

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 learnings through your own pedagogy.

Introduction:

This essay will discuss the importance of teachers being creative and using creativity within their classrooms and how teachers may be able to develop and support the creativity of their pupils. An evaluation of my own creativity shall be carried out, evaluating performance from my Professional Teaching Experience (PTE) and other experiences both inside and out of the classroom. The use of the Entrecomp framework shall be employed in order to judge my creative attainment and to identify my strengths and weaknesses. I will do this in order to set targets for my own creative development as well as encouraging my pupils creativity through my teaching.

What is creativity?

The debate over how creativity is defined is a large one, with individuals having different ideas of what creativity is and different views of how it should be judged and valued. Experts in the field have varying ideas on how creativity should be assessed. Robinson (2015) states that in order for an idea, thought or concept to be creative it must first meet four criteria, "Creativity is the process of having original ideas, that have value. There are two other concepts to keep in mind: imagination and innovation." It is his view that if all four of these criteria are to be met then the individual has successfully produced a creative thought. However, it is important to remember that if an idea has been formed before, that is not to say it isn't creative. An idea that is already in existence can be creative permitting it is original to the individual.

The idea of creativity is often connected more to the Arts such as; drama, music and dance, however it should not be compartmentalised as such. Creativity can be applicable across all subjects and skills and granted an idea, invention or action meets the criteria, it is creative regardless of the subject origin. Creativity and its importance is not only recognised by Sir Ken Robinson it is also an extremely relevant subject in Wales at the present time, particularly with regards to the new curriculum. Donaldson (2015) has highlighted the importance of creativity within his four purposes of the new curriculum, "enterprising, creative contributors ready to play a full part in life and work" it is Donaldsons belief that by preparing pupils and encouraging them to be creative enterprising individuals will better prepare them for the requirements and challenges of modern society.

What is it to be enterprising?

The use of enterprising skills within education goes hand in hand with the idea of creativity as it provides opportunities for individuals to be creative and to implement said creative ideas. The Quality Assurance Agency for Higher Education (2012, pp8) defines enterprise as being, "the application of creative ideas and innovations to practical situations." Not only does this allow individual pupils to have their own creative independent thought but it drives pupils beyond the simple acquisition of knowledge, it instead allows pupils to discover for themselves offering a deeper understanding. Enterprising education enables pupils to develop a multitude of skills that may prove useful in later education and future careers.

With the present knowledge of what creativity and enterprising for education is it allows practitioners to be able to identify their own strengths and weaknesses in these areas. There are several different ways this may be assessed and a variety of frameworks that may be used to assess this. In order to ensure that the full potential of my own creativity is effectively assessed a number of different frameworks and assessment strategies may be used some of these include Tina Seelig's 'Innovation engine', De Bono's 'Six Thinking Hats' and other theories so that I am better able to understand my own creativity and enterprise skills.

The EntreComp Framework

The EntreComp framework is a framework that was created to support an individual's ability to identify the knowledge and skills it takes to be entrepreneurial. The European Commission (2018, pp13) explains the EntreComp as being,

“EntreComp is made up of 3 competence areas: **Ideas and opportunities, resources and into action.** Each area contains 5 competencies and together these make up the 15 competencies that individuals use to discover and act upon opportunities and ideas.”

Whilst the framework allows for critical evaluation of where an individual is presently working in said skills and knowledge it may be difficult to identify how this framework may be applicable and practical in an educational setting. The recommendation from the EntreComp into, European Commission (2018) action discusses how it may be used in a variety of varying situations,

“EntreComp learning outcomes may not be sufficient specific to be directly used for didactic planning or curriculum development. They may need to be adapted to real learning contexts to become meaningful and applicable.”

By adapting each outcome of the framework, it may enable teachers the ability to be able to use it for the betterment of their own use of creativity and the improvement of their pupils' creative thought to better their development. However, upon reviewing the framework a number of issues with the accessibility become apparent. Firstly, the framework isn't very user friendly as it can be difficult to understand and thus apply; from viewing and using the EntreComp for this review of my creativity it was a lot easier to refer to the conceptualised framework see (Appendix 1). The second issue with the EntreComp framework is that it seems more applicable in a business context than that of an educational one. However, despite these drawbacks, the framework shall be used in this evaluation of creativity along with other creativity indicators that have been discussed previously.

Developing my own creativity

Using the EntreComp framework has allowed me to reflect on my own creativity. The first competency of the framework that I feel I have had success in and that has demonstrated my creativity is within the 'creativity' competency. Within which I was able to develop my skills in the way in which I 'design value'. Currently I feel I am achieving level five, “I can create (alone or with others) products or services that solve my problems and my needs.” (European Commission, 2016)

Whilst on Professional teaching experience I needed to create a maths activity that would develop pupils measuring skills and their understanding of recipes and how to follow written

instructions (see appendix 2). It would have been possible to simply sit my pupils around a table getting them to work with scales and flour, however it was my intention to create an activity that would engage the children allowing them to use the learning environment/resources in a different way. Pupils went into the outdoor learning area in which a mud kitchen had been set up, with a multitude of different natural ingredients, including, various recipe cards, paper and pencils. Pupils were encouraged to explore and create in this area, as well as taking ownership of their own learning and development of numeracy skills, specifically measuring. I was able to be creative in the ideas I formed and the outcomes I produced whilst preparing for this activity. De Bonos (1985) theory of 'Six thinking Hats' revolves around the varying types of thinking, one of which being creativity, in this he explains,

“Under the green hat we put forward new ideas. Under the green hat we lay out options and alternatives and fresh ones. Under the green hat we seek to modify and improve suggested ideas.”

This therefore demonstrates the use of creativity through the search for alternative ways to teach simple numeracy skills. The ideas that were created we developed and modified in order to better suit the needs of the pupils taking part in the learning experience. Despite my ideas being creative and enterprising according to the EntreComp framework, Tina Seelig (2012) contends that whilst I may feel I have been creative, I may not have reached my full potential. She claims that this may be due to environment,

“There are so many creative people who are, basically not living up to their creative potential. Because they're not in environments that foster and stimulate and encourage this type of innovation.” (Seelig, 2012)

With the current climate of education in Wales, it is clear to see change is coming due to Donaldson's new curriculum however the continuing pressure from external agencies such as Estyn makes it difficult for teachers to be creative and experiment with their teaching styles.

In order to improve on this aspect of my creativity and enterprising skills to level seven, “I can apply different design approaches to create value through new products, processes or services.” (European Commission 2016). The next step would be to consider different design approaches in order to get the most out of my learners and to encourage them to be more creative in their own outcomes. In doing this it would permit me to accommodate for varying situations and learning needs.

The second aspect where I feel I have been successful in teaching in a creative and enterprising way comes from level four of the 'working with others' competency, “I can establish new relationships to get the support I need to turn ideas into action, including emotional support (for example, joining a mentor network)” (European Commission, 2016). One example of this taking place whilst on professional teaching experience was while I asked my class teacher if she would role play as a character from the story the children were working on at the time (see appendix 3). In order to do this successfully a good relationship and working partnership needed to be created between the class teacher and myself. Working with other professionals, whom often are more experienced and knowledgeable can be difficult as the expectations they have of you may be set quite high, however it also provides

the chance to share information and collaborate ideas and expand my own knowledge with their experiences.

“Regarding this relationship between group and individual creativity, some researchers have proposed that group collaboration may improve the individual creativity of its members. For example, exposing group members to the diverse knowledge, values and perspectives that other group members bring to a group could have positive impacts on individual creativity.”
(Tateishi, 2011)

Through my collaboration with my class teacher I was able to further develop my initial idea in order to improve the learning experience for my pupils. She provided me with a plethora of further ideas that I would be able to continue to develop upon in future lessons and carry with me into my career. In order to develop my EntreComp level further to a level six, I will need to move beyond collaborating with people outside of my imitate contact within school such as members of the community, sports club managers and emergency service providers in order to ensure my pupils are receiving the best input provided by the most appropriate people.

Develop creativity in my learners:

Not only is it important for a teacher to develop their own creativity it is also valuable to develop the creativity of their learners, this can be done in a manner of different ways, however it is important that the teacher is first able to distinguish their role within the classroom. The role of the teacher is ever changing with its definition being debated and the responsibilities it entails being a point of interest for many professionals. There are several ways teaching may be approached and the input a professional is expected to give varies depending on the methodology they follow.

There are three different approaches to teaching referred to as the three ‘gogies’; Pedagogy, Andragogy and Heutagogy. Each of which provide a different level of support and guidance for the pupils learning. Pedagogy is defined as being ‘teacher lead learning’ meaning that the practitioner is taking charge of the childrens’ learning instructing them on what they are expected to do and how they will be expected to do it, this is the most common form of teaching and learning you will see in a primary school setting and is also the most traditional method. Andragogy allows the learner to take more ownership of their learning, they work in a more self-directed way whilst still utilising the support and guidance from their teacher. Finally, Heutagogy provides the opportunity for pupils to be completely in charge of their own learning. Using this methodology often means that pupils will take the learning in their own direction, following different paths in order to come to their own conclusions and individual outcomes. In this method the teacher acts as the facilitator for the pupils learning, teachers need to provide pupils with the opportunities to learn and not simply with a solution to the problem, allowing for free discovery.

In order to support and develop the learner’s creativity a combination of all the gogies will need to be utilized. In using a combination of these approaches the pupils are given the best chance to learn and develop. By staff taking a supporting facilitators role it will allow pupils to explore their own creativity freely.

There are a diverse assortment of different ways an individual pupil’s creativity may be explored. These include, by evaluating how children are creative and how creativity is judged

or by discussing areas of learning and how creativity may be promoted in said areas. Whilst there are specific areas in which pupils may develop their creativity, often, creativity becomes compartmentalised, specifically within the arts subjects of the curriculum. It is therefore important to develop the use of creativity across all subjects in order to prepare pupils for their future and its ever changing needs. Runco (1993) identifies the importance of creativity by stating,

“The flexibility of creative persons is what gives them the capacity to cope with the advances, opportunities, technologies and changes that are part of our current day to day lives.”

Through teaching creativity, not only does it allow pupils opportunities to be imaginative and creative but it also provides learners with an education of skills, skills that they will be able to develop and utilize throughout their education and into their adult life. This idea is supported by Donaldson (2015) within his proposal for the new curriculum where he asserts that, “Creativity and enterprise are central features as modern life that should be developed and extended through a school career.”

Due to the importance of this being emphasised, it is vital to use creativity across the curriculum. One area of the curriculum that lends itself to the development of this is, within the ‘Design Technology’ subject of the key stage two curriculum. The Key Stage Two National Curriculum (2013) asserts that,

“They should be encouraged to be creative and innovative in their designing and making while being made aware of issues relating to sustainability and environmental issues in the twenty first century.”

Pupils are provided ample amounts of opportunities to be creative within design technology due to the imaginative, and innovative context of the subject. The first way that teachers will be able to encourage creativity in pupils is through allowing them to produce lots of different ideas or solutions to a problem that they have been presented with. Amabile (1998) generated the idea of the three components of creativity, one of which being “Creative thinking skills”, following this viewpoint Brinkman (2010) characterizes Amabile’s ‘creative thinking skills’ as being,

“The knowledge that many creative people have the ability to generate lots of ideas can lead a person to develop that skill. We have to give ourselves permission to generate ideas- to brainstorm.”

The act of generating many different ideas originates from Guilford’s (1967) concept of ‘Divergent thinking’. When divergent thinking is taking place pupils will explore devising as many different ideas as they can in a short amount of time. Once these ideas have been conceptualised, they may then be connected and sorted to understand their realism and practicality. This is where divergent thinking becomes convergent thinking. This is often deemed as being less creative, however the creative thought would take place first allowing for said initial creative thoughts to develop and manifest in results later.

Challenges that may appear whilst using divergent thinking may include, pupils feeling that their ideas have no value, are silly to others or that others will not find value in them. It is important that all individuals are given the opportunity to share their thoughts without fear of ridicule. This notion is also supported by Desailly (2015 pp.61) she expresses that, “One of

the first things to establish is that each individual in the class feels valued, that their opinion will be listened to and that they will be treated with respect.”

Secondly teachers may develop creative and enterprising skills in their learners through the use of the pupils learning environment. This is something that already seems quite prevalent within foundation phase classrooms, however due to the traditional style of teaching and teacher uncertainty the use of classroom space, usually results in row upon row of desks. This use of the learning environment will not permit pupils to explore and discover which may affect the learner’s creativity and the application of said creativity. Davies et al (2013) stresses the importance of this, “There is reasonable evidence across a number of studies that the space within a classroom or workshop should be capable of being used flexibly to promote pupil’s creativity.” This concept of using learning/working environments in a flexible creative way is not a new one, having already been implemented by companies such as google. This is highlighted by Mark Rhodes whilst speaking to The Guardian (2016),

“All employers stand to gain by promoting creativity in work. The most successful businesses are those that engender creative thinking and develop environments where everyone generates ideas, has a voice, asks questions and challenges the norm.”

Endorsing this type of environment for key stage two classrooms and other learning spaces will not only promote creativity in pupils, but it will also offer opportunities for pupils to work in a way that they may be expected to in the future. By offering them a multitude of learning environments, they can learn qualities which will be valuable to them, in being able to adapt to the varied nature of the workplace, and the needs and requirements of employers.

Conclusion

In conclusion from utilising the EntreComp framework I have been able to distinguish the strengths I have in creative and enterprising skills as being my ability to create interesting products in learning environments for pupils to engage with, I am also able to work collaboratively with other professionals in order to ensure my learners get the most from their lessons. I have also identified ways in which I can improve on these levels from the EntreComp framework. I have also been able to identify how teacher may be able to support a learner in their creative development through the use of the learning environment and by encouraging pupils to become divergent thinkers.

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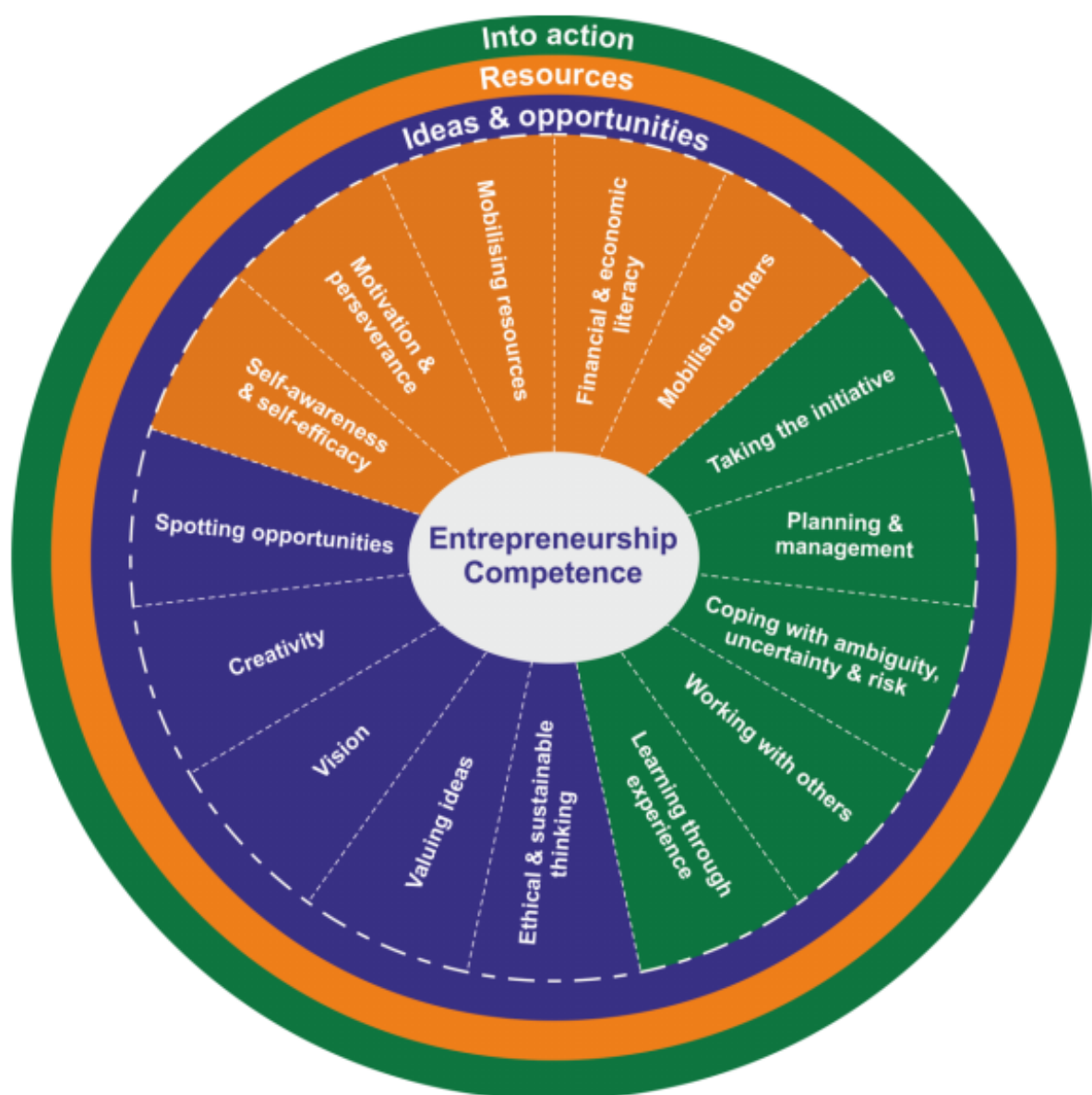
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Appendices

Appendix 1:



Appendix 2:



Appendix 3

