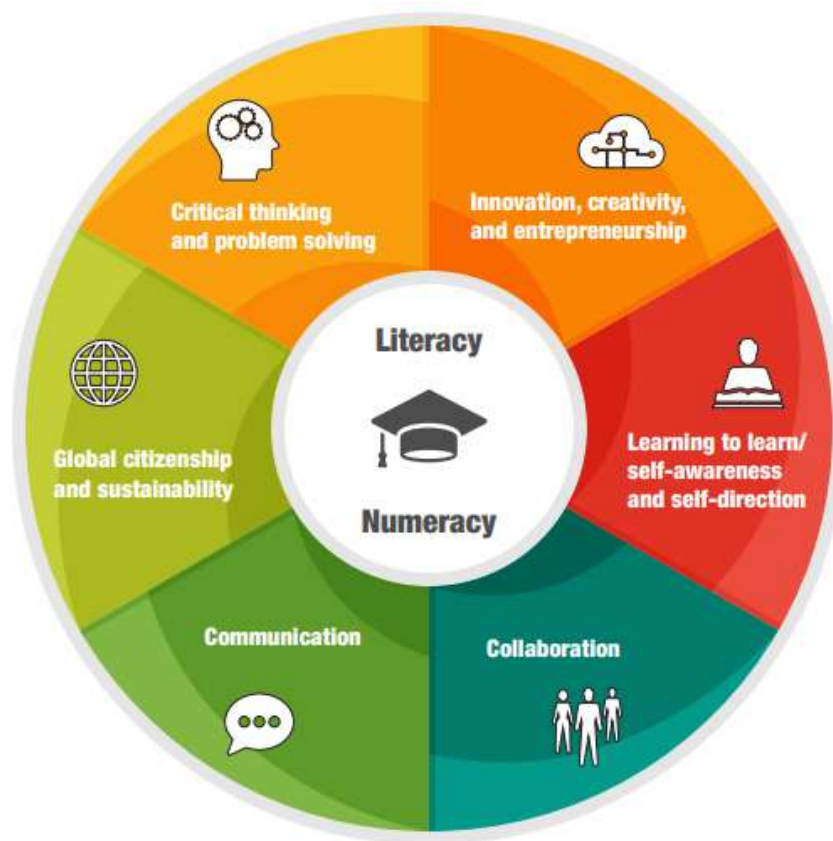




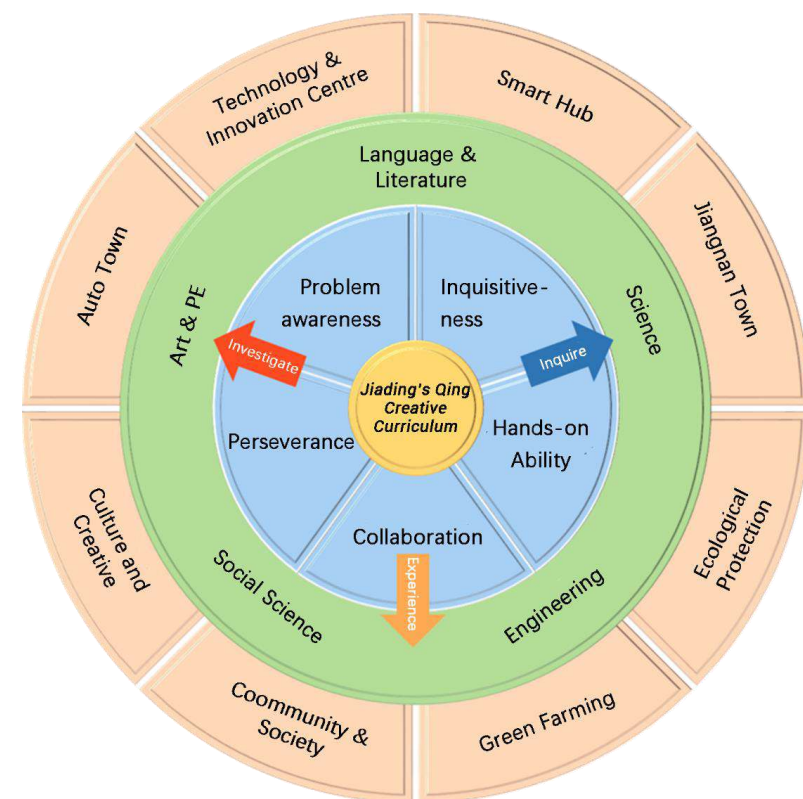
# Australia



# Canada



# China



# Some key lessons for school leaders

## A different kind of professional learning and leadership development

Making the case for change within and beyond the school and debunking myths about creativity

Creating a conducive culture for creativity to flourish, often in unfavourable accountability regimes

Mandating a different kind of curriculum planning

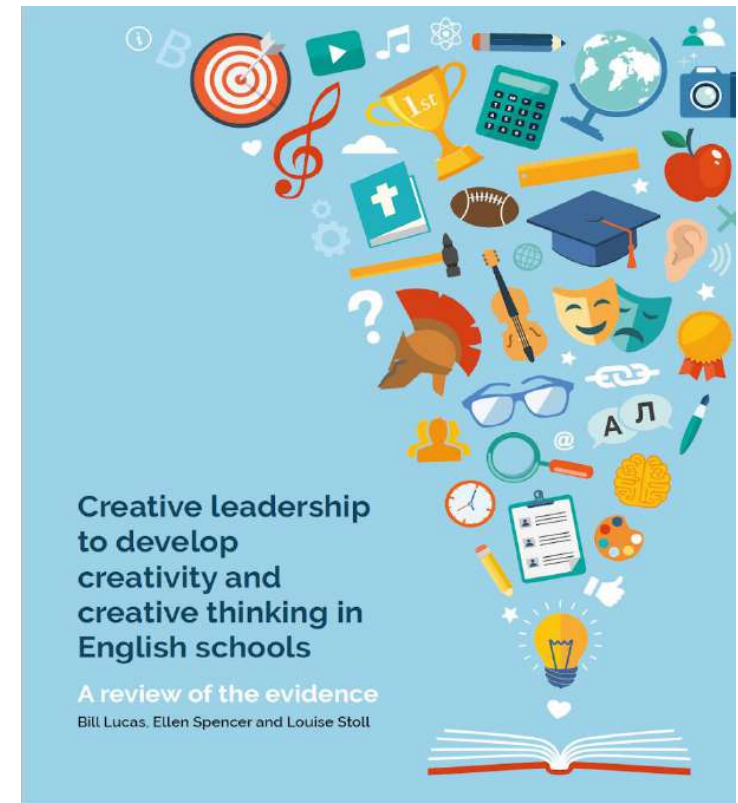
Creating opportunities for interdisciplinary learning and for teachers to co-design lessons

Developing a school-wide repertoire of signature pedagogies

Building understanding of and confidence in using a range of formative assessment techniques

Engaging with learners as active agents in their learning

Collaborating with a range of external partners



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COMPANY  
Division of The Mercers' Charitable Foundation













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## 12 Dimensions of Creative Thinking in Schools

### EMERGING

### STRONG

Seen as a project	1	<b>STATUS</b>		Core to development plan
Unclear, invisible	2	<b>MODEL OF CREATIVITY</b>		Clear, visible/talked about
Located in the arts	3	<b>CURRICULUM FOCUS</b>		Ubiquitous, every subject
Single discipline based	4	<b>SUBJECT ORIENTATION</b>		Multi, inter-disciplinary
Largely didactic	5	<b>TEACHING &amp; LEARNING</b>		Many signature pedagogies
Formal curriculum	6	<b>BREADTH</b>		Formal and informal
One-off training sessions	7	<b>PEOPLE DEVELOPMENT</b>		Prof. learning community
Acceptance of status quo	8	<b>CULTURE</b>		Curiosity and risk-taking
School-focused	9	<b>LOCATION OF ACTIVITY</b>		School and beyond
Absent, invisible	10	<b>ASSESSMENT</b>		Multi-modally evidenced
Alongside existing systems	11	<b>INTEGRATION</b>		All systems realigned
Small, tightly controlled	12	<b>LEADERSHIP</b>		Extended, distributed





# CREATIVITY COLLABORATIVES

GLOBAL INSTITUTE OF  
**CREATIVE  
THINKING**

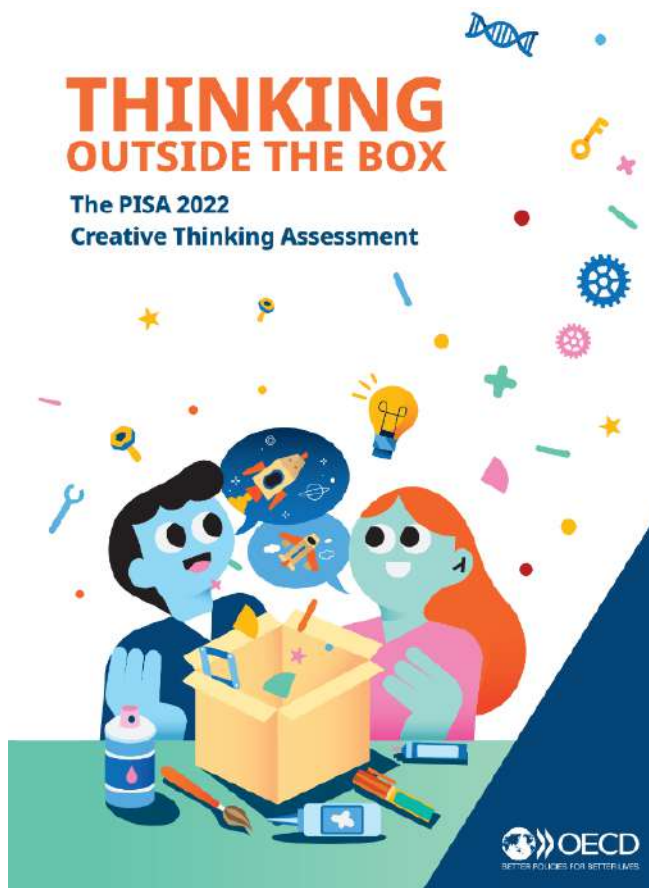
## Creative thinking in schools across the world

A snapshot of progress in 2022

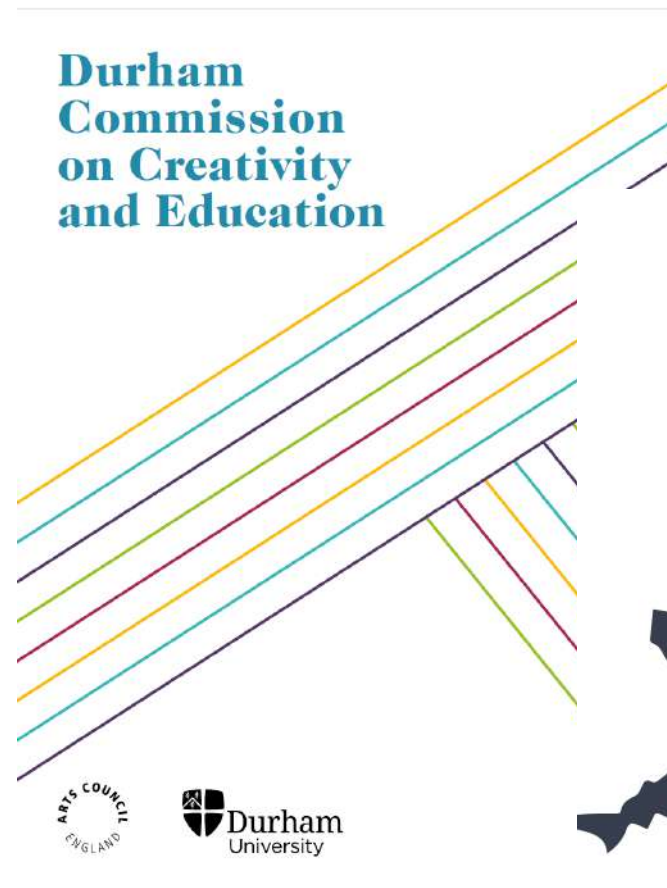
BILL LUCAS

## THINKING OUTSIDE THE BOX

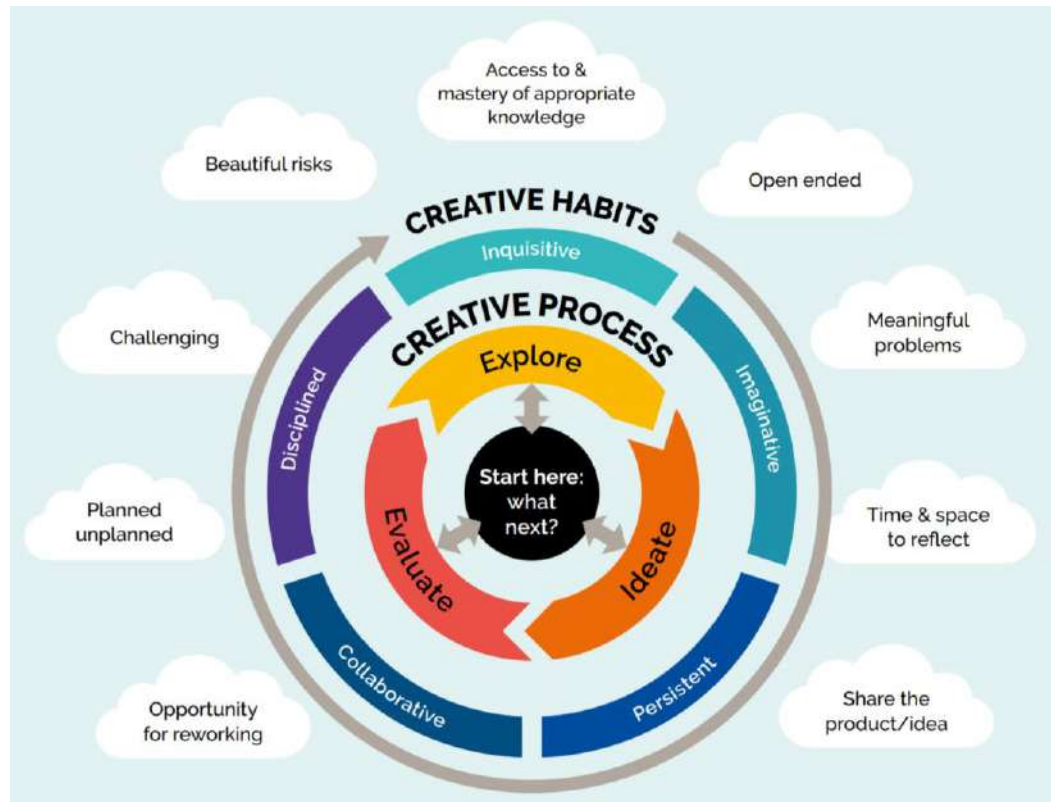
The PISA 2022  
Creative Thinking Assessment



## Durham Commission on Creativity and Education









## Competencies and Current Programs of Study

# MATHEMATICS

Competencies are combinations of attitudes, skills and knowledge that students develop and apply for successful learning, living and working. In school, competencies help students achieve learning outcomes and transfer their learning to new situations. Alberta's curriculum promotes the development of eight competencies, which are a streamlined expression of the competencies identified in the Ministerial Order on Student Learning (#001/2013). The following are examples that describe how competencies may be expressed within the context of Alberta's current Kindergarten to Grade 12 Mathematics programs of study.

**CRITICAL THINKING** in mathematics involves using reasoning to synthesize or evaluate mathematical ideas. Students:

- make mathematical statements about patterns or relationships;
- apply criteria to analyze or validate mathematical processes, solutions or claims;
- use inductive reasoning to generalize patterns or connections;
- use deductive reasoning and/or logic to check or justify mathematical arguments; and
- investigate the impact of assumptions on mathematical processes, solutions or conclusions.

**MANAGING INFORMATION** in mathematics involves collecting, processing and representing mathematical information and ideas. Students:

- collect pertinent information to make sense of mathematical ideas in a variety of contexts;
- organize or manipulate data to determine mathematical patterns;
- use appropriate tools to represent, model or share mathematical information or ideas; and
- value the role of mathematical representations to reliably depict or verify situations and/or patterns.

**PROBLEM SOLVING** in mathematics involves using mathematical processes or strategies to generate solutions or to support decision-making. Students:

- apply prior knowledge or experience to identify mathematical problems;
- draw upon known mathematical concepts to develop strategies to solve unfamiliar problems;
- accept that mathematical problems may lead to multiple solutions;
- recognize situations where there are no solution and
- demonstrate flexibility, persistence and a willingness to take risks to try different mathematical approaches to solving problems.

**CREATIVITY AND INNOVATION** in mathematics involves using flexible thinking and approaches to connect or extend mathematical ideas in new ways. Students:

- explore mathematical ideas or relationships by creating concrete, pictorial or symbolic models;
- make new connections between mathematical concepts;
- create models to describe mathematical ideas or patterns; and
- take risks and think flexibly to play with different mathematical concepts and processes.

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Naomi Lord @\_NaomiLord · 27 Aug



We use a combination of play/exploration/curiosity/awe to spark creative responses to woodland environments + scientific inquiry, oracy and theatre projects to generate and present empathy-full and actionable responses to environmental issues. More here:

[boltonschool.org/news/2023-07-0...](https://boltonschool.org/news/2023-07-0...)

## Using young people's experiences as a starting point for creative learning

Naomi Lord, Director of Creative Learning and Partnerships at Bolton School (Boys' Division), lays the groundwork for collaborative, interdisciplinary projects within and beyond school

Creative and practical subjects are often considered 'nice but not necessary'. At Bolton School, we wanted to raise awareness of the everyday importance of creative skills and of the full range of arts sector careers. We took a snapshot of Year 9 boys' thoughts and feelings on the relevancy of arts and culture to their lifestyles and careers, ahead of their GCSE options streaming process.

Over a series of three enrichment afternoons, focused upon regional and local culture and heritage, we asked this cohort to tell us what they understood by the terms 'arts', 'culture' and 'heritage', and how, where and why they participated in arts and culture.







### Playful Experimentation

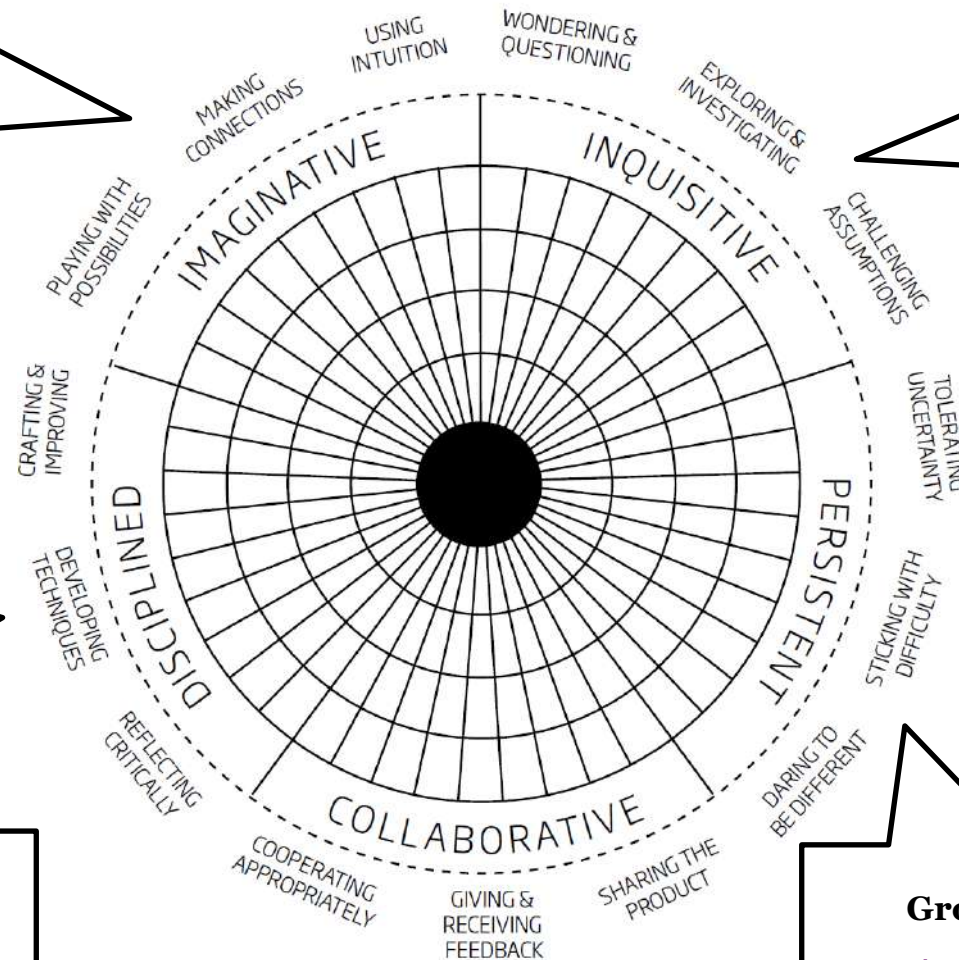
- 13. Possibility Thinking
- 14. Process mapping
- 15. Meditation

### Deliberate Practice

- 10. Drafting
- 11. Expert demonstration
- 12. Student feedback

### Classroom as Learning Community

- 7. Group working
- 8. Peer teaching
- 9. Authentic assessment

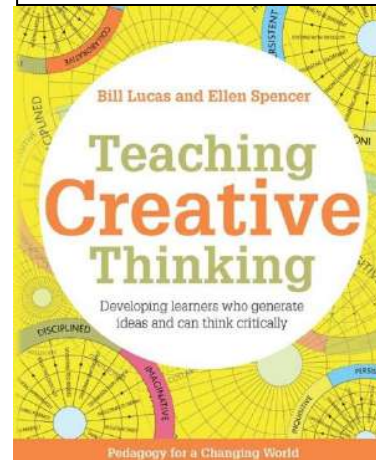
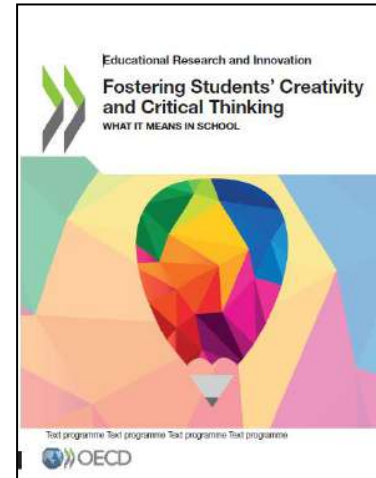


### Problem-based Learning

- 1. Questioning techniques
- 2. Mantle of the Expert
- 3. Philosophy for Children

### Growth mindset

- 4. Role play and simulation
- 5. Reframing
- 6. Perspective taking







## Signature Pedagogies

### Pedagogy

The term 'Pedagogy,' refers to the strategy of how educators teach, in practice and theory. Pedagogy is shaped by the teaching beliefs of a teacher and relates the interplay between culture and a variety of methods of teaching.


### What are signature pedagogies?

Signature pedagogies are the learning methods most suited to a desired outcome. By 'signature' we mean those methods which are most closely associated with what we want to learn. (Lee Schulman)



## Inquisitive

Signature pedagogy: Problem Based Learning

Sub habits	Wondering & questioning	Exploring & Investigating	Challenging assumptions
			
Teaching method	Questioning techniques	Mantle of the expert	P4C
	<a href="#">Think - see - wonder</a>	<a href="#">Dilemma based learning</a>	<a href="#">Believing and Doubting</a>
	WT Here's the answer - what's the question?	<a href="#">Explorify</a>	<a href="#">Circle of Viewpoints</a>
	<a href="#">Using children to evaluate questioning in your classroom</a>	Beginning at the End (Teaching Creative Thinking pg54)	<a href="#">Feelings and Options</a>
	<a href="#">PPPB</a>		
	<a href="#">PPPB 2</a>		
	<a href="#">Skilful Questioning</a>		
	<a href="#">Dialogic Questioning</a>		
Supporting research / reading	<a href="#">BLP- questions, questions, questions</a> <a href="#">BLP Questioning</a>	<a href="#">Mantle of the expert</a> <a href="#">BLP- building curious minds</a>	



Great Science Share for SCHOOLS

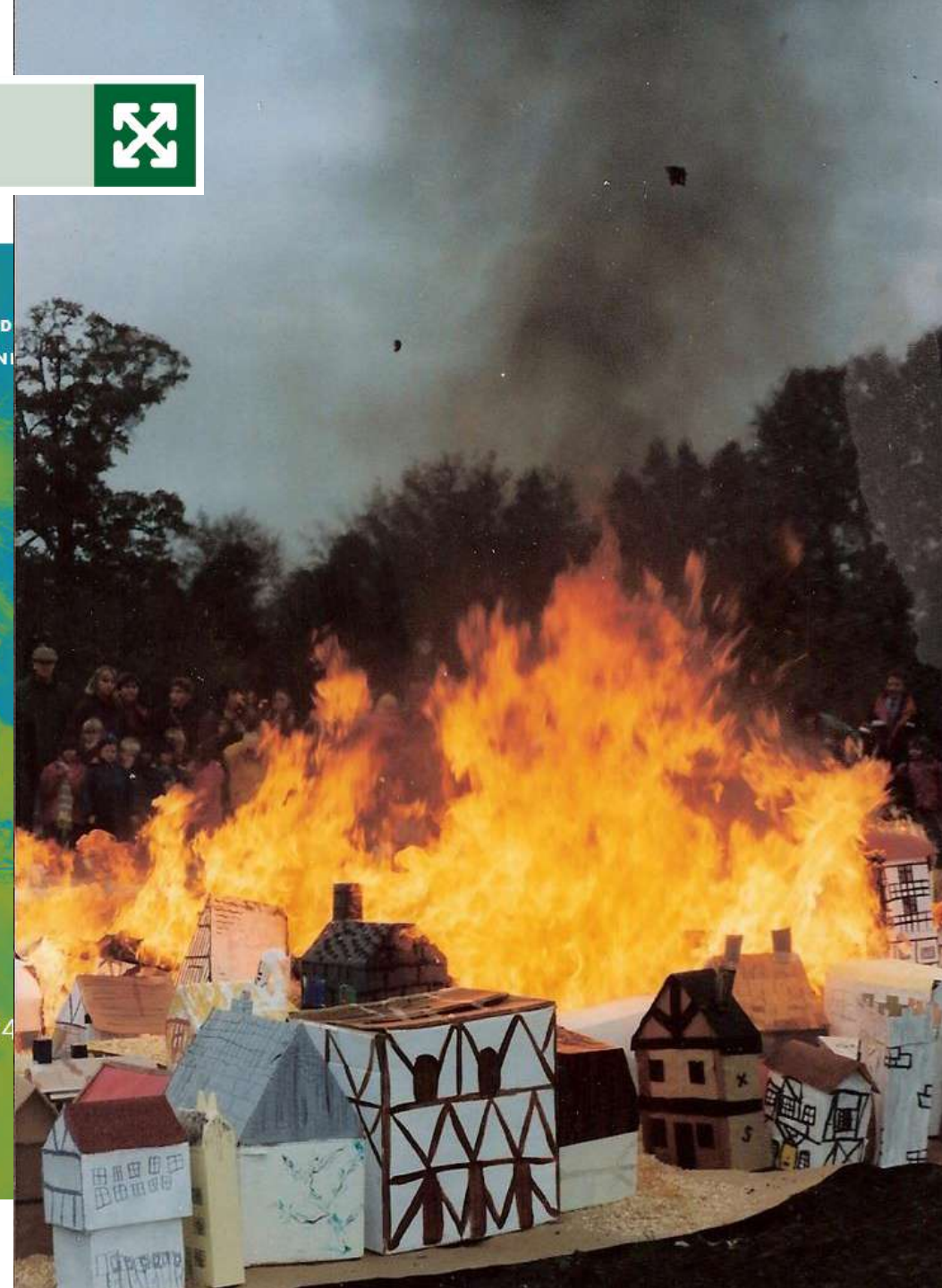
HOME 2023-24 THEME GREAT SCIENCE ID  
GREAT SCIENCE SKILLS GREAT SCIENCE PEOPLE SHARE CONN

# Great Science Share for Schools

## 11th June 2024

A day to celebrate children's scientific questions, culminating in June 2024

#GSSfs2024











# Student Creativity Councils

## Listening to our young people

One of the most powerful things we have done is to create a forum for the young people in our schools to have a voice. We established the HFCMAT Student Council. Students from across the three primary and two secondary schools come together on a half termly basis.

During the sessions students have

- Explored the definition of creativity
- Fed back their lived experience of creativity in their own schools
- Come up with ways that they can work alongside their teachers to develop their own creative habits
- Deepened their knowledge of the 5 creative habits of mind and the 15 sub habits
- Explored the use of digital portfolios and what learning they would want to see celebrated
- Provided us with feedback on the impact of the creativity work so far

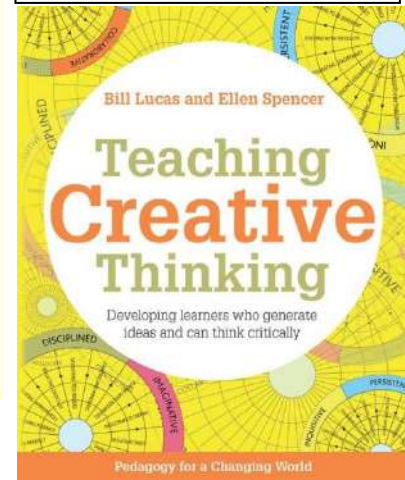
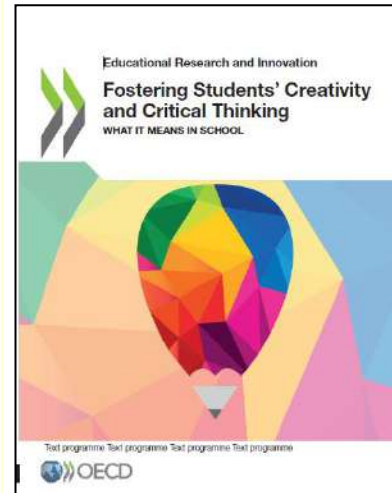
Everything explored and discussed in these sessions is fed back to schools' SLT members.





# Ten principles for a creative learning eco-system

1. Learning almost always framed by engaging questions which have no one right answer
2. Space for activities which are curious, authentic, extended in length, sometimes beyond school, collaborative and reflective
3. The opportunity for play and experimentation
4. Opportunity for generative thought, where ideas are greeted openly
5. Opportunity for critical reflection in a supportive environment
6. Respect for difference and the creativity of others
7. Creative processes visible and valued
8. Actively engages students as co-designers
9. Integrates a range of assessment practices within teaching
10. Leaves space for the unexpected











## Foundation to Level 2

## Levels 3 and 4

## Levels 5 and 6

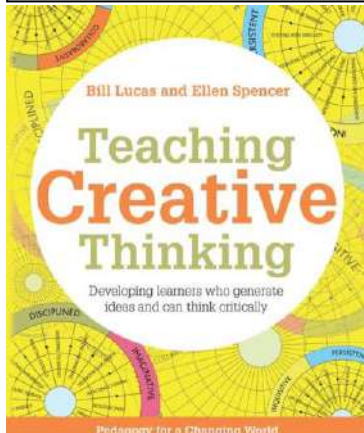
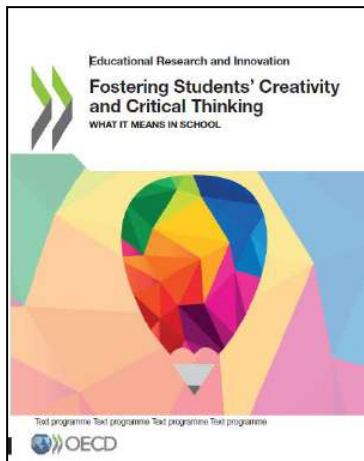
## Levels 7 and 8

## Levels 9 and 10

Questions and Possibilities				
Identify, describe and use different kinds of question stems to gather information and ideas	Construct and use open and closed questions for different purposes	Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities	Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements	Investigate the characteristics of effective questions in different contexts to examine information and test possibilities
Consider personal reactions to situations or problems and how these reactions may influence thinking	Explore reactions to a given situation or problem and consider the effect of pre-established preferences	Experiment with alternative ideas and actions by setting preconceptions to one side	Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives	Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions
Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities	Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas	Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities	Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts	Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions
Reasoning				
Examine words that show reasons and words that show conclusions	Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view	Investigate common reasoning errors including contradiction and inconsistency, and the influence of context	Examine common reasoning errors including circular arguments and cause and effect fallacies	Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question
Compare and contrast information and ideas in own and others reasoning	Distinguish between main and peripheral ideas in own and others information and points of view	Consider the importance of giving reasons and evidence and how the strength of these can be evaluated	Investigate the difference between a description, an explanation and a correlation and scepticism about cause and effect	Examine how to identify and analyse suppressed premises and assumptions
Consider how reasons and examples are used to support a point of view and illustrate meaning	Investigate why and when the consequences of a point of view should be considered	Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated	Investigate when counter examples might be used in expressing a point of view	Investigate the nature and use of counter examples structured as arguments
	Identify and use 'If, then...' and 'what if...' reasoning	Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty	Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions	Consider ambiguity and equivocation and how they affect the strength of arguments
	Explore distinctions when organising and sorting information and ideas from a range of sources	Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas	Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas	Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion
Meta-Cognition				
Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self	Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies	Investigate thinking processes using visual models and language strategies	Consider a range of strategies to represent ideas and explain and justify thinking processes to others	Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases
Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics	Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal	Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations	Examine a range of learning strategies and how to select strategies that best meet the requirements of a task	Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary
Investigate ways to problem-solve, using egocentric and experiential language	Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses	Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals	Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals	Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability

# Evidencing dispositions like creativity

Pupil	Teacher	Real-world	Online
Real-time feedback	Criterion-referenced grading	Expert reviews	Apps
Photographs	Structured progress interviews	Gallery critique	Digital badges
Self-report questionnaires	Performance tasks	Authentic tests eg	E-portfolios
Logs/diaries/journals	Capstone projects	displays	
Portfolios		presentations, interviews	
		podcasts	
		films	
		Exhibitions	





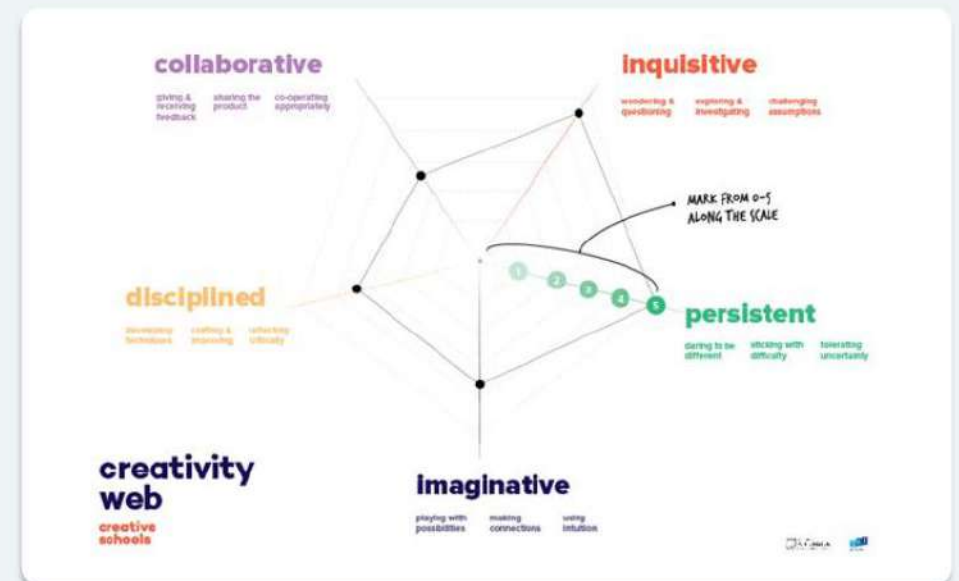
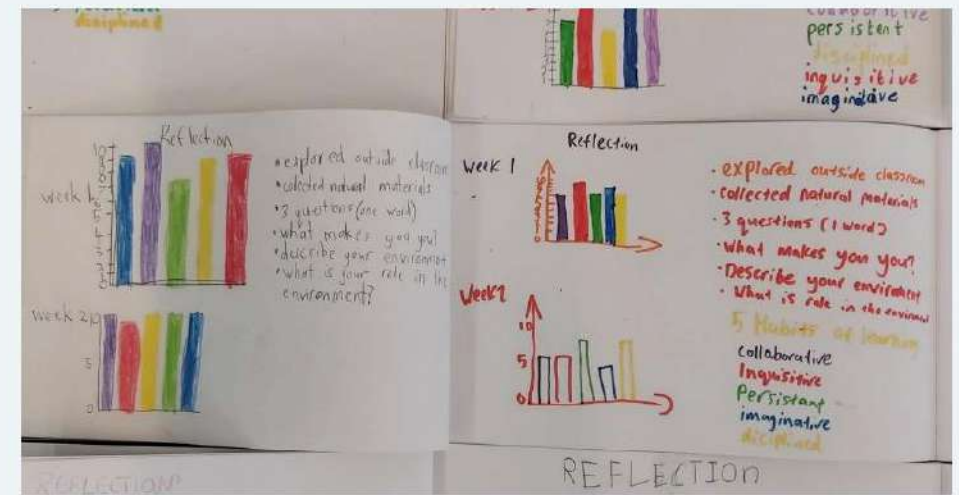
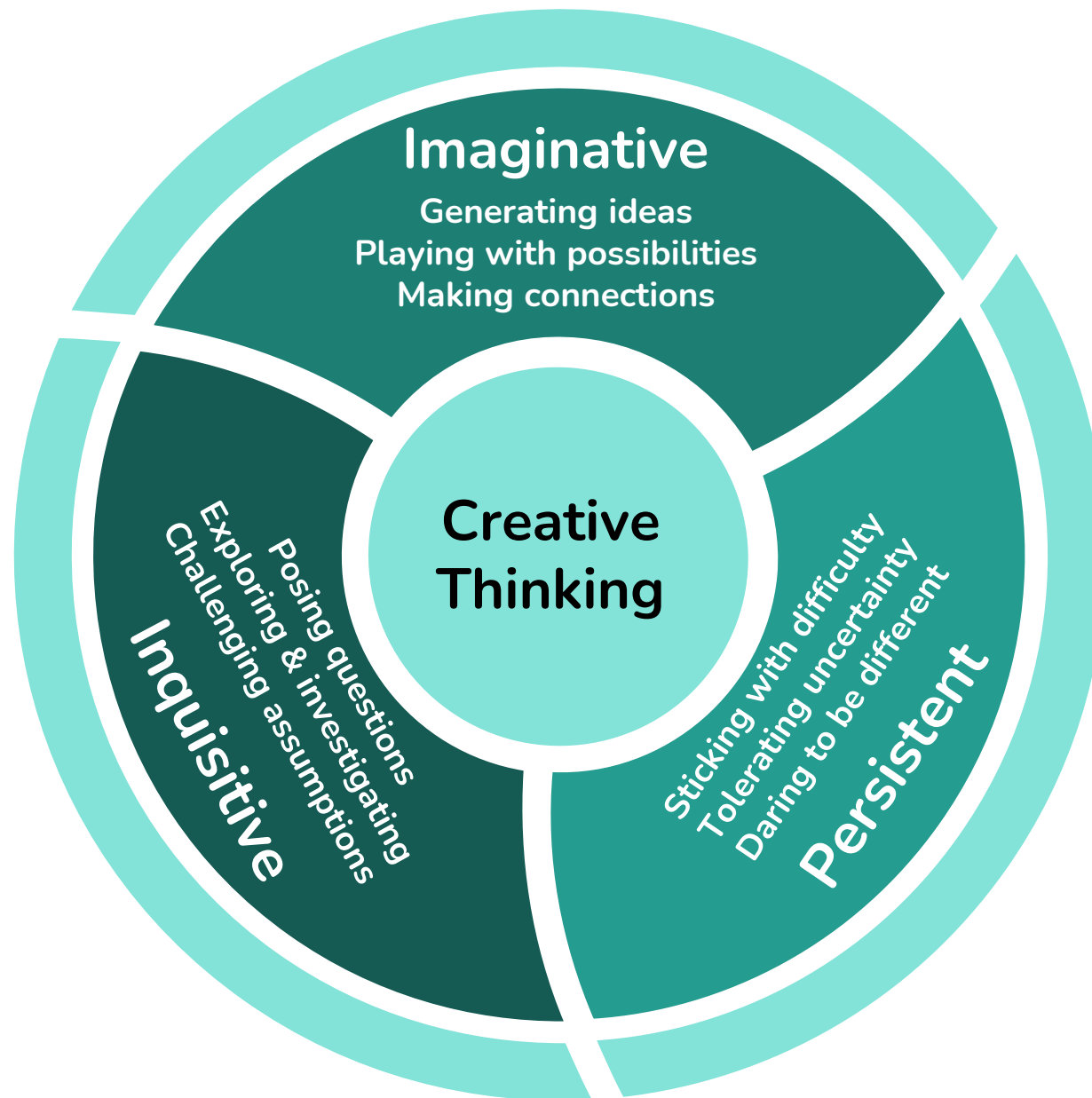


Figure 13. Visualising the development of creative thinking.

Schools may want to use or adapt a self-report questionnaire based on the five creative habits model, Appendix 2.





## Creative Thinking progression

	Starting point	Emerging	Developing	Deepening	Key indicators
<b>1. Imaginative</b>					
<b>1.1 Generating ideas</b>	Learners provide one or two simple/obvious ideas with strong support	Learners provide a small number of relatively obvious ideas with some support	Learners provide many ideas, some well-developed, largely working on their own	Learners generate a large number of ideas, relevant to the context and working independently	<b>Number/agency</b>
<b>1.2 Playing with possibilities</b>	Learners provide a very limited range of ideas all focusing on the same theme	Learners' ideas represent a small range of themes and show some exploration of the theme	Learners provide a range of ideas that are distinct from one another and which show genuine exploration of the theme	Learners generate a wide range of alternative ideas and solutions, sometimes adapting existing ideas, sometimes integrating other perspectives	<b>Range/complexity</b>
<b>1.3 Making connections</b>	Learners present ideas that are very obvious or conventional only containing concepts with which they are already familiar	Learners present ideas that are mostly obvious or conventional containing a few concepts with which they are not already familiar	Learners present ideas which show some flexibility and willingness to go beyond their existing experiences, combining elements of a task to explore new combinations of ideas	Learners present ideas which show that they can think flexibly going beyond their existing experience or social context, combining elements of a task to allow for novel combinations of ideas	<b>Novel connections</b>

# Draft Rethinking Assessment Learner Profile



## Harriet Smith

I am a Year 13 student who has a passion for science and is looking to study engineering at university...



My Portfolio



My Interests

Science

Photography

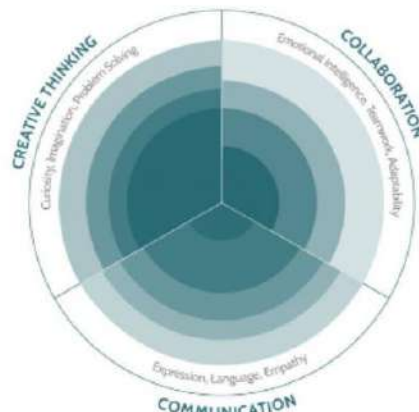
Digital

Running

Psychology

Nature

### THE 3Cs OF SUCCESS



### ME AS A LEARNER

#### What are my strengths?

I like to play with things - to break them down and build them up. Whether that's ideas or physical things. So I like taking apart mobile phones and seeing how they work. I think my real strength is being able to see the detail and how it links to the big picture.

#### What do I need to work on?

I find it hard sometimes to work in a team. I am so keen to get on with things I get frustrated with those who want to slow things down. So I am working hard and making sure everyone including me has a defined role that they can get on with.

#### What do I want to change about my community / the world?

Girls in my area have very little sport they can do. There are plenty of sports aimed at boys but far less for girls. In the last five months I have got together with my friends to campaign for change and to make the case to the local council.

#### What motivates me?

My younger brother has learning difficulties and from a young age I've supported him. I can see how he struggles and that he is not always understood. This has given me a passion for doing something meaningful in my life that helps others overcome difficulties.

### BUILDING BLOCKS

Literacy

Numeracy

Digital Skills

Oracy

### COURSES

#### MAJOR COURSES

- > Biology
- > Physics
- > Design

#### MINOR COURSES

- > French
- > Coding

#### APPLIED COURSES

- > Cooking
- > Football coaching
- > Real world project at advertising company

#### INTERDISCIPLINARY COURSES

- > Climate change
- > Migration

### PERSONAL PROJECT

My Extended Project Qualification (EPQ) was to build a drone that could deliver medicines to those who need emergency supplies.

Read more



### TESTIMONIALS

"Harriet did a real world learning placement with us for 6 months and showed what a great problem solver she is. She was so skilled at breaking down a project into the parts that really mattered and working systematically through them to achieve a high quality outcome."

Jenny Tibor, head of product development



### MY BEAUTIFUL WORK



### MY ACHIEVEMENTS

Duke of Edinburgh Bronze

Lamda Drama Award

Church Youth Leader



Institute for Public Policy Research



# OUT OF KILTER

HOW TO REBALANCE  
OUR SCHOOL SYSTEM  
TO WORK FOR PEOPLE,  
ECONOMY AND SOCIETY

**Harry Quilter-Pinner,  
Efua Poku-Amanfo,  
Loic Menzies and  
Jamie O'Halloran**

September 2023

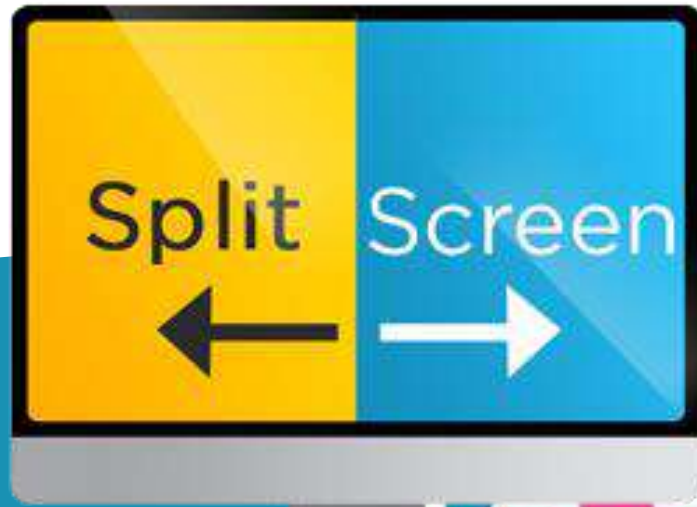


APPG for  
Schools,  
Learning and  
Assessment

October 2023



Towards a fairer, more useful and  
fit-for-purpose way to assess children  
and young people in the 21st century







## Theory of Change



Challenges	Key Elements	Actions	Outputs	Outcomes		
<p>Lack of 'purpose' for educators in reality of 2022</p> <p>Rapidly changing world - climate crisis / hyperchange.</p> <p>There is a recognition that more needs to be done to support all children to achieve 'success'. The forgotten third outlines challenges in the current system.</p> <p>The pandemic has provided a space in which leaders have begun to question and reevaluate the conceptualisation of a "good life"</p> <p>Too many teachers are leaving the profession</p> <p>Mental health issues have been exacerbated by COVID for children and parents.</p> <p>It is recognised (ref) that creative and cultural activity plays a crucial role in maintaining positive social, emotional, cognitive and psychological health for all. (happiness in school)</p> <p>Disconnect between school, community and the world of work.</p> <p>New and innovative approaches are needed to ensure creativity and culture maintain a central position within the minds of educators.</p> <p>Current focus on knowledge based curricula driving inspection / system reforms.</p>	<p>Strong governance and leadership around creativity</p> <p>Shared understanding around definition and importance of creativity</p> <p>Buy in from leaders across schools</p> <p>Partnerships embedded across networks</p>	<p>Stakeholder groups established (Steering / Research / Student / Industry / Community)</p> <p>Research and implementation methodology developed around clear theories of change.</p> <p>Evaluation/impact strategy- Research Cycles</p> <p>Conference and engagement events to explore creativity and concept in school.</p> <p>Knowledge activation activities</p> <p>Knowledge exchange opportunities set out throughout project</p> <p>Networks activated and connected through programme design</p> <p>Rethinking assessment project</p> <p>Collective training opportunities for leaders/teachers/pupils</p> <p>Assessment/observation framework exploring and clarifying creativity in the classroom</p> <p>Partnerships with external cultural partners created</p> <p>Specialist Leader in Creative Education/Creativity Champions in place</p>	<p>Shared and agreed understanding of creativity.</p> <p>Clarity of purpose and focus for each setting</p> <p>Clear lines of inquiry &amp; theories of change defined for all schools involved</p> <p>Established and agreed protocols for working.</p> <p>New understanding around dispositions and curriculum design</p> <p>Schools guide to creativity</p> <p>New understanding around dispositions and curriculum design</p> <p>Expansive assessments to capture 'success' at all costs</p> <p>Digital portfolios</p> <p>Mentoring / coaching opportunities</p> <p>Learning ecosystems defined for each school / community</p> <p>Direct outputs</p> <p>Blogs / podcasts at end of research cycles</p> <p>Academic papers</p> <p>Curriculum models</p> <p>Policy development</p> <p>New networks</p>	<p>Short term (Nov 22)</p> <p>Teachers are confident to lead practitioner inquiry around creativity and classroom practice.</p> <p>Creativity is recognised as a key priority across all schools (Teachers / leaders / governors)</p> <p>Shared understanding and language around creativity and teaching for creativity (leaders and school staff)</p> <p>Understanding of mindset and safe space to fail (leaders and school staff)</p> <p>Network wide conditions established for creative and collaborative learning</p> <p>Curriculum intent redefined around creativity, across schools in the collaborative</p> <p>Pupils feel they have a greater voice to influence the curriculum / learning opportunities</p> <p>Pupils can talk about learning in a more explicit way (Learning dispositions etc)</p> <p>Schools understand and can define the conditions needed for creativity</p> <p>Networks for creative partnerships explored</p>	<p>Mid term (Nov 23)</p> <p>Teachers who are confident at teaching for creativity</p> <p>A broader curriculum offer which has increased opportunities for experiences inside and out of school for pupils</p> <p>Increased use of technology to support creative practices</p> <p>Happier staff - rediscovery of purpose</p> <p>Signature pedagogies used across schools</p> <p>Learner profiles captured in digital portfolios</p> <p>Greater awareness for pupils of career pathways in culture and arts</p> <p>Improved behaviour / attendance</p> <p>Schools are better connected to their community, including strong partnerships with cultural organisations that improve creativity</p>	<p>Long term (July 24)</p> <p>Improved retention rate for staff</p> <p>Better mental health for everyone</p> <p>Happier children that attend school regularly</p> <p>Improved career choices for young people</p> <p>Reduced inequalities across all groups (DA)</p> <p>Improved academic outcomes</p> <p>Children, parents, teachers and the wider system recognise success beyond academic achievement.</p> <p>Shared understanding of success across sectors</p> <p>Strong partnerships between schools, where best creative practices are shared</p>

## Our Change Journey

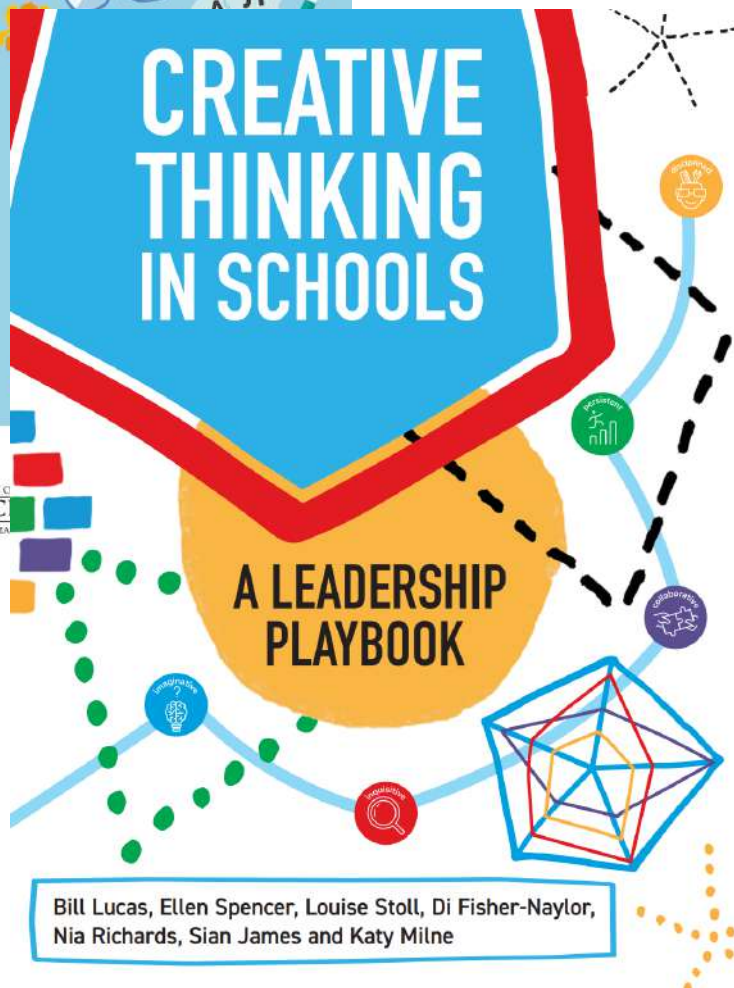






Creative leadership  
to develop  
creativity and  
creative thinking in  
English schools

A review of the evidence  
Bill Lucas, Ellen Spencer and Louise Stoll



Bill Lucas, Ellen Spencer, Louise Stoll, Di Fisher-Naylor,  
Nia Richards, Sian James and Katy Milne

LEADING FOR  
CREATIVE  
THINKING

Learning

Events

About

The playbook

Cymraeg

## Leading for Creative Thinking

A global learning community for school, system and teacher leaders who want to nurture creativity.

We bring leaders together to connect and share, empowering them to embed creative thinking into every aspect of their school's life.



## Creative Thinking in Schools: A leadership playbook

Creative Thinking in Schools: A leadership playbook been devised by an internationally renowned team of thought-leaders, researchers and facilitators. The playbook is a practical guide drawing together a deep understanding about school and system change with experience of cultivating creative thinking and promoting creative learning habits in schools.












Buy Now



## 12 Dimensions of Creative Thinking in Schools

### EMERGING

### STRONG

Seen as a project	1	STATUS		Core to development plan
Unclear, invisible	2	MODEL OF CREATIVITY		Clear, visible/talked about
Located in the arts	3	CURRICULUM FOCUS		Ubiquitous, every subject
Single discipline based	4	SUBJECT ORIENTATION		Multi, inter-disciplinary
Largely didactic	5	TEACHING & LEARNING		Many signature pedagogies
Formal curriculum	6	BREADTH		Formal and informal
One-off training sessions	7	PEOPLE DEVELOPMENT		Prof. learning community
Acceptance of status quo	8	CULTURE		Curiosity and risk-taking
School-focused	9	LOCATION OF ACTIVITY		School and beyond
Absent, invisible	10	ASSESSMENT		Multi-modally evidenced
Alongside existing systems	11	INTEGRATION		All systems realigned
Small, tightly controlled	12	LEADERSHIP		Extended, distributed

## 2023 Programme

27 - 30 November 2023  
Creativity Around the World

ENGLAND  
UK

### Creative Thinking in Schools

Venues: Cornwall, Newcastle, Liverpool,  
London and beyond

Date  
23rd-28th  
November



The Creativity Collaboratives is a major programme to build networks of schools to test innovative practices in teaching for creativity and share the results of these practices widely. The Programme is supported by Arts Council England and the Freeland Foundation and was a recommendation of the Durham Commission on Creativity and Education. It aims to facilitate system-wide change in England. The Creativity Collaboratives are actively embedding creativity and creative thinking across clusters of schools this week and throughout the whole school year. Some are also presenting their innovative practices in Paris at the Creativity in Education Summit on 24<sup>th</sup> November.

CREATIVITY  
COLLABORATIVES

# International Creative Thinking

## In Schools Week 2023

Paris **France** • London **UK** • Shanghai **China**

2023  
23 - 30 Novem

## 2023 Programme

27 - 30 November 2023  
Creativity Around the World

BEIJING  
CHINA

### Integrated Curriculum Creativity Education Achievement Exhibition Conference

Venue: Beijing, China  
Host: Institute of Education, Tsinghua University, Beijing

Date  
28th  
November

At the seminars hosted by the Tsinghua University Institute of Education, Chinese and international experts will discuss global trends and Chinese values in creativity cultivation, paving the way for more extensive and enriching creativity thinking education nationwide.

This collaborative effort to promote creativity in students is a significant step toward shaping the future. By providing students with the necessary skills to thrive in the future job market and promoting innovation and creativity in the region, this initiative is paving the way toward a brighter future.







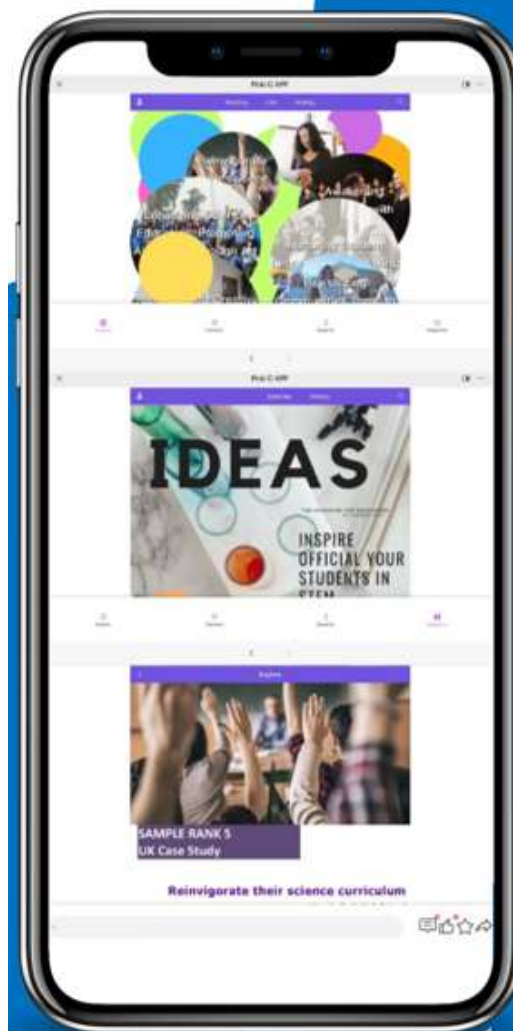
## POKI C – *Your compass for creativity in education*

From every corner of  
the globe, **a treasure trove  
of inspiring case studies.**

**Ten minutes?  
Five minutes?  
Just one?**

**Harness those moments,  
Fuel your creativity  
instantly**

**Discover NEW teaching  
ideas in the blink of an eye**



## Meet POKI C

Drawing on case studies from  
around the globe:

You'll gain fresh insights and ideas  
that will invigorate your teaching,  
regardless of subject, your students'  
ages, language or cultural  
background.

You'll join the global community of  
educators who are transforming  
education with their innovative  
approaches and ideas.

By harnessing the power of AI,  
POKI C helps educators effortlessly  
turn their teaching objectives into  
useable media, such as text,  
images and videos.

With our Creative Writing  
feature, generating content for  
your lessons becomes a breeze  
as our AI technology writes  
original lesson plans from a  
simple prompt.

# International Creativity In Education AWARDS

**2024 Theme**

**Creative Thinking in Education  
for Climate Action**

A Global CELEBRATION of Creative Excellence In Schools

## INTERNATIONAL COMMITTEE



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Director for Education  
and Skills, OECD

**Chair**



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Professor of Learning,  
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Department of Sociology  
Michigan State University



**Mark A. Runco**  
Director of Creativity  
Research and  
Programming,  
Southern Oregon  
University



**Carolyn Roberts**  
Headteacher  
Thomas Tallis School,  
London



# Case Study Collection

In order to advance our goal of building an accessible, international, and comprehensive platform for teaching creativity, we are looking for as many creativity case studies as possible, from all over the globe. We know that Creativity is already being brought into the classroom every day and we are looking for examples of schools and institutions who are doing this.



## What We Need

Case studies in creative thinking.

## Case Study Format

Videos, images, documents (pdf, doc, excel).  
We will send you a project template, just get in touch!

## Our Plan

Our short term plan is to compile case studies and share these in our newsletter and annual publication, the link for which is below.

Longer term, we plan to allow for sharing of best practices, new ideas, and different methods for teaching creative thinking across the world.

Help us spread creative thinking practices, email us below!

[Email Us](#)

[Our Annual Report](#)

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<https://www.gioct.org>

<https://leadingforcreativethinking.org>

<https://rethinkingassessment.com>



UNIVERSITY OF  
**WINCHESTER**  
CENTRE FOR REAL-WORLD LEARNING