

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Bethan Petty	Student ID number:	1601574
Programme:	Primary BA Ed		
Module:	Enterprising and Creative Teaching and Learning		
Module code:	ECAD6011	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Mr T. Cox	Internal Verifier:	
Assignment Title:	<i>Utilising the Entrecomp Framework, critically evaluate your own creativity and enterprise and consider how you might be able to develop the creative and enterprising skills of primary learners through your own pedagogy.</i>	Word count (or equivalent):	3000
Submission deadline:	28/1/19	Return date of provisional marks & written feedback:	25/2/19
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Utilising the Entrecomp Framework, critically evaluate your own creativity and enterprise and consider how you might be able to develop the creative and enterprising skills of primary learners through your own pedagogy.

Overview

Throughout this assignment, there shall be discussion of the importance of developing children's creativity and enterprise skills through effective pedagogy. Also, there shall be discussion of personal creativity and enterprise competencies with reflection upon personal experiences. Furthermore, there shall be close analysis of the Entrecomp Framework (Bacigalupo et al., 2016), and close reference to relevant evidence and theory.

What Is Creativity? What Does Enterprising Mean?

It could be argued that there are many different interpretations on what creativity is, and it is somewhat difficult to define (Desailly, 2012). However, it could also be argued that there have been many attempts to comprehend what processes aid creativity, and numerous attempts to define creative tendencies and characteristics of creative behaviour. Teaching for creativity could arguably be defined as forms of teaching that are intended to develop children's creative thinking and behaviour (NACCCE, 1999). World Economic Forum (2016) suggest that having creativity as a competence is a significant skill for children in the twenty-first century, possibly due to the uncertainty of the type of work available in future. Some may suggest that creativity affects every aspect of life, and can be developed in abilities such as conceptual thinking, perception, and self-reflection (Boden, 2004).

Rohn (2001) suggested that creativity is an essential part of being enterprising, as a person needs to potentially have an ability to explore what ideas already exist and to develop them further. In somewhat agreement of this suggestion, enterprise could be described as acting upon opportunities or ideas and transforming them into value for others (FFE-YE, 2012). This could be interpreted as taking an idea that already exists and developing it into another purpose overcoming functional fixedness (Duncker, 1945). Enterprise could also be defined as having the ability to eagerly be innovative and think of new ideas to develop (Collins, unknown date). The Entrecomp Framework could be defined as a tool to improve the entrepreneurial capacity and offer common understanding of entrepreneurship competence (Bacigalupo et al., 2016). One slight limitation of the Entrecomp

Framework (Bacigalupo et al., 2016) is that the competences are arguably very business orientated and the framework has not yet been utilised in real life settings. However, the principles of threads and the competences in the Entrecomp Framework could be utilised by teachers to critically evaluate how they could improve personal and their children's enterprise skills. Henceforth, it could be argued that creativity and enterprising are difficult terminology to define, but their concepts are easy to comprehend, and can be developed within the primary school setting through effective teaching and learning experiences.

Importance of Creativity and Enterprise Skills

Donaldson (2015) has proposed that teachers should be helping their children become enterprising and creative contributors who are ready to play a full and active part in life and work. Some may suggest that many careers require strong creative thinking skills and more so, the ability to apply divergent thinking (Doyle, 2018). Divergent thinking could be described as a thought process that generates creative ideas by exploring many possible solutions, as opposed to convergent thinking whereby logical steps are followed to result in a solution (Guilford, 1967). Some may suggest that by encouraging children to utilise their divergent thinking as opposed to convergent thinking it may encourage creativity and help them to effectively become enterprising and creative contributors (Donaldson, 2015). One of Donaldson's (2015) twelve pedagogical principles is to promote creative and critical thinking within the classroom.

Developing creativity could arguably benefit pupils in terms of encouraging their motivation, enthusiasm, independence and enjoyment (Casserley, 2004). Donaldson (2015) suggested that children's experience at school should stimulate their imagination in ways that encourages excitement, and thereby fostering creative thinking. It has been observed that I possess 'flare' within the classroom, hence, this potentially suggests that through my pedagogical approach I develop children's motivation and encourage their excitement and enthusiasm (Appendix One). It could be argued that children have a natural ability to use their imagination (Craft, Jeffrey, & Leibling, 2001). Lucas (2001, cited in Craft, Jeffrey, & Leibling, 2001) suggested ways that teachers can encourage rather than stifle children's creativity which include: being respectful rather than dismissive, supporting individual interests, engaging many learning styles and recognising multiple intelligences. Gardner (2006) highlighted the concept of multiple intelligences whereby individual's have an individual preference to learning. However, as suggested by Gardner (2003) no direct educational implications have comply with this theory but if individuals do differ in their

intelligences, it could be beneficial to acknowledge this when planning to meet learners' needs. It could be argued by adhering to this principle, practitioners could plan activities that harmonise with the child's individual multiple intelligence (Gardner, 2003) and thereby potentially enhance their creative potential.

Benefits and Limitations of Creativity

Arguably, one of the characteristics of creativity is originality and having the ability to produce ideas that are unique (Sharp, 2004). Some may suggest that it is difficult to assess and evaluate children's creativity due to the varying levels of individuality and originality. On the other hand, Boden (2004) suggested that originality could be measured in various ways including how well a child responds to previous attempts and how the response is viewed by their peers. It could be suggested that practitioners should value all children's work and appreciate their individual creativity. Moreover, it could be argued that this would make it difficult to assess children's creative progression. It could potentially be suggested that there are numerous factors that contribute towards making creativity in schools difficult to assess, such as there being no universal definition of what creativity is, no common framework for assessing its development and limited assessment tools designed to track creative progression (Claxton, Lucas & Spencer, 2013). One of the strands on the Entrecomp Framework within the creativity competence is being innovative (Bacigalupo et al., 2016). I deduce I could effectively judge an idea and understand if the process or product is innovative due to personal experience with assessing pupils' work. However, for purpose of professional and personal development it could be beneficial if I gained better knowledge of different levels of innovation (Bacigalupo et al., 2016). Hereby, potentially enabling me to effectively assess children's creative ideas and comprehend how innovative their ideas are.

Some people may suggest that intelligence and creativity are arguably correlated constructs that share a common cognitive basis (Arendasy et al., 2014). In contrast, some may suggest that children's intelligence develops continually, but creativity develops more irregularly (Jaarsveld, Lachmann, & Welter, 2017). However, Robinson (2017) suggested that it is a misconception that creativity is restricted to special activities such as art, and creativity is possible in any activity that engages intelligence. In agreement of this, it could be argued creativity is far more exclusive and not restricted to just the expressive arts area of learning and experience (Donaldson, 2015; Grigg, 2015), as it could be suggested creativity can be developed across the curriculum. One possible limitation of creativity could possibly be that children do not recognise the metacognitive value of

creative and enterprising activities. To remedy this suggestion, it could be beneficial that practitioners' give children context and understanding of what skills are being developing, so they see value and purpose in creative and enterprising activities. Joubert (2001, cited in Craft, Jeffrey, & Leibling, 2001) suggested that teachers need to develop a repertoire of skills which they can utilise and adapt in various learning contexts. It is a personal target that future lessons planned are engaging and innovative and encourage children to develop their thinking skills by utilising ideas discovered in lectures or through personal research.

Wragg (2005) suggested that creative teachers are those who utilise initiative and possibly go against curriculum convention. However, this could be difficult for teachers given the current climate of arguably such rigid curriculum and prescriptive practice (Wragg, 2005; Grigg, 2015). Some may suggest that most education systems are built upon teaching a set curriculum within a set amount of time, and allowing sufficient time for creativity could possibly disrupt this (Clegg, 1999). It could be argued that apportioning sufficient time for creativity to be developed is very important. The provision of sufficient time could provide children with the opportunity to develop original ideas (Beetlestone, 1998). One of the competences on the Entrecomp Framework (Bacigalupo et al., 2016) is mobilising resources. It is my belief that I demonstrate a reinforce level of time management as I appropriately help others manage their time effectively (Bacigalupo et al., 2016). However, in order to improve, I personally recommend to begin to develop effective time management procedures that meets the needs of the class and allows sufficient time for creativity and thinking skills to be developed.

Enterprising and Creative Contributors

One of Donaldson's (2015) four main curriculum aims is that children are provided with learning opportunities that help them become enterprising and creative contributors. When working as a teaching assistant, I planned for and co-operated with the school's Enterprise Troopers (unknown date) project which involves schools developing an idea and showcasing their enterprise activities at a national competition (Appendix Two). Throughout the project, it could be argued that children were developing entrepreneurial skills in a fun and engaging way. The Enterprise Troopers (unknown date) are based on a model of entrepreneurship (Appendix Three), which includes four key characteristics of entrepreneurial behaviour which include attitude, creativity, relationships and organisation. Once the initial observation of the pupils was completed, I designated each member of the group a role according to their apparent enterprising and creativity strengths and weaknesses.

On reflection, it could be argued I worked at an advanced level of proficiency as I took responsibility of others and identified challenges related to their contrasting needs and interests (Bacigalupo et al., 2016). After the roles were designated, pupils then begun to work autonomously and as part of a team. This project had a highly positive outcome, so arguably this demonstrates that I effectively initiated, developed, managed and completed a creative project (Bacigalupo et al., 2016).

Also when working as a teaching assistant, I collaborated with a small group of pupils to develop ideas and decide what to create and sell on their stalls for the Christmas Fayre. This could arguably be described as an andragogical approach, where pupils and practitioner were working in cohesion. Personally I acknowledge that this suggestion provides evidence that I can work with a remote team of people who can independently contribute to a value-creating activity (Bacigalupo et al., 2016). By developing pupil voice and valuing children's ideas, it could be argued that enterprising skills are developed. In future, I could utilise personal experiences to help enhance and potentially improve personal pedagogical approach to developing children's creative and enterprising skills.

Donaldson (2015) suggests that children should be allowed to take measured risks. One of the elements of divergent thinking is risk taking and having the readiness to experiment. Rogers (unknown date, cited in McLeod, 2014) suggested that creative thinking and risk-taking are essential characteristics and it is positive for children to possess the ability to adjust, change and seek new experiences. Further, risk taking is one of the sixteen habits of mind proposed by Costa and Kallick (2008), who suggested that some children seem to have a desire to challenge established limits and are intrigued to place themselves in situations where the outcome is uncertain. It could be argued that a fusion between utilising intuition, drawing on past knowledge and creating new developments could result in children becoming an enterprising and creative contributor (Costa and Kallick, 2008; Donaldson, 2015). Sharp (2004) suggested teachers can promote creativity by tolerating a degree of ambiguity. One of the competences of the Entrecomp Framework is coping with uncertainty, ambiguity and risk (Bacigalupo et al., 2016). Personally I am not afraid of making mistakes and can explore personal ways to achieve goals (Bacigalupo et al., 2016). As a teacher, I encourage children to take risks and make mistakes and attempt to learn from the mistakes.

In Scotland, there exists an incentive called Enterprising Schools (Scotland's Enterprising Schools, unknown date) which helps practitioners gain knowledge of how to develop lessons that incorporate enterprising skills. The incentive has a vision to help practitioners to develop their knowledge, skills and understanding of how to use enterprise as a valuable route for learning by providing a portal of online resources (Scotland's Enterprising Schools, unknown date). The scheme also encourages practitioners to share good practice. Estyn (unknown date) highlights the importance of sharing innovative and effective practice as it could inspire reflection upon aspects of professional practice and encourage practitioners to possibly modify their pedagogical approach. Constantinides (2015) discusses how there are various online courses available focused on creativity and enterprising skills and practitioners should utilise the opportunity to develop their knowledge. One of the competences on the Entrecomp Framework is learning through experience (Bacigalupo et al., 2016), within this competence I place myself at level six as I could help others develop their strengths and reduce their weaknesses, and identify personal strengths and weaknesses and act upon them. However, to improve in future, arguably I should identify opportunities for self-improvement through continued professional development (Bacigalupo et al., 2016).

Effective Implementation

Practitioners could possibly demonstrate their passion for creativity through their effective planning and delivery of lessons, interactions with the class, and demonstration of excitement of discovering new things (Grigg, 2015). On professional teaching experience, I planned a scientific experiment which had an uncertain outcome, this proved to be exciting for the children. Children were provided with necessary equipment and given a brief overview of the experiment and then allowed to carry out the experiment, which arguably evoked their intrinsic motivation. Upon reflection this was highly engaging in terms of developing creativity as all of the children approached the activities with a high level of enthusiasm and it developed their creative thinking (Appendix Four). Dweck (2017) discussed the idea of a growth mindset and encouraging pupils to have self-belief to overcome challenges. It could be argued that pupils had to adopt a growth mindset to discover the outcome of the experiment. Another component of effective planning, could arguably be questioning techniques that develop children's creative thinking (Appendix Five). The last level of Bloom's Higher Order Thinking taxonomy (Appendix Six) is creating. Creating questions require students to evoke inventive thinking and produce original ideas (Cooper, 2014).

Heutagogy is predominantly about self-determined learning, and during this process it is important students develop competencies and capabilities (Hase and Kenyon, 2000). It could be argued that the way in which children are encouraged to work collaboratively or independently could impact upon the development of their creative and enterprising skills. Some may argue teachers should act as facilitators and encourage children to work more independently. This could arguably be viewed as a constructivist approach towards creativity, where children are given opportunities to develop creative skills independently. Some may suggest that working collaboratively can stifle children's independent creativity, and that it could be more beneficial if children work independently. One of the competences on the Entrecomp Framework is taking the initiative (Bacigalupo et al., 2016). It could be suggested that as a teacher I encourage children to work independently and praise those who use their initiative. According to Maslow's Hierarchy Of Needs (Maslow, 1943) creativity is a feature of self actualisation which is the highest of the needs. Children can not achieve the higher order needs without fulfilling the basic lower order needs such as safety and esteem needs (Maslow, 1943). Hence, it could be argued teachers need to ensure they help children fulfil their lower order needs before they can achieve their full creative potential.

During both professional teaching experience and when working as a teaching assistant, I gained experience of collaborating with the Lead Creative Schools scheme that has been developed by the Arts Council of Wales (2015). Some may suggest the working alongside creative practitioners, could arouse teachers' dormant creativity (Barnes, Cremin & Scoffham, 2009). The scheme aims to improve attainment through creativity and support teachers developing their creative skills (Arts Council of Wales, 2015). However, in contrast, Jones and Wyse (2013, cited in Grigg, 2015) suggest that if schools want to improve children's creativity, special creativity programmes are not necessarily needed, but there is a need for a whole school commitment to every child being allowed to express their ideas in a creative manner.

Csikszentmihalyi (1996) suggested that creativity does not occur solely inside an individual's mind, but in the interaction between an individual's thoughts and the socio-cultural context. Hereby, this suggestion could allude to the idea that it is the combination of a well planned learning environment and the individual's thought process that enables process of creativity. However, some may suggest creating the right environment can often be a challenge (Thorpe, 2007). Seelig (2014) developed a model called the Innovation Engine (Appendix Seven) which documents arguable characteristics of creativity. It could be suggested that attitude, knowledge, and imagination are internal as they are

personal characteristics, whereas culture, habitat, and resources are external as they are factors that can influence the outcome (Frenkel, 2012). Hence, it could be concluded that resources could help stimulate and evoke children's creativity and enterprising skills. Further, harmonising suggestions made throughout, Belloli and Woolf (2005) discussed the idea of providing children with a range of suitable materials that help them represent their unique perceptions, unrestricted by adult ideas. One of the qualified teacher status standards is that teachers prepare suitable resources, plan for effective use, and take account of learners' interests (Welsh Assembly Government, 2009). One of the competences on the Entrecomp Framework is mobilising resources (Bacigalupo et al., 2016). Further, I confidently believe that I could allocate enough resources for a creative activity. However, for purpose of professional development, in future I should ensure that the resources I provide children are suitable, relevant to their learning needs, and evoke creative thinking.

Conclusion

Costa and Kallick (2008) suggest that in this current age of innovation, students who are capable of being different and thinking of new creative ideas are more likely to be successful. In conclusion, some may suggest creativity is paramount for children, in terms of developing original and unique ideas. It is of personal interest that I endeavour to ensure all future lessons stimulate and ignite children's curiosity. It could be argued that a lot of people do not perceive themselves as being creative (Craft, Jeffrey, & Leibling, 2001). Hereby, it could be argued that teacher confidence is a major factor upon the development of creativity. However, I have always been confident in my creative ability, in artistic terms, but it is not until recently that I have fully understood the extent of creativity. I personally recommend I divulge further into creative teaching to improve and enhance my pedagogical approach.

Creativity and arguably enterprising skills could be described as an aptitude that could be developed within the child when taught across the curriculum (NASUWT, 2017). It is a personal belief that the Entrecomp Framework (Bacigalupo et al., 2016) effectively helped critique and evaluate personal creative capabilities where relevant. It could be concluded that children live in an ever-changing society and they should be provided opportunities to develop their creative thinking and enterprising skills to best prepare them for what could arguably be defined as an unpredictable future.

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Appendices

Appendix One

- Comments and Evidence
- Targets for improvement and suggested ways forward

You began by asking pupils to recall prior knowledge, and they were enthusiastic to contribute. You were confident in your delivery, demonstrating 'flair' in the way in which you created the learning environment. You demonstrated very good questioning skills, and you used a timer to ensure that you kept a good pace throughout the lesson. You have a confident and well-developed approach to class management, dealing quickly with any small disruptions. You sensitively discussed everyone's right to choose a religion, including why buildings were important to people of different religious beliefs, and you encouraged pupils to use correct terminology when they were answering questions. You used a range of formats for pupils to write down their ideas, including a double bubble map and a Venn diagram, and pupils began their tasks immediately. Your expectations of behaviour and of quality of work were clear and you were explicit about the amount of time that was available for pupils to complete the task. You made purposeful use of a class points system, and this immediately encouraged others to follow the example of the group that had received the points. You also made very good use of praise, consistently encouraging pupils to contribute their ideas. You led a very effective discussion of the contents of the video, although you had not noted this on your lesson plan. You asked pupils to note things that they would like to learn in further lessons on this topic – good.

Summative report from professional teaching experience found on SWWCTE website, demonstrating observation of personal 'flair'

Appendix Two



Photograph of the school's Enterprise Troopers at the National Competition. The Enterprise Troopers used natural resources to create insects and created a film utilising their creations. The Enterprise Troopers placed first in the best display category.

Please note this is a personally taken photograph (permission sought from all involved but faces/logos covered for privacy purposes).

Appendix Three

The Enterprise Troopers are based on the ACRO model of entrepreneurship, the four key characteristics of entrepreneurial behaviour:

- **Attitude:** Understanding self and motivation, setting and achieving goals
- **Creativity:** Generating ideas, solving problems and creating opportunities
- **Relationships:** Expressing views and ideas, appreciating others' viewpoints and working co-operatively
- **Organisation:** Ability to make decisions and fulfill objectives

 AMY	 CALLUM	 RHIAN	 OWAIN
Amy believes that anybody can do anything if they work hard enough. And she's right!	Callum is so creative. Some of his ideas are a bit wacky, but they're the best ones!	Rhian loves to talk, she's making new friends to help the Troopers get the support they need!	Owain is so organised, he makes sure everybody is busy and having a great time!

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Appendix Four

Model Casgliadau Adfyfyriol â Chymorth (ARC) (Model 'Myfyrio a Newid')

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: Wednesday, 31st January

Digwyddiad critigol (Ffocws)/Critical incident (focus): Science- Precipitation Experiment

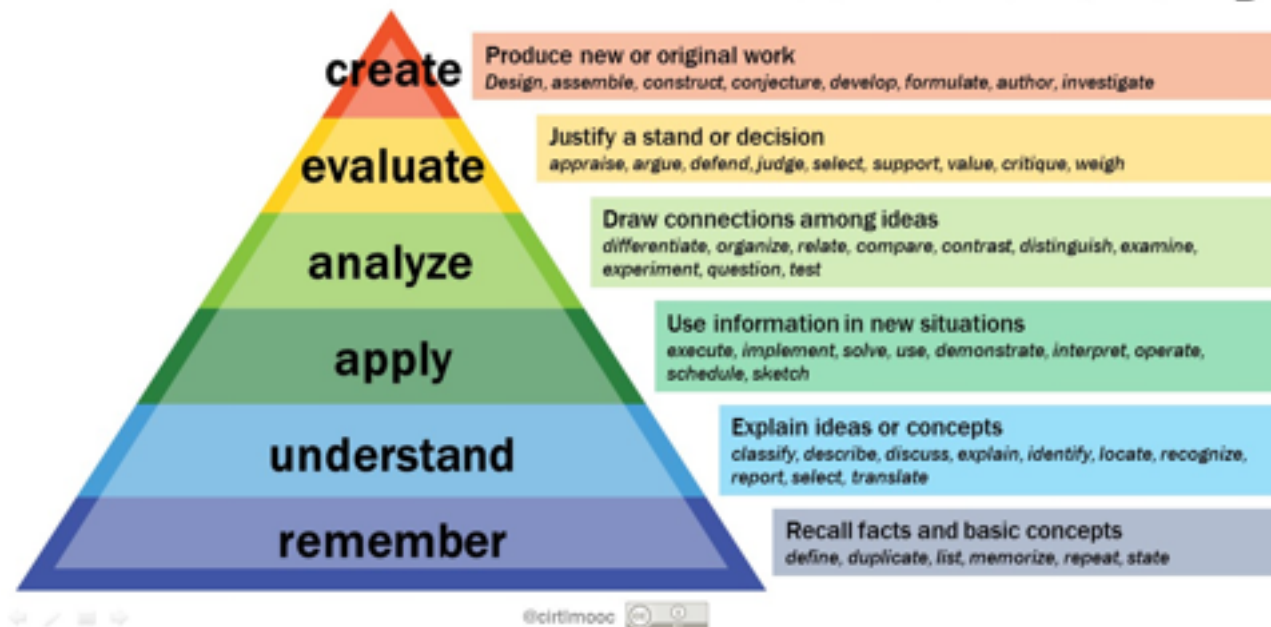
Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	-The children were all extremely enthusiastic about the experiment. They all engaged very well and listened to instructions. Children were able to work effectively to discover the outcome of the experiment. The children were able to all predict in their workbooks what they believed would be the outcome and reflect upon this. The standard of some predictions were outstanding, with some children even being able to bring in links between science and everyday life, for example, rain clouds- which was the skill they were attempting to achieve. (Refer to tracking for detailed comments and progress)
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	-All of the children co-operated really well with one another. Also, the feedback I received off both the class teachers and the children was extremely positive. The children engaged very well with the experiment and took great care when working with the equipment. Most of the children managed to describe the process of their experiment. The children responded with awe and wonder during the process of the experiment.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	-In future, I would definitely use this scientific experiment again, the uncertainty of the outcome was entirely intriguing for the children and involved them using their knowledge and imagination to predict an outcome. The experiment solidified the children's understanding of precipitation, completing their termly investigation into the Water Cycle. One small technical issue interrupted the lesson introduction, however this was soon resolved.
Y profiad newydd / Transformed experience	

Appendix Five

Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
10 minutes	Introduction Recap what we have learnt about water and water usage during the topic of flow. Children will be given a set of statements to a order from most surprising to least surprising. One of the statements is linked to access to water usage around the World. Children will be asked about a few prepared questions about water. The children will have thinking time between questions and will have the opportunity to think, pair, share. The children's answers will be written in the water droplet. There will then be a short discussion about the children's answers and we will discuss the importance of water and how easy it is for us to access it. Children will then be asked if they think it is easy to access water all around the World. Children will watch a video called Water Walk 'https://www.youtube.com/watch?v=4V-KoJGGJ4s <i>The video shows how far a child in Africa has to walk everyday to get water.</i> <i>From this video children will discuss how far people in Africa have to walk to get water compared to how far we have to walk.</i>	<u>Key Questions</u> What do we use water for? Where do we get our water from? How easy it for us to access water? Is our water clean? Do you think it is as easy to access water everywhere in the world? Why do you think this? Could they access water easily? How did they get their water? Was it an easy journey? Was their water clean? Was it safe? Is their lives similar or different to ours? How? What can we do to help save our water? <u>Assessment for Learning</u> Thinking thumbs - The children will use their thumbs to indicate how well they understand. Think, pair, share Adult observation of learners throughout activity. Allow the children thinking time after asking a question. Are the children using key words in their vocabulary?

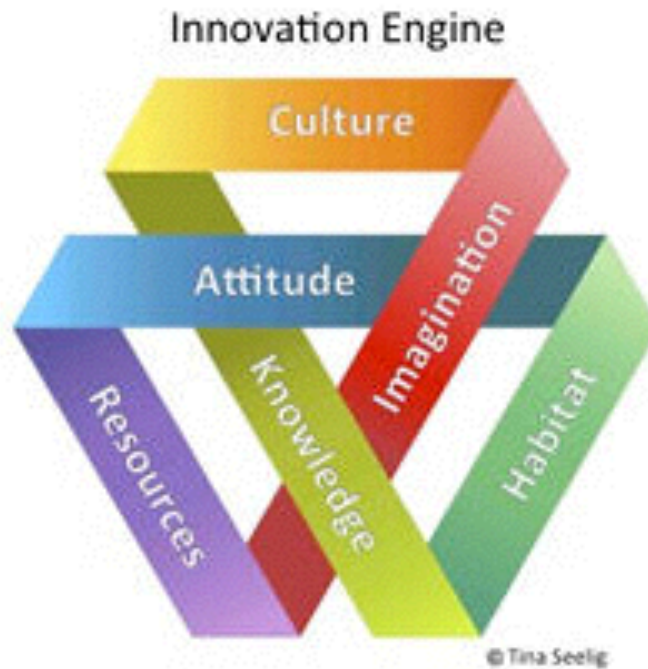
Questions from Philosophy For Children lesson in planned and taught key stage two during first professional teaching experience. Showing examples of how to evoke children's imagination and thinking skills through carefully planned questions.

Bloom's Taxonomy



Armstrong, P. (unknown date) *Bloom's higher order thinking skills*. Available at: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/> [Accessed on: 18th January 2019]

Appendix Seven



Frenkel, K. (2012) *Tina Seelig's Insights on Creativity*. Available at: http://www.creativitypost.com/create/tina_seeligs_insights_on_creativity [Accessed on: 24th January 2019]