WBT - part 1
Class, class...yes, yes!
+ scoreboard

WBT - 'Teach - OK!"
part 2 As teach Bs

WBT - part 3
Bs teach As
Gestures!

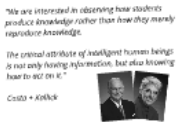
WBT - part 4
"Switch"



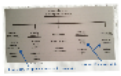


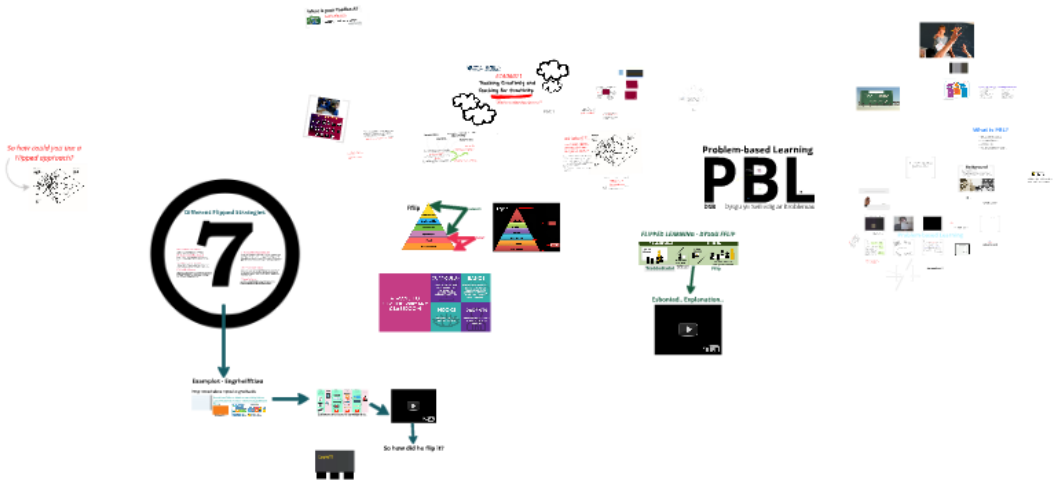












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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD6011

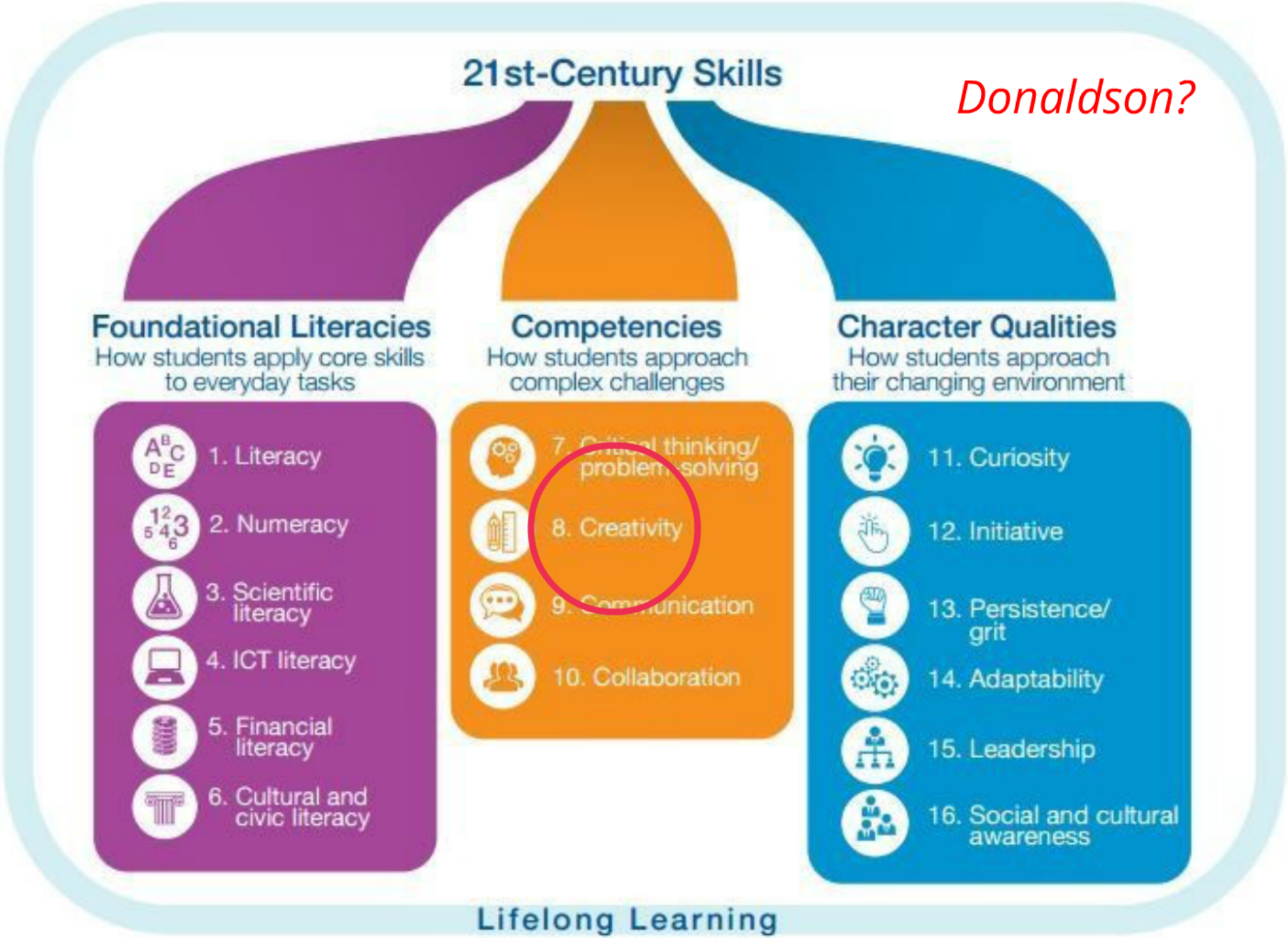
Teaching Creatively and Teaching for Creativity.

"What's the blooming difference?"

Part 1

What are the 21st-century skills every student needs?





https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students

Note: ICT stands for information and communications technology.

Teaching Creatively

What's the difference?

National Advisory Committee on Creative and Cultural Education (NACCCE, 1999)

N.A.C.C.C.E. (1999) All our futures: creativity, culture and education (London, DfEE).

Define?

Teaching for Creativity

innovation

Control

Ownership

Relevance

Woods (1990)

Teaching Creatively

'using imaginative approaches to make learning more interesting and effective' (ibid. p. 89).

What's the difference?

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Relationship?



Define?

Teaching for Creativity

Forms of teaching that are intended to develop young peoples own creative thinking or behaviour.

‘Young people’s creative abilities are most likely to be developed in an atmosphere in which the teacher’s creative abilities are properly engaged’

(NACCCE, 1999)

(National Advisory Committee on Creative and Cultural Education)

Innovation

Control

Put three together and it leads to the other...but which?

Ownership

Relevance

Woods (1990)

Teaching Creatively

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Ask 'what if ?'...

...to as many different elements of a lesson that you can think of?

What if I shared the LO in the middle of the lesson?

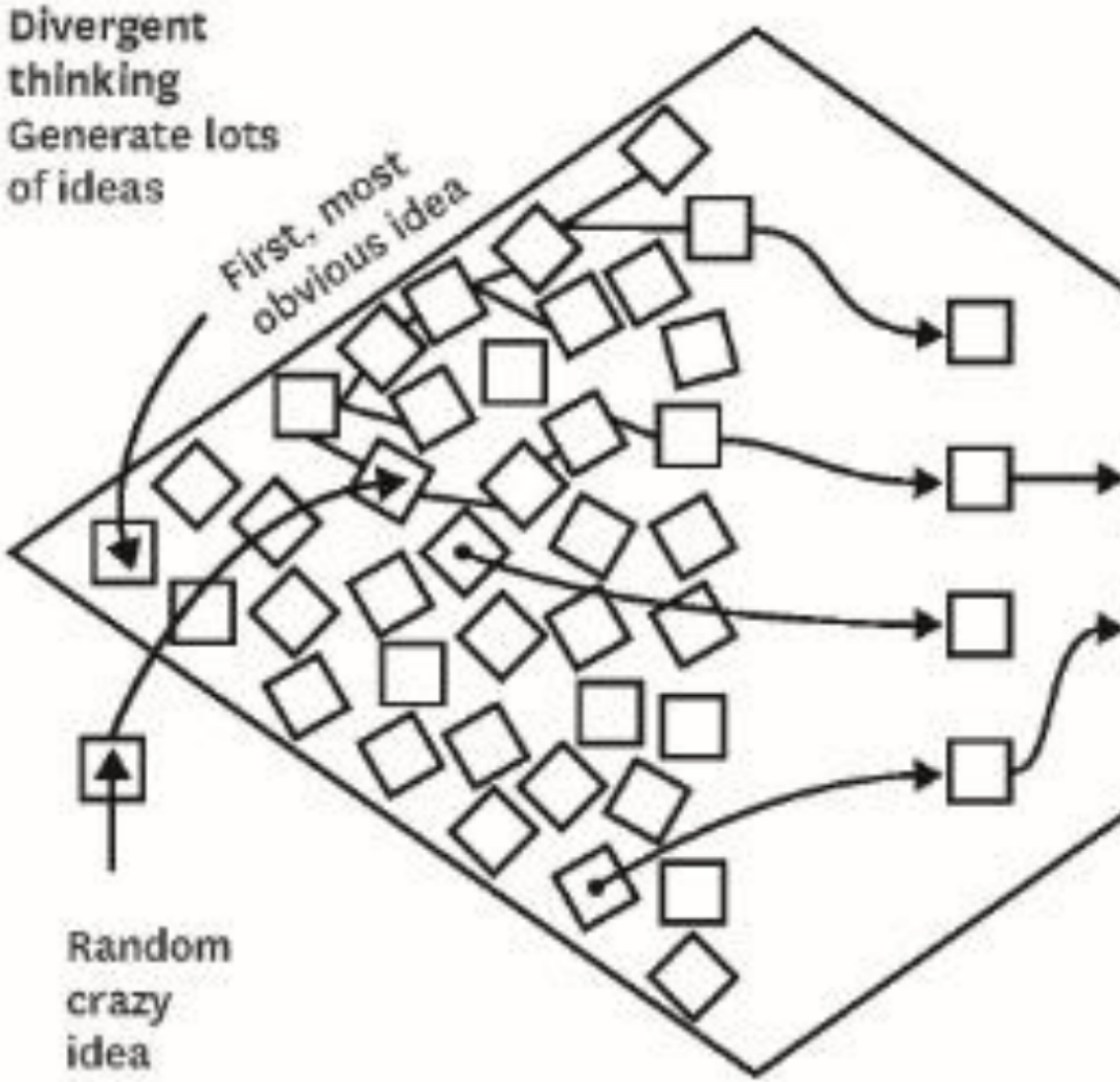
What if I changed the books to iPads or food?

What if all children had their own LO today?

What if the learners only 5 questions to ask?

What if the learning took place in the local hospital?

What if every child had another child's parent as a co-worker.



13th November

Poster

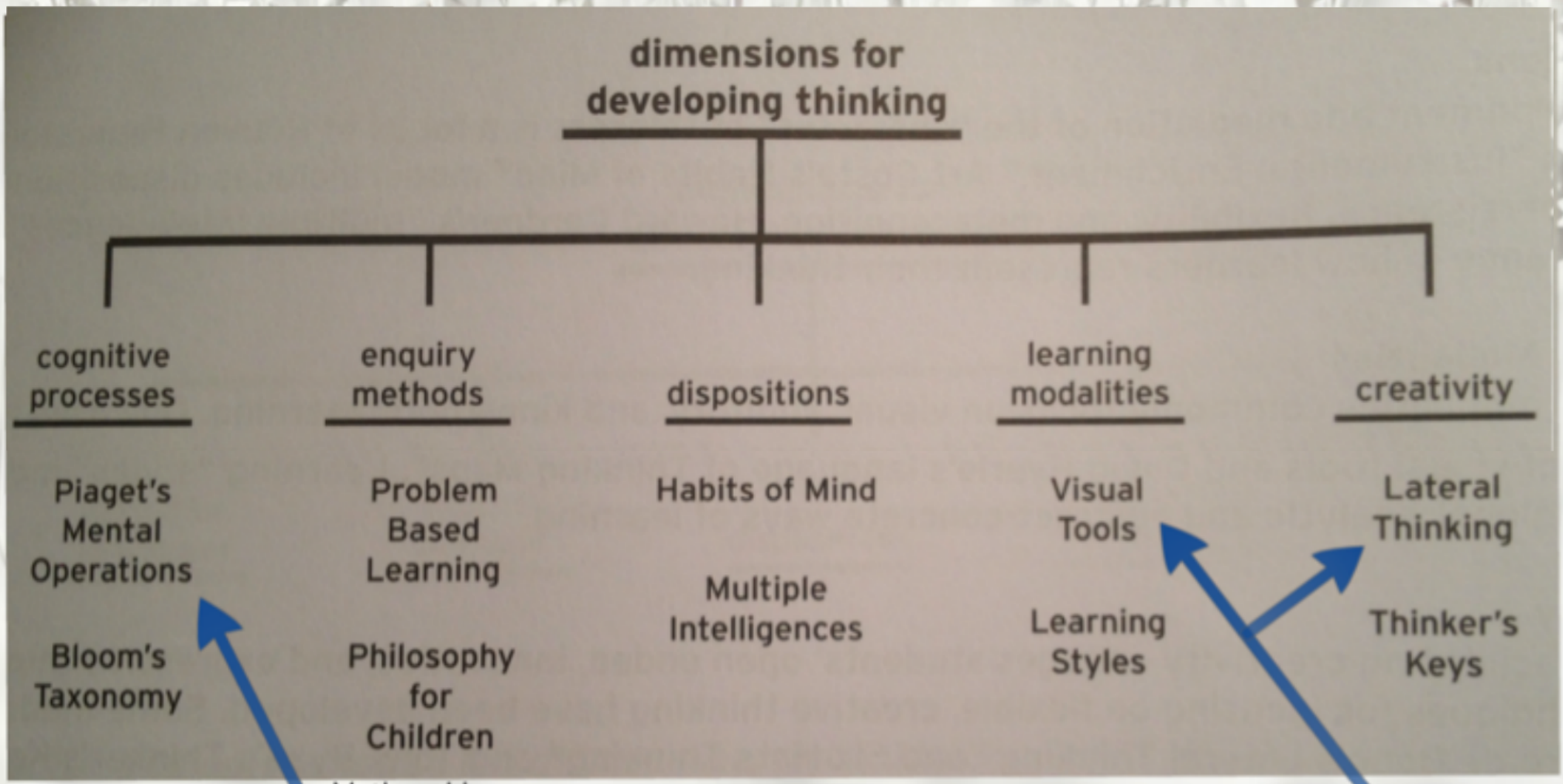
Marketplace

"What if...?" Competition

1st - £125
2nd - £50
3rd - £25

FP or KS2

Whole school approach or lesson approach



Comparison/ categorisation/ cause-effect reasoning.

What would be an example?

"We are interested in observing how students produce knowledge rather than how they merely reproduce knowledge.

The critical attribute of intelligent human beings is not only having information, but also knowing how to act on it."

Costa + Kallick



NEVER GIVE UP!



Who? What?

Why? How many?



Habits of Mind

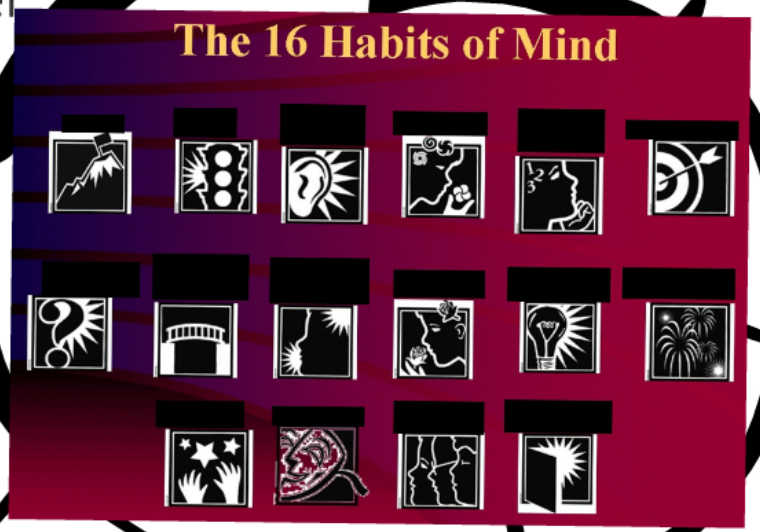
Not only are we interested in how many answers students know, but also in knowing how to behave when they DON'T know.

Habits of Mind are performed in response to those questions and problems the answers to which are NOT immediately known.

Set of dispositions

- Expert problem solver
- Thoughtful decison maker
- Creative thinker

Describe effective thinkers



Habits of Mind

Art Costa + Bena Kallick

Guide decisions in day to day life

Internal compass

- Solving problems
- Resolving conflict

Skills and strategies used when the answer is not known

The 16 Habits of Mind



















The 16 Habits of Mind

1. Persisting



2. Managing Impulsivity



3. Listening with understanding & empathy



4. Thinking Flexibly



5. Thinking about thinking (metacognition)



6. Striving for accuracy



7. Questioning and posing problems



8. Applying past knowledge to new situations



9. Thinking & communicating with clarity and precision



10. Gathering data through all senses



11. Creating, imagining, innovating



12. Responding with wonderment and awe



Can you make connections to ANY aspects of session so far?

13. Taking responsible risks



14. Finding humour



15. Thinking interdependently



16. Remaining open to continuous learning



Can you make connections to ANY aspects of session so far?

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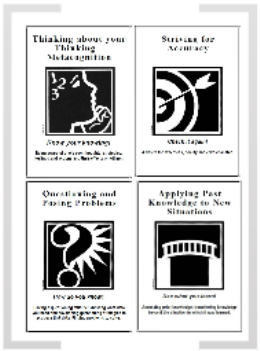
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Can you make connections to ANY aspects of session so far?

WBT - part 1
Class, class...yes, yes!
+ scoreboard

16


Thinking about your Thinking Metacognition
Strive for Accuracy
Questioning and Posing Problems
Applying Past Knowledge to New Situations




Persisting
Managing Impulsivity
Listening with Understanding and Empathy
Thinking Flexibly


Taking Responsible Risks
Finding Humour
Thinking Interdependently
Remaining Open to Continuous Learning


Taking Responsible Risks
Finding Humour
Thinking Interdependently
Remaining Open to Continuous Learning

Persisting



Stick to it!

Persevering in a task through to completion; remaining focused.

Managing Impulsivity



Take your time!

Thinking before acting; remain calm, thoughtful and deliberate.

Listening with Understanding and Empathy



Understand others!

Devoting mental energy to another person's thoughts and ideas; holding in abeyance one's own thoughts in order to perceive another's point of view.

Thinking Flexibly



Look at it another way!

Being able to change perspective, generate alternatives and consider options.

WBT - 'Teach - OK!"
part 2 As teach Bs

Thinking about your Thinking – Metacognition



Know your knowing!

Being aware of one's own thoughts, strategies, feelings and actions and their effects on others.

Striving for Accuracy



Check it again!

A desire for exactness, fidelity and craftsmanship.

Questioning and Posing Problems



How do you know?

Having a questioning attitude; knowing what data you need and developing questioning strategies to produce that data. Finding problems to solve.

Applying Past Knowledge to New Situations



Use what you learn!

Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.

WBT - part 3

Bs teach As Gestures!



Look at it another way!

Being able to change perspective, generate alternatives and consider options.

Taking Responsible Risks



Venture out!

Being adventuresome; living on the edge of one's competence.

Finding Humour



Laugh a little!

Finding the whimsical, incongruous and unexpected; being able to laugh at yourself.

Thinking Interdependently



Work together!

Being able to work in and learn from others in reciprocal situations.

Remaining Open to Continuous Learning



I have so much more to learn!

Having humility and pride when admitting we don't know; resisting complacency.

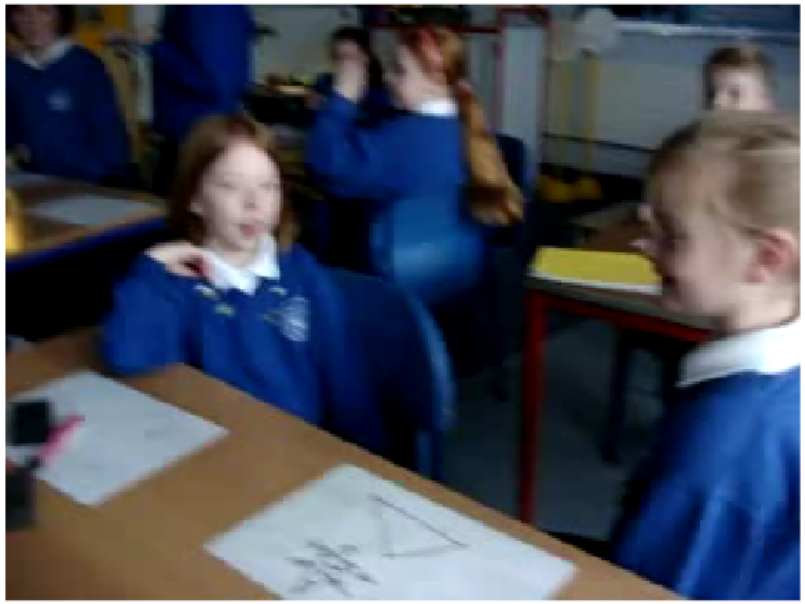
Think
Interdepe

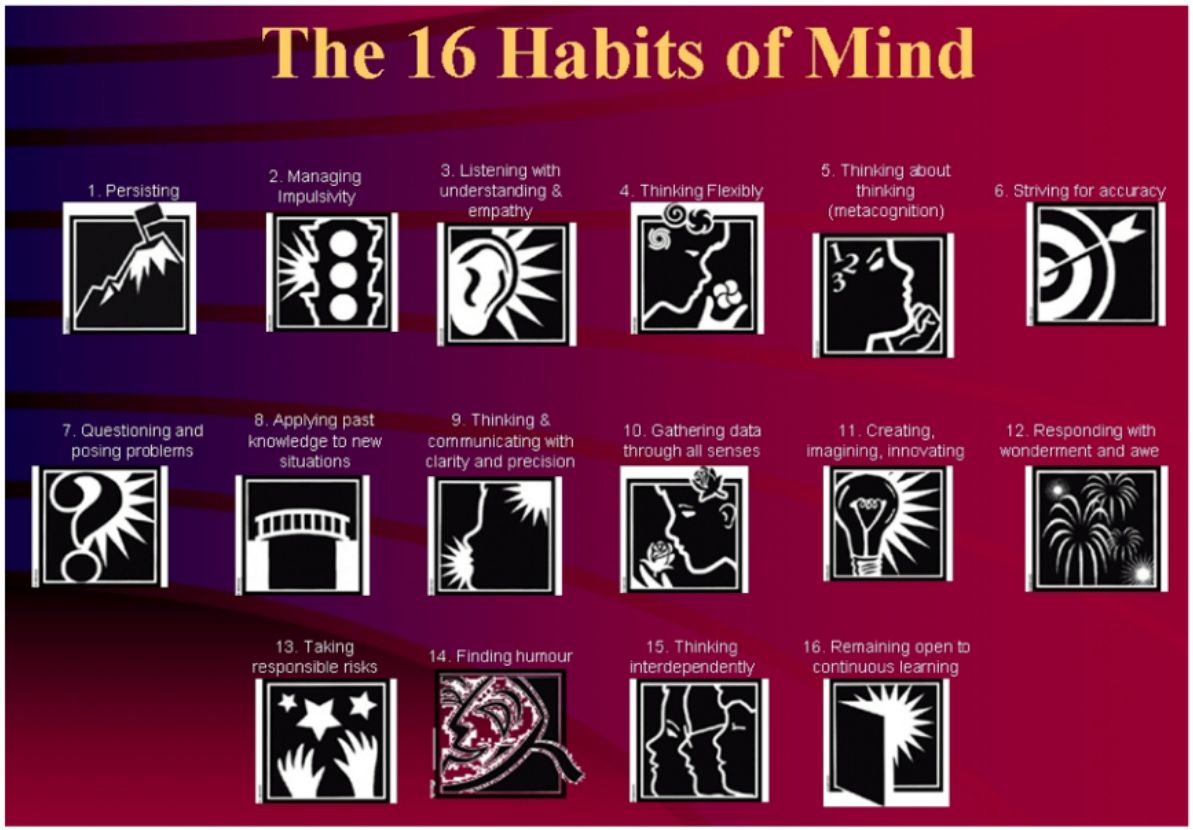


Work toge

Being able to work in and
reciprocal situ

WBT - part 4 "Switch"




The 16 Habits of Mind
1. Persisting
2. Managing Impulsivity
3. Listening with understanding & empathy
4. Thinking Flexibly
5. Thinking about thinking (metacognition)
6. Striving for accuracy
7. Questioning and posing problems
8. Applying past knowledge to new situations
9. Thinking & communicating with clarity and precision
10. Gathering data through all senses
11. Creating, imagining, innovating
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humour
15. Thinking interdependently
16. Remaining open to continuous learning

Thinking about Thinking

- Know what they _____ and what they don't ____.
- Can plan a _____ to produce the needed result.
- Are aware of the _____ they are going through to solve a problem,
- _____ on the process they went through judging how effective they were.
- Aware of the effect their _____ have on themselves, others and the environment.
- _____ what they would make if they were to do a similar activity again.

Responding with Wonderment and Awe

- Look for _____ problems to solve because they enjoy it.
- Enjoy _____ their own problems.
- _____ learning!
- Can see _____ in everything around them.
- Are curious about _____.

Listening to Others with Understanding and Empathy

- Listen to others without _____ with other information.
- Can _____ what the person has said in their own words.
- Detect how other people are _____ by the way they speak and behave and respond _____.
- Can _____ to try and get a better understanding of what the person is saying.
- Can see the situation through the other person's eyes despite _____.

Gathering Data through all the Senses

- Know that all information gets into their brain through their _____.
- Are _____ to information that is around them to be gathered through the senses.
- Are willing to use ___ their senses to _____ something – not just one or two.

Thinking and Communicating with Clarity and Precision

- Speak about their ideas in a way that is very easy to _____ and straight to the point.
- Use the correct _____ for things.
- They do not overgeneralise, delete or _____ sections of information.
- Justify clearly why they ____ a certain way.

Striving for Accuracy and Precision

- Take time to _____ their work to get the best possible results.
- They are very aware of the expectations of them and the _____ they need to meet.
- Confirm that their work exactly meets the _____ of the lesson.
- Take _____ in their work.
- Rework projects _____ decide do not meet the required standard.
- Don't go for the _____ answer but instead go for the best.

Learning Continuously

- Constantly _____ for new and better ways to do things.
- Try to improve them.
- Treat all experiences as learning _____.
- Realise that there is always more to learn so are not _____ to new learning situations.
- Know that asking new _____ is more valuable than _____.

Finding humour

- Can look at _____ from original and interesting angles.
- Look for _____ in _____ situations.
- _____ the humour of others.
- Play with _____ to find humour.
- Can see the absurdness of _____.
- Are able to laugh at _____.

Thinking Flexibly

- Can change their mind when they receive new _____.
- Can work on _____ activity at a time flicking from one to the other.
- Try to think of _____ ways to solve problems.
- Can see things from many_____.
- Can see the _____ as well as the smaller details.

Questioning and Posing Problems

- Know what _____ to ask to find out the information they need.
- Ask a range of questions to get a more _____ of their topic.
- Don't accept everything they are told by asking how the information _____.
- Ask _____ questions - what might happen if…

Managing Impulsivity

- _____ before they act.
- _____ how they are going to get to a goal before _____.
- Don't make _____ judgements about an idea despite their own personal views.
- Consider _____ and _____ to their ideas before beginning.
- Take _____ to _____ on an answer before giving it.
- Listen to other points of _____.

Applying Past Knowledge to New Situations

- Think about what they have _____ in the past to help them ____ a new problem.
- Use information gained in the past to _____ and explain their actions in the present.
- Can take concepts they have used in the past and _____ them to a completely different type of problem.
- Use knowledge from the past and make _____ with new concepts they are learning in the present.

Thinking Interdependently

- Know that a _____ can achieve more than an _____.
- Are _____ to the needs and feelings of others.
- Know that no one person has all the _____.
- Can _____ their ideas but are willing to _____ their ideas after listening to others.
- Are willing to receive _____ and _____ feedback from others.
- Can listen carefully to others and work to reach _____ with the group.
- _____ others in the group.

Taking Responsible Risks

- Push themselves past where they feel _____ to achieve goals.
- Accept that _____ is part of learning and will give things a go despite the chance of failing.
- View _____ as an interesting challenge that help them to find out more about the way they learn.
- Are aware of the _____ of taking the risk and know which ones are not worth taking.

Persisting

- Stick to a task until it is _____.
- Don't _____easily.
- Have a range of _____ to try and solve a problem.

Creating, Imagining and Innovating

- Try to solve problems in a new and _____ way.
- Examine problems from many _____ and think of alternatives.
- Take _____ and push themselves.
- Work on tasks because they _____ it not because they might get a _____.
- Are open to _____ – they want to know what other people think.
- Know that being _____ is something you work at, not something you are born with.

Employing habits of mind

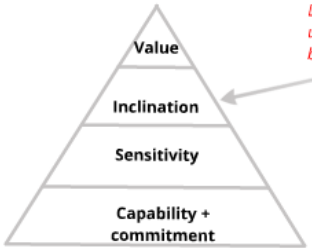
As a teacher of HoM, one of your roles is...



Choosing to behave intelligently.



Deciding to use a certain behaviour



Knowing when to use them.

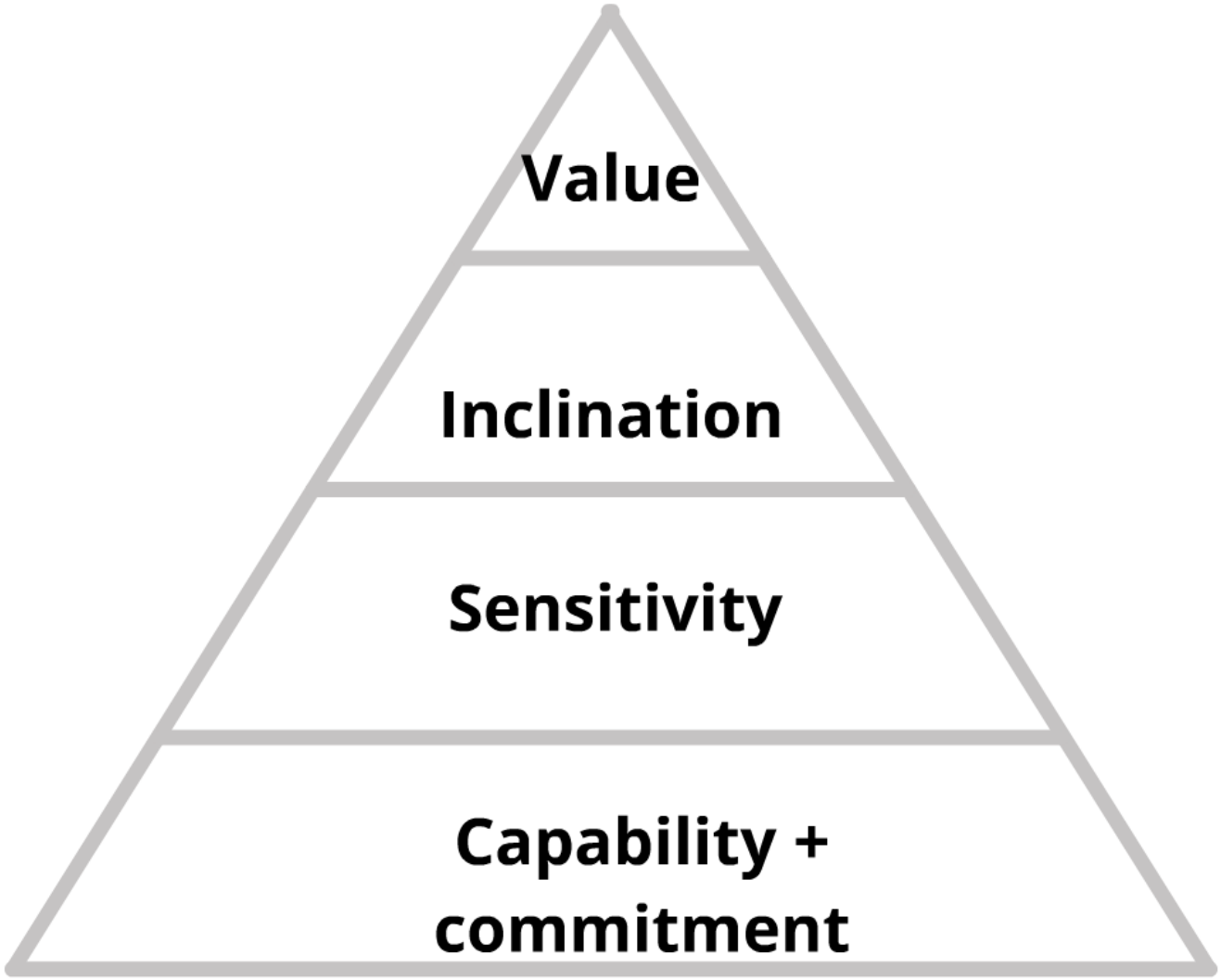


Having skills and capacity to use them.

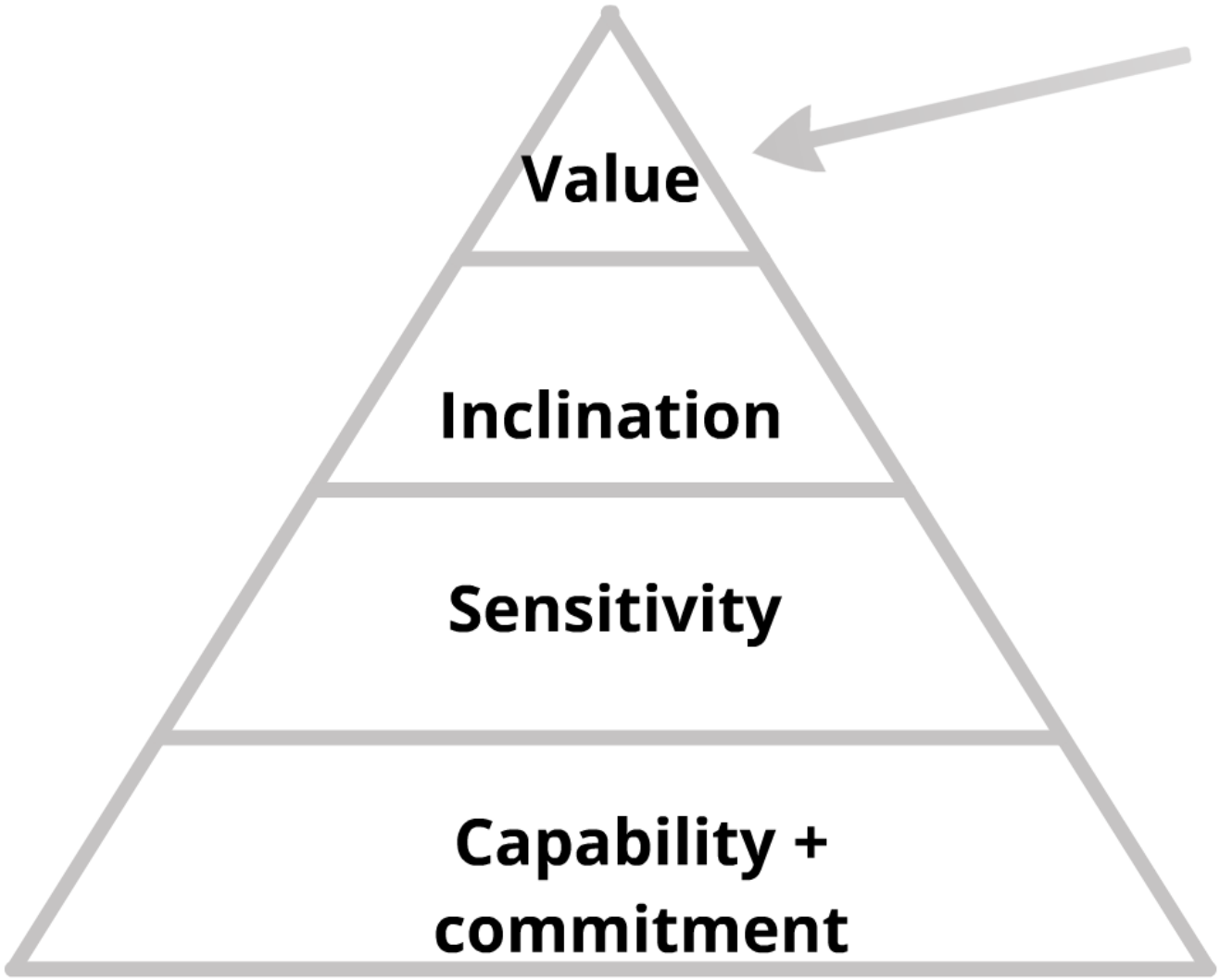


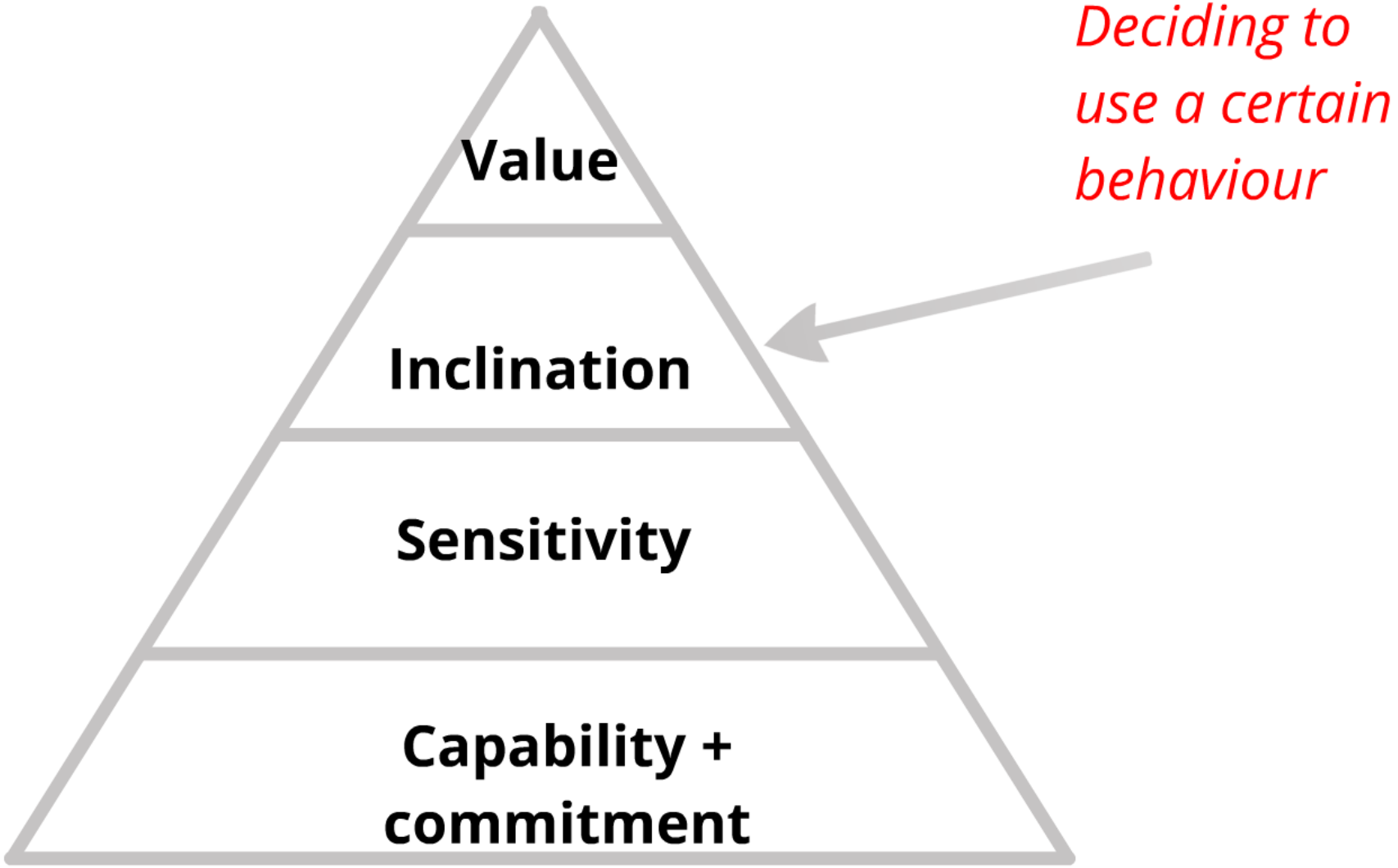
We need to be able to:
- Identify when children are using or not using them (oral/written, practical)
- Links with curriculum
- Develop common language
- Plan activities to develop HoM
- AfL of HoM

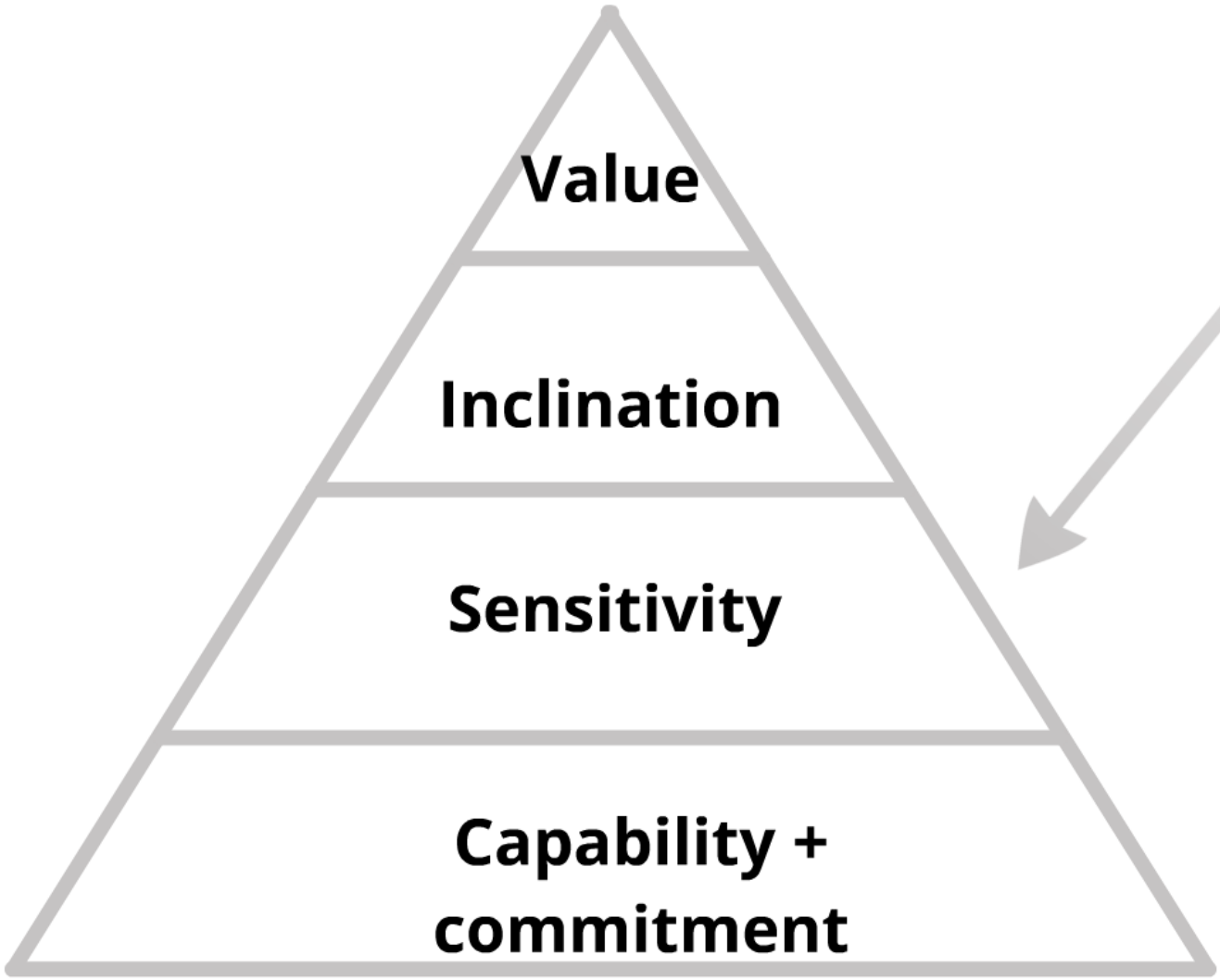
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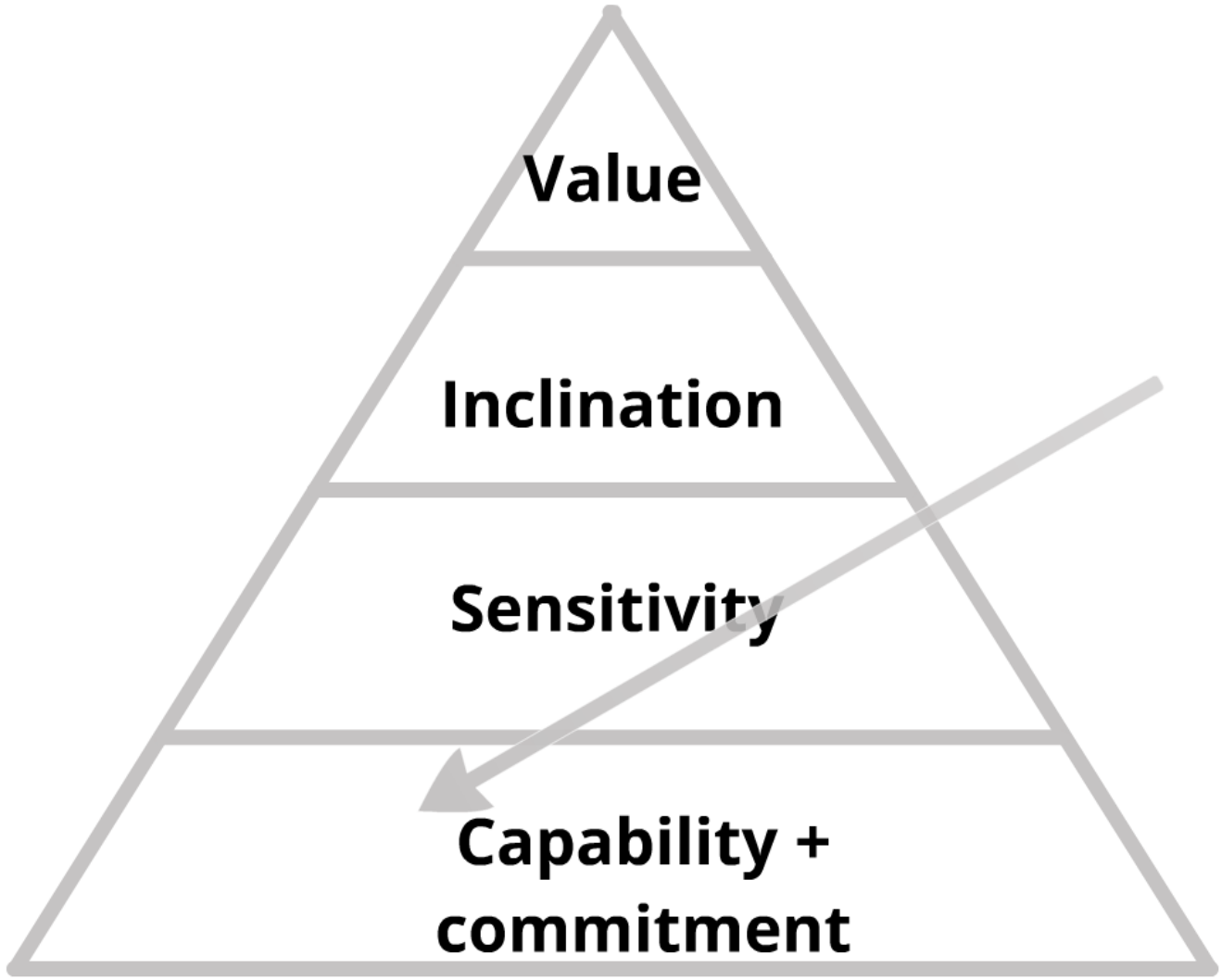
Choosing to behave intelligently.




Value
Inclination
Sensitivity
Capability +
commitment
Deciding to
use a certain
behaviour

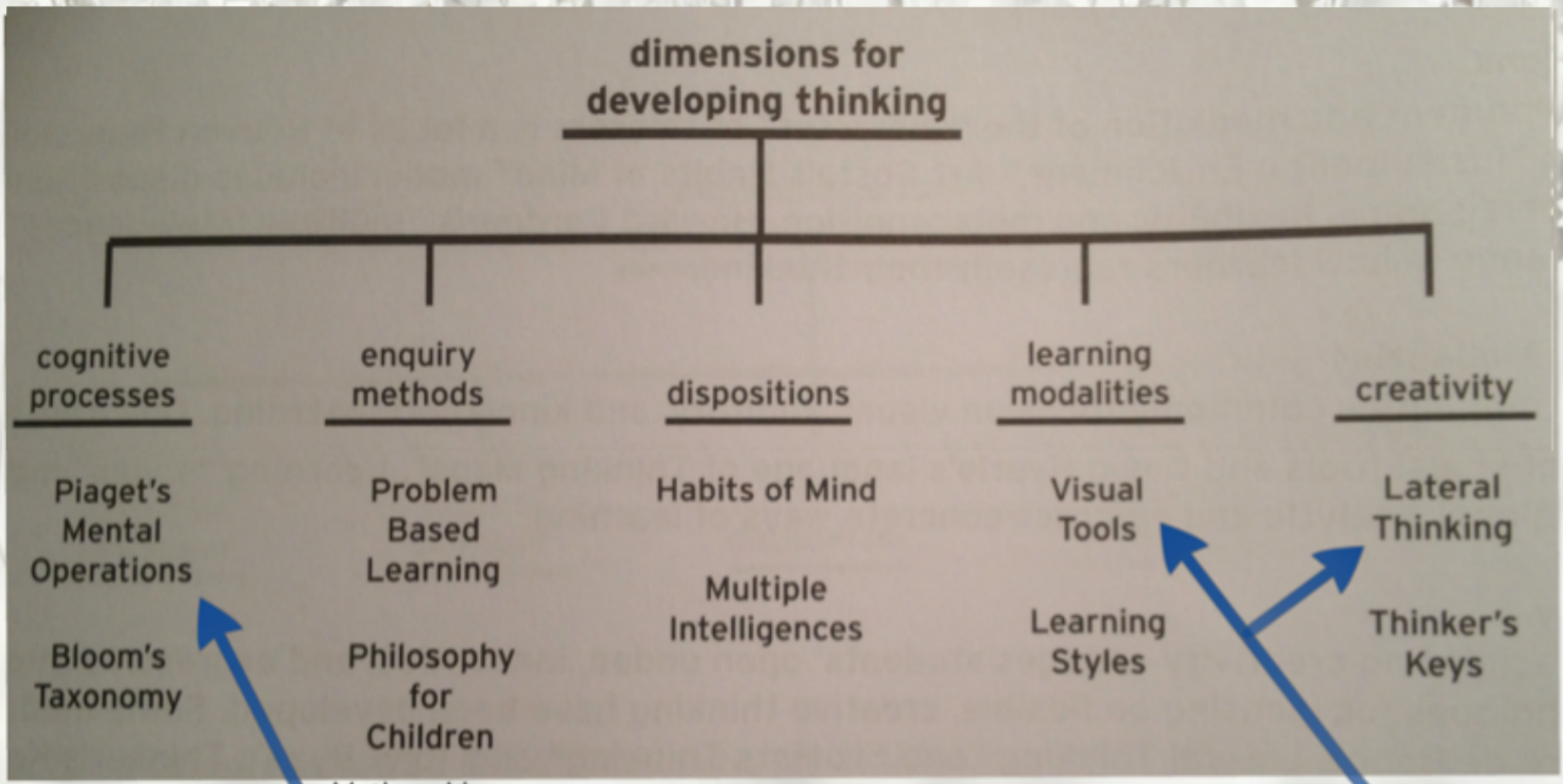


Knowing when to use them.



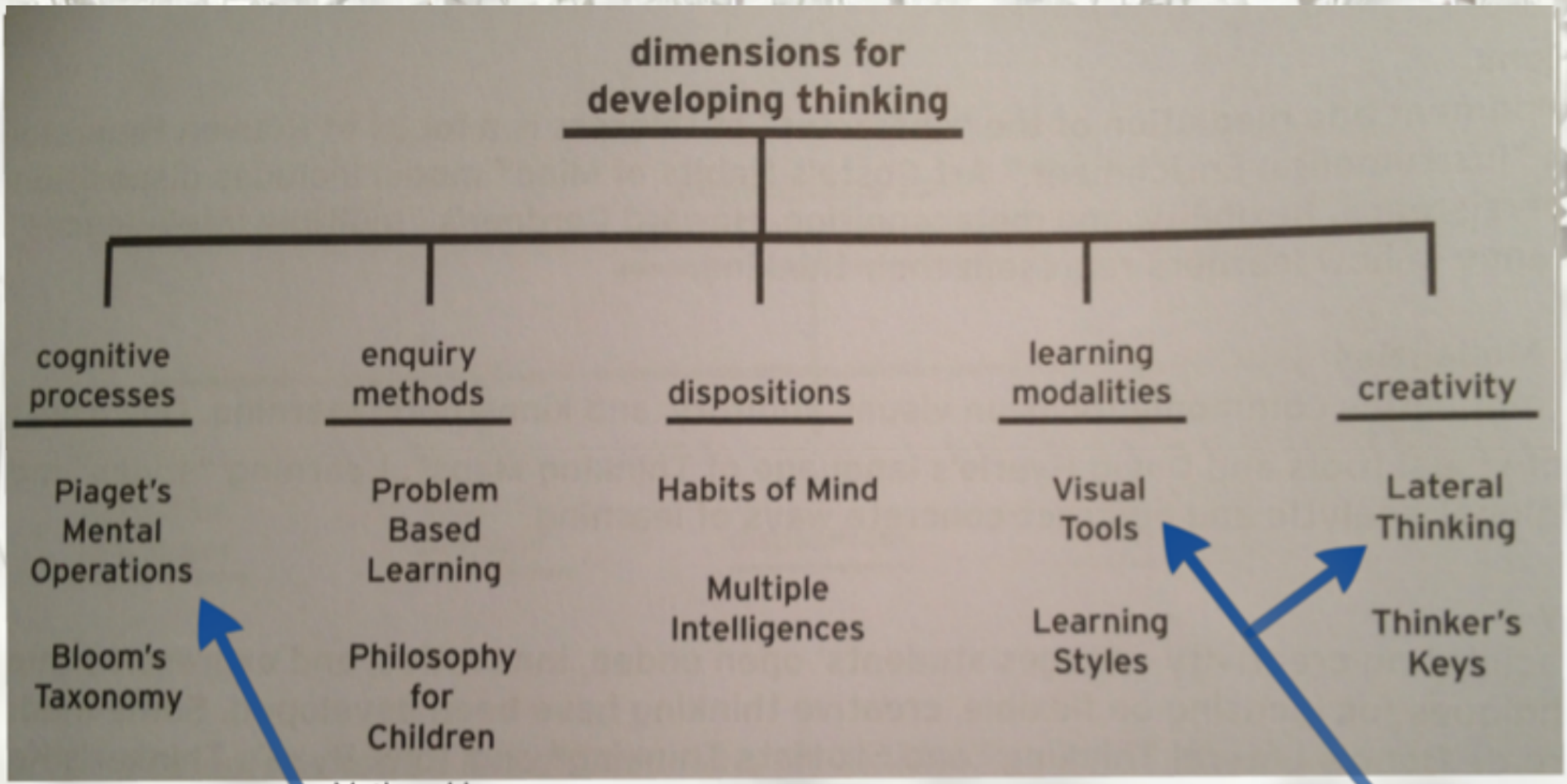
Having skills and capacity to use them.

Habits of the Mind	Icon	Motto	I Can Statement	My Example	I believe my understanding of this Habit of the Mind is a... (Novice) 1 (Apprentice) 2 (Proficient) 3 (Distinguished) 4
Persistence		Stick to it!	I can demonstrate persistence. I persevere in tasks through to completion. I remain focused on tasks and look for ways to reach a goal even when I am stuck.		My Understanding 1 - 2 - 3 - 4
Managing Impulsivity		Take your time!	I can take my time and I think before acting. I remain calm, thoughtful and reflective.		My Understanding 1 - 2 - 3 - 4
Listening with Empathy and Understanding		Understand others!	I can devote mental energy to another person's thoughts and ideas. I make an effort to perceive another's point of view and emotions		My Understanding 1 - 2 - 3 - 4
Thinking Flexibly		Look at it another Way!	I can change my perspective and generate alternatives as well as consider a variety of options.		My Understanding 1 - 2 - 3 - 4



Comparison/ categorisation/ cause-effect reasoning.

What would be an example?



Comparison/ categorisation/ cause-effect reasoning.

What would be an example?

Theories and ideas about creativity stem from far back in history

The notion of 'inspiration' or 'getting an idea'

Higher power?

Greek, Judaic, Christian and Muslim traditions

Romantic era in Europe

*The source of inspiration and its artistic expression was seen as being the **human being**.*

Originality, insight, the creative genius were highly valued.

People began to investigate the question of what fostered creativity.

The first systematic study of creativity was undertaken by Galton (1869). His focus was 'genius'

100's followed!

End of the nineteenth century

1920's

Focus in psychology shifted to the investigation of intelligence.

Although Binet's work included some investigation of the creative side of intelligence.

Many would argue that this era of research was launched by Guilford's (1950) examination of the limitations of intelligence tests and his investigation of 'divergent thinking'.

There followed a large amount of research which attempted to test and measure creativity, to pin down its characteristics and to foster it through specific teaching approaches.



1950's

Lines of study

Particularly rich and influential time for creativity research!



Pe

Co

Ho

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Strong motivation
Deep commitment
Strong sense of self
Intellectual curiosity
Endurance
Strong desire for self realisation
High sensitivity
Independence in thought and act
Openness to impressions from within and without
High capacity for emotional involvement in their investigations.
Attracted to complexity and obscurity





1950's

Personality

Cognition

How to stimulate creativity

Lines of study

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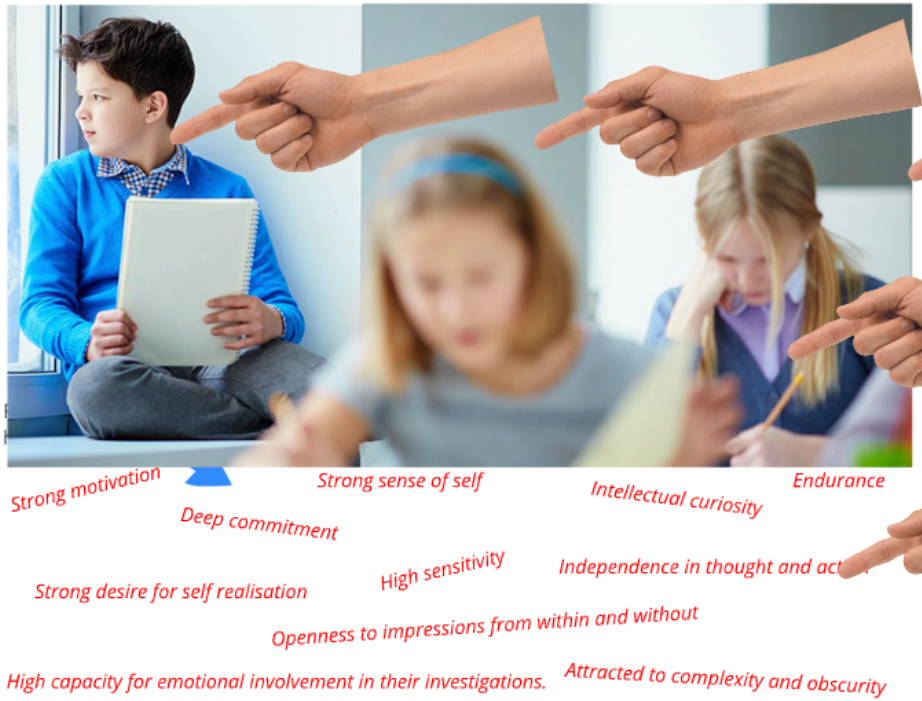
Independence in thought and act

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y



t him in class?

teachers a y want creative children?

Creativity scores "CREATIVE GENIUS"

5 year olds
1600

15 year olds
12%

adults
2%
280,000
Ave age 31yrs

1968 research by George Land

"What we concluded," wrote Land, **"is that non-creative behavior is**

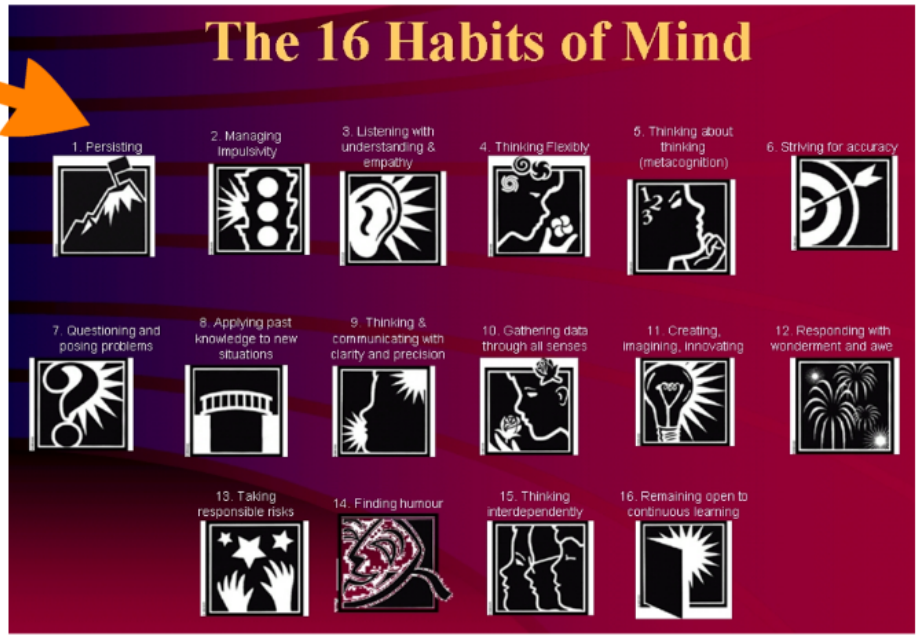
- Personality
- Cognition
- How to stimulate creativity

Dacey & Lennon (2000) suggest that one distinctive set of attitudes stands out in life-long, high level, creative achievement.

These are:

- self-control
- sustained hard work
- determination
- perseverance.

Links?



Do you have a creative personality?

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD6011

Teaching Creatively and Teaching for Creativity.

"What's the blooming difference?"

Part 1