



Reflection



JANUARY 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

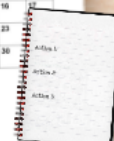
Contact details



FEBRUARY 2012			
SUN	MON	TUE	WED
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29	30		



MARCH 2012			
WED	THU	FRI	SAT
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12	13	14	15
16	17	18	19
20	21	22	23
24	25	26	27
28	29	30	31



ECAD6011

What do I have to do to get a good mark?

Assessment Guidance

Learning Objectives

By the end of your submission...

- Recognise, identify and select learning environments that support the development of creative learning and teaching.
- Critically reflect on strategies that impact on the distinctive role of the educator when developing creative and innovative pedagogies and environments.
- Critically reflect upon the educational potential of developing enterprise and creativity in the primary school.
- Demonstrate a critical awareness of the contribution of creativity and enterprise to educational practice.

So what's the question again?

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

what does this 'approach phrase' mean?

Generally - linked to principles of what creativity is

Submission Deadline = 13/1/20

Subject / area of learning specific - this is how I will develop creativity in literacy etc.

 Via Turnitin

min?

what does this 'approach phrase' mean?

critically evaluate
skills and consider h
eative and enterpris

Identify your own strengths and weaknesses as a teacher.

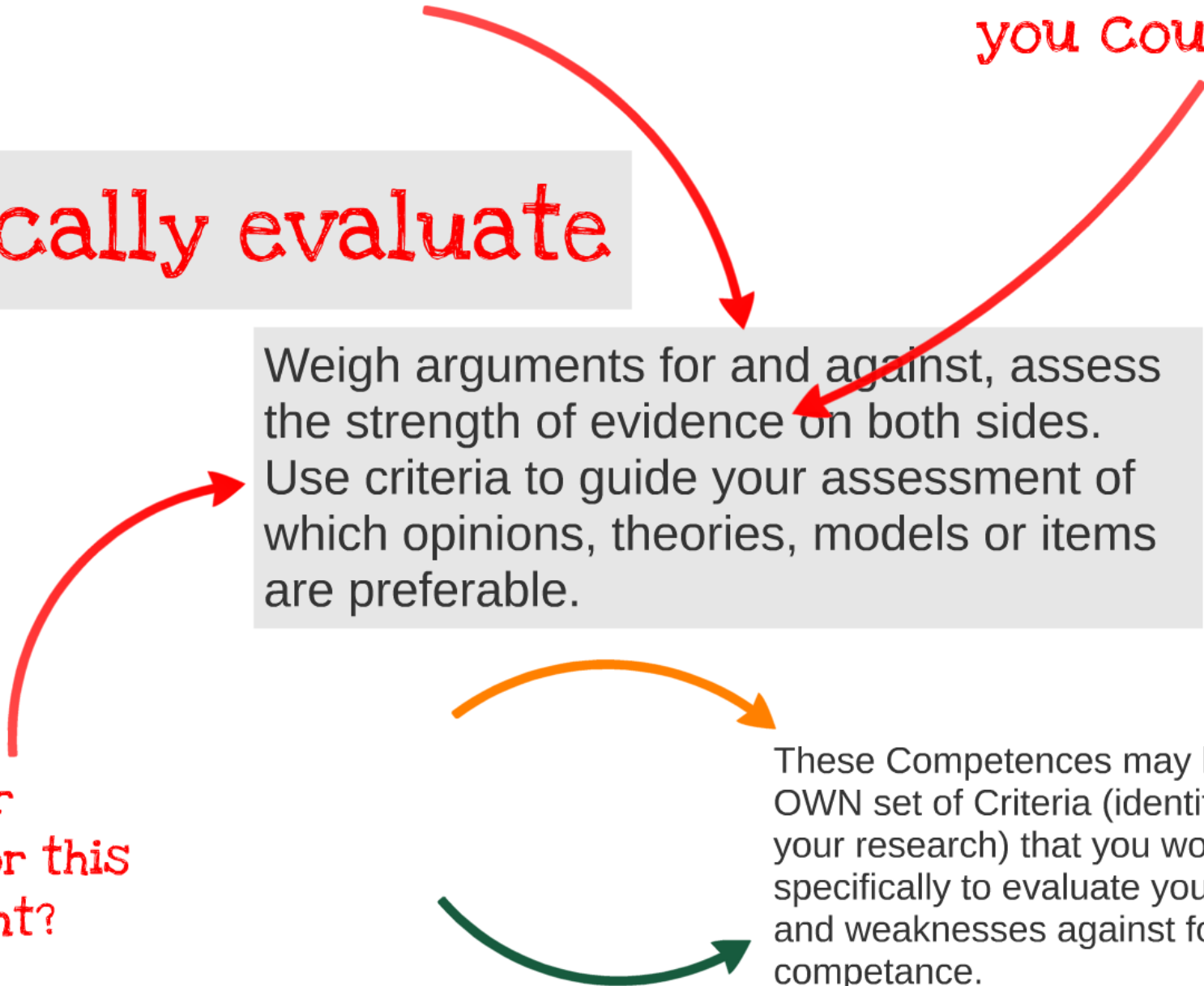
What is the evidence that you could use?

Critically evaluate

Weigh arguments for and against, assess the strength of evidence on both sides. Use criteria to guide your assessment of which opinions, theories, models or items are preferable.

What is our criteria for this assessment?

These Competences may have their OWN set of Criteria (identified from your research) that you would use specifically to evaluate your strengths and weaknesses against for THAT competence.



What is the evidence that you could use?



Your own reflections (ARC)

Formative assessments

Summative assessments

Action plans

Examples from PIE

End of week reviews

Others?

Weigh up the evidence of your personal strengths and weaknesses with...

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

...as a TEACHER.

What could
to get EVEN
at the ident

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

...as a TEACHER.

What could you do
to get EVEN better
at the identified
competences?

How could you
identify your 'Level'?

So what's the question again?

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

what does this 'approach phrase' mean?

Generally - linked to principles of what creativity is

Submission Deadline = 13/1/20

Subject / area of learning specific - this is how I will develop creativity in literacy etc.

 Via Turnitin

ASpects to consider in your response

Define

Creativity

Enterprise skills

Benefits &
Challenges

Creativity +
Enterprise
For a TEACHER!

EntreComp
Framework

Knowledge and awareness of competences

What is it?
How can it be
useful?

Don't try to
cover too many!

Choose
appropriate
Competences

Support,
Support,
Support!

Synthesis of
research



ASpects to consider in your response

Identify current
performance

Positive
and
negative

Be Critical

Demonstrate
originality and
independent
thought

Choose
appropriate
Competences

Support,
Support,
Support!

Synthesis of
research

Example of thinking?

Table 1: EntreComp conceptual model

Areas	Competencies	Skills	Descriptors
1. Ideas and opportunities	1.1 Spotting opportunities	Use vision to analyse and look for ideas to identify opportunities for creating value	- Identify and see opportunities to create value by exploiting the social, cultural and economic landscape - Identify needs and challenges that need to be met - Identify and exploit the opportunities together with others - Identify the opportunities of the landscape to create opportunities
	1.2 Creativity	Develop creative ideas	- Develop several ideas and opportunities to create value, including better ideas to modify new challenges - Generate and experiment with innovative approaches - Combine knowledge and resources to achieve valuable effects
	1.3 Vision	Bring dreams into your vision of the future	- Imagine the future - Develop a vision to turn dreams into action - Develop a vision to turn dreams into action and action
	1.4 Turning ideas	Make the most of ideas and opportunities	- Identify and see opportunities to create value - Identify the opportunities of the landscape to create opportunities
	1.5 Ethical and social responsibility thinking	Address the consequences and impact of ideas, opportunities and actions	- Identify and see opportunities to create value - Identify the opportunities of the landscape to create opportunities
2. Resources	2.1 Self-awareness and self-efficacy	Believe in your plan and keep on working	- Identify and see opportunities to create value - Identify the opportunities of the landscape to create opportunities
	2.2 Motivation and perseverance	Stay focused and don't give up	- Identify and see opportunities to create value - Identify the opportunities of the landscape to create opportunities
	2.3 Managing resources	Get the most out of your resources	- Identify and see opportunities to create value - Identify the opportunities of the landscape to create opportunities
	2.4 Financial and economic literacy	Develop financial and economic literacy	- Identify and see opportunities to create value - Identify the opportunities of the landscape to create opportunities
	2.5 Self-awareness and self-efficacy	Believe in your plan and keep on working	- Identify and see opportunities to create value - Identify the opportunities of the landscape to create opportunities

Hints

Research: benefits, why important?

REPORT

Who Disagrees?

484-385

[Links to Donaldson](#)

↑

Definition:

Descriptors

Competence

may disappear at
this level are located
on Ballinacree - NOT
APPLICABLE, but worry

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What are you passionate about?



Table 1: EntreComp conceptual model

Areas	Competences	Hints	Descriptors
1. Ideas and opportunities	1.1 Spotting opportunities	Use your ⁵ imagination and abilities to identify opportunities for creating value	- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape - Identify needs and challenges that need to be met - Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
	1.2 Creativity	Develop creative and purposeful ideas	- Develop several ideas and opportunities to create value, including better solutions to existing and new challenges - Explore and experiment with innovative approaches - Combine knowledge and resources to achieve valuable effects
	1.3. Vision	Work towards your vision of the future	- Imagine the future - Develop a vision to turn ideas into action - Visualise future scenarios to help guide effort and action
	1.4 Valuing ideas	Make the most of ideas and opportunities	- Judge what value is in social, cultural and economic terms - Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	- Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment - Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen - Act responsibly
2. Resources	2.1 Self-awareness and self-efficacy	Believe in yourself and keep developing	- Reflect on your needs, aspirations and wants in the short, medium and long term - Identify and assess your individual and group strengths and weaknesses - Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
	2.2 Motivation and perseverance	Stay focused and don't give up	- Be determined to turn ideas into action and satisfy your need to achieve - Be prepared to be patient and keep trying to achieve your long-term individual or group aims - Be resilient under pressure, adversity, and temporary failure
	2.3 Mobilizing resources	Gather and manage the resources you need	- Get and manage the material, non-material and digital resources needed to turn ideas into action - Make the most of limited resources - Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
	2.4 Financial and economic literacy	Develop financial and economic know how	- Estimate the cost of turning an idea into a value-creating activity - Plan, put in place and evaluate financial decisions over time - Manage financing to make sure my value-creating activity can last over the long term

Hints

SUPPORT!

Who disagrees?

Research- benefits, why important?

Who agrees?

sources	2.2 Motivation and perseverance	Stay focused and don't give up	• Be determined to turn ideas into action and satisfy your need to achieve • Be prepared to be patient and keep trying to achieve your long-term individual or group aims • Be resilient under pressure, adversity, and temporary failure
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Links to Donaldson?

Personal reflection and examples?

Competence

Descriptors

Appendix: The full EntreComp framework

			Level of proficiency		Foundation		Intermediate		Advanced		Expert	
			Progression		Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
					Under direct supervision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
					Discover	Explore	Experiment	Dare	Improve	Reinforce	Expand	Transform
Area	Competence	Hint	Descriptor	Thread ¹⁰	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Motivation and perseverance	Stay focused and don't give up.	Be determined to turn ideas into action and satisfy your need to achieve. Be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pressure, adversity, and temporary failure.	Stay driven.	I am driven by the possibility to do or contribute to something that is good for me or for others.	I am motivated by the idea of creating value for myself and others.	I can anticipate the feeling of achieving my goals and this motivates me.	I can regulate my own behaviour to stay driven and achieve the benefits of turning ideas into action.				
				Be determined.	I see tasks as challenges to do my best.	I am motivated by challenges.	I can set challenges to motivate myself.	I am willing to put effort in and use resources to overcome challenges and achieve my (or my team's) goals.	I drive my effort by using my desire for achievement and belief in my ability to achieve.	I can coach others to stay motivated, encouraging them to commit to what they want to achieve.	I can create the right climate to motivate my team (for example, by celebrating successes, by learning from failures and by encouraging innovative ways to tackle problems).	I consider all outcomes as temporary solutions appropriate to their time and context, and so am motivated to make sure they develop in a continuous cycle of improvement and innovation.
				Focus on what keeps you motivated.		I can recognise different ways of motivating myself and others to create value.	I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others.	I can tell the difference between personal and external factors that motivate me or others when creating value.	I can use strategies to stay motivated (for example, set goals, monitor performance and evaluate my progress).	I can use strategies to keep my team motivated and focused on creating value.	I can design effective ways to attract talented people and keep them motivated.	I can reward initiative, effort, and achievement appropriately within my team and organisation.
				Be resilient.	I show passion and willingness to achieve my goals.	I am determined and persevere when trying to achieve my (or my team's) goals.	I can overcome simple adverse circumstances.	I can judge when it is not worth continuing with an idea.	I can persevere in the face of adversities when trying to achieve my goals.	I can devise strategies to overcome standard adverse circumstances.	I can cope with unexpected change, setbacks and failures (for example, job loss).	I can make sure that my team or organisation stay positive when making difficult decisions and dealing with failure.
				Don't give up.	I do not give up and I can keep going even when facing difficulties.	I am not afraid of working hard to achieve my goals.	I can delay achieving my goals in order to gain greater value, thanks to prolonged effort.	I can maintain effort and interest, despite setbacks.	I can celebrate short-term achievements, in order to stay motivated.	I can inspire others to work hard on their goals by showing passion and a strong sense of ownership.	I can stay focused on my vision and goals, despite challenges.	

Many descriptors at this level are not applicable on 'Business'.

APPLICABLE

Full EntreComp framework

Level of proficiency		Foundation		Intermediate		Advanced	
Progression		Relying on support from others		Building independence		Taking responsibility	
		Under direct supervision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.
		Discover	Explore	Experiment	Dare	Improve	Reinforce
Descriptor	Thread ¹⁰	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Be determined to turn ideas into action and satisfy your need to achieve. Be prepared to be patient and keep trying to achieve your long-term individual or group aims. Be resilient under pres-	Stay driven.	I am driven by the possibility to do or contribute to something that is good for me or for others.	I am motivated by the idea of creating value for myself and others.	I can anticipate the feeling of achieving my goals and this motivates me.	I can regulate my own behaviour to stay driven and achieve the benefits of turning ideas into action.		
	Be determined.	I see tasks as challenges to do my best.	I am motivated by challenges.	I can set challenges to motivate myself.	I am willing to put effort in and use resources to overcome challenges and achieve my	I drive my effort by using my desire for achievement and belief in my ability to achieve.	I can coach others to stay motivated, encouraging them to commit to what they want to achieve.

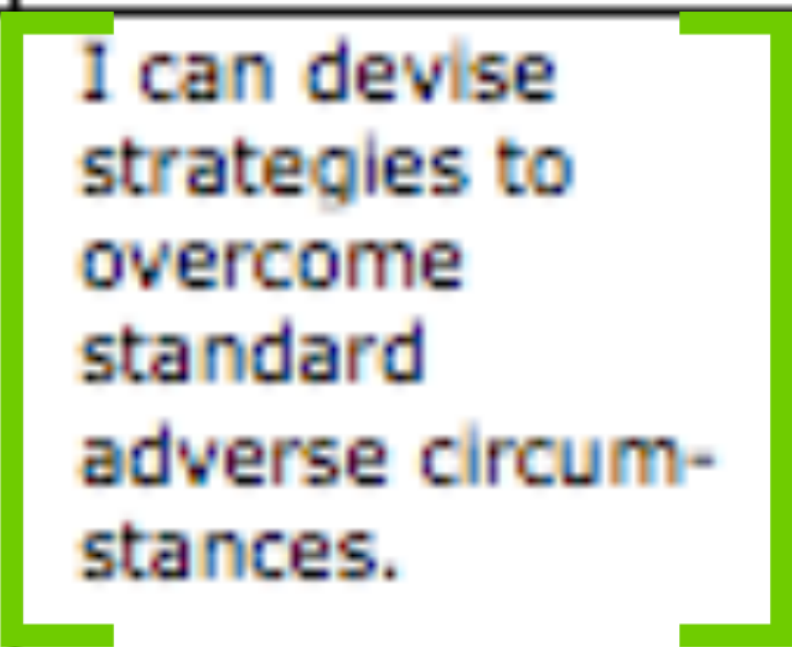
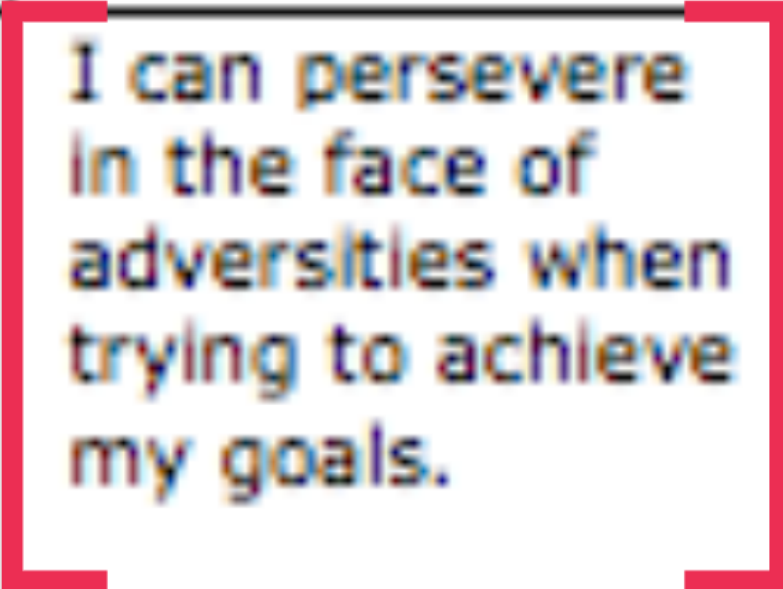
Expert	
Driving transformation, innovation and growth	
Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
Expand	Transform
Level 7	Level 8

Many descriptors at this level are focused on 'BuSineSS' - NOT APPLICABLE. Don't worry!



Be determined.	I see tasks as challenges to do my best.	I am motivated by challenges.	I can set challenges to motivate myself.	I am willing to put effort in and use resources to overcome challenges and achieve my (or my team's) goals.	I drive my effort by using my desire for achievement and belief in my ability to achieve.	I can coach others to stay motivated, encouraging them to commit to what they want to achieve.	I can create the right climate to motivate my team (for example, by celebrating successes, by learning from failures and by encouraging innovative ways to tackle problems).	I consider all outcomes as temporary solutions appropriate to their time and context, and so am motivated to make sure they develop in a continuous cycle of improvement and innovation.
Focus on what keeps you motivated.		I can recognise different ways of motivating myself and others to create value.	I can reflect on the social incentives associated with having a sense of initiative and creating value for myself and others.	I can tell the difference between personal and external factors that motivate me or others when creating value.	I can use strategies to stay motivated (for example, set goals, monitor performance and evaluate my progress).	I can use strategies to keep my team motivated and focused on creating value.	I can design effective ways to attract talented people and keep them motivated.	I can reward initiative, effort, and achievement appropriately within my team and organisation.
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that me s eating	set goals, monitor perfor- mance and evaluate my progress)	focused on creating value.	peo kee mot
ge s not ntinu- an	I can persevere in the face of adversities when trying to achieve my goals.	I can devise strategies to overcome standard adverse circum- stances.	I ca with pec cha sett fall exa loss



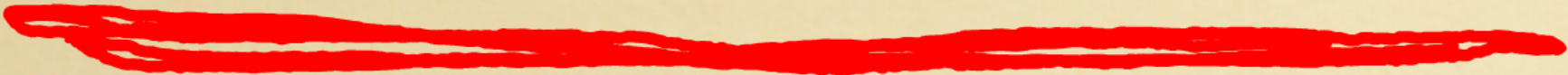
Clear recommendations for personal development

What are your questions?



What are your questions?

Aim



- To develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

Learning Outcomes

What do I have to include?

What do I have to do in the writing?

Upon the successful completion of this module, you should be able to demonstrate the ability to:

- Recognise, identify and select learning environments that support the development of creative learning and teaching.

- Critically reflect on strategies that impact on the distinctive role of the educator when developing creative and innovative pedagogies and environments.

Introduction to the development of children's creativity.

- Critically reflect upon the educational potential of developing enterprise and creativity in the primary school.

- Demonstrate a critical awareness of the contribution of creativity and enterprise to educational practice.

Introduction to the reflection of your own Creativity.

enterprise to educational practice.

Introduction to the reflection of your own Creativity.

Critical reflection is an extension of "critical thinking".

It asks us to think about our practice and ideas and then it challenges us to step-back and examine our thinking by asking probing questions.

It asks us to not only delve into the past and look at the present but importantly it asks us to speculate about the future and act.



So what's the question again?

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what does this 'approach phrase' mean?

Generally - linked to principles of what creativity is

Submission Deadline = 13/1/20

Subject / area of learning specific - this is how I will develop creativity in literacy etc.

 Via Turnitin

ASpects to consider in your response when developing children's creativity

Define
importance
for a child

Creativity
Enterprise skills

Benefits &
Challenges

Creativity +
Enterprise
For a Learner!

Links to Elements
of creativity

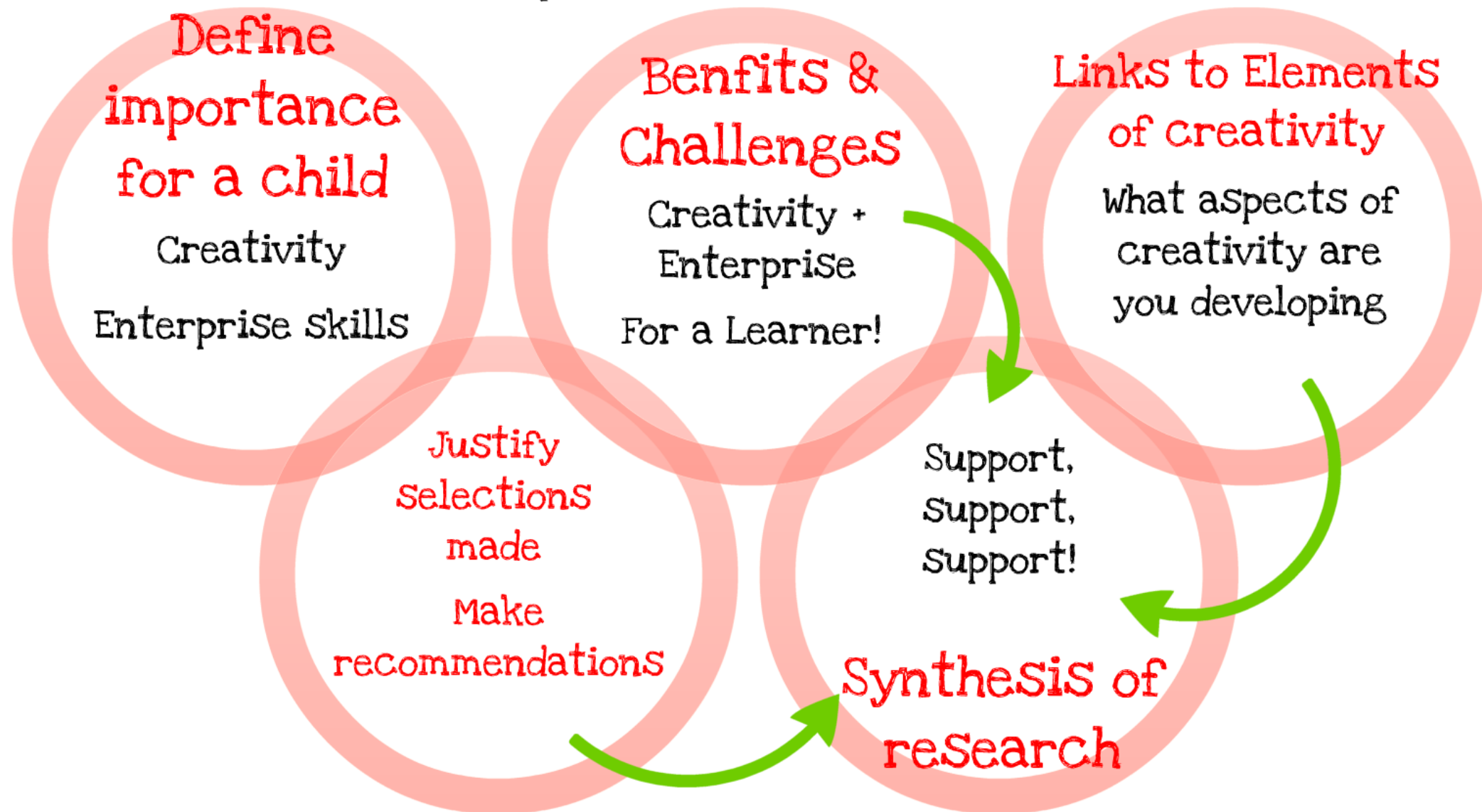
What aspects of
creativity are
you developing

Justify
selections
made

Make
recommendations

Support,
Support,
Support!

Synthesis of
research





Teachers should act as coaches, facilitators and supporters of creativity so I'm going to work alongside children as they try to solve problems.

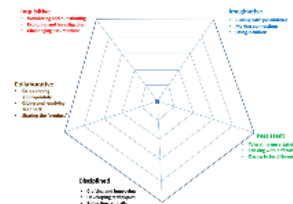
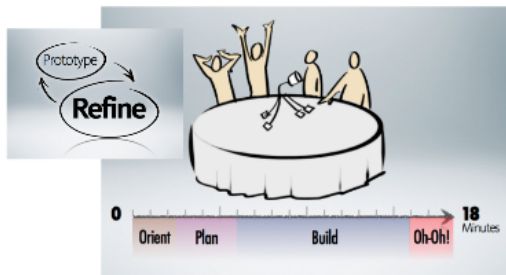
This is supported by Runco (1993) who argues that teachers should show an interest in children's creative potential and encourage children to construct their own personal interpretations of knowledge and events.

However... I would have to be very careful in my approach and interaction because...

Tegano (1971), Malaguzzi (1993) and Russ (1996)

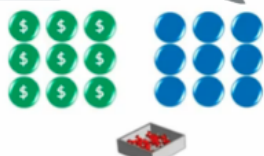
...identify that adults also have the potential to stifle opportunities for creativity by being overly didactic or prescriptive. They can limit creativity by discouraging fantasy or by having low expectations about what young children are able to achieve. Therefore, I'm.....

recommendation



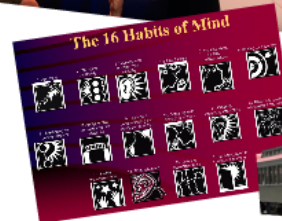
Five Dimensional Model of Creativity

Complex Version



Blocking creativity

FUNCTIONAL FIXEDNESS



Substitute

Combine

Adapt

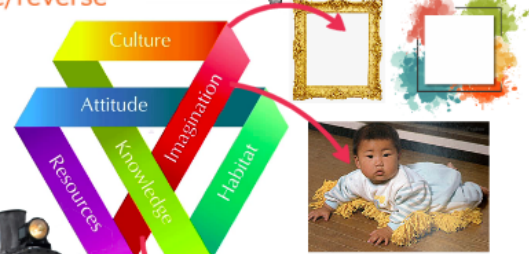
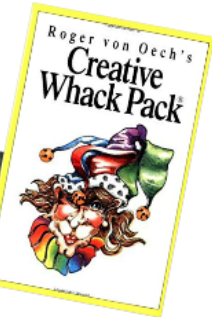
Modify/Distort

Put to other purposes

Eliminate

Rearrange/reverse

WHAT DO YOU SEE?



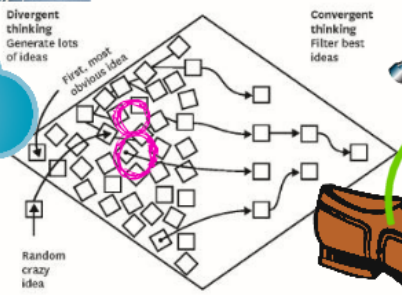
Teaching for Creativity

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

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).



- GAMMA: Active Thought
- BETA: Alert, Working
- ALPHA: Relaxed, Reflective
- THETA: Drowsy, Meditative
- DELTA: Sleepy, Dreaming



ECAD6011

What do I have to do to get a good mark?

Assessment Guidance



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales

Yr Athrofa
Institute of Education