

Since the beginning of the twenty-first century, creativity has increasingly become a focus of the curriculum within primary education as it has become a core part of education in many places around the world. (Craft, 2009). Alongside this, there has also been a growing interest in the development of enterprise skills within schools as these skills are becoming increasingly recognised as essential skills which should be fostered and developed throughout a pupil's education (Ofsted, 2016). Promoting and developing creativity, innovation and creative thought is a persistent theme around the globe (Kwo et al., 2007) and the development of creativity and enterprise is also coming to the fore of Welsh education, as the Welsh Government (2017) has stated that the education system in Wales is aiming to produce learners who are creative and enterprising. This essay will be separated into three areas of discussion, each tackling different aspects of creativity and enterprise. The first will focus upon the defining creativity and enterprise while discussing their ever-growing significance within education and the real-world. Following this, I will make use of a framework which will allow myself to evaluate where I am currently in terms of my own creativity and enterprise skills. I will analyse my current skill-set and identify how I can improve personally and professionally by creating aims and offering recommendations. The final part of this essay will identify how creativity and enterprise skills of learners can be developed within the classroom.

However, before creativity and enterprise can be discussed further, it is important to define what these terms mean. Creativity is difficult to define due to the vast use of the term (Hayes, 2009) and the understanding of the word 'creativity' can have a very different meaning for different people (Desailly, 2012). Across the world, there is no agreed or universally used definition of the term (Lucas et al., 2013) and creativity is a term which can be a 'grey area' as there are many different definitions. Within education, there are a number of authors who define creative in a similar manner. For example, NACCCE (1999) define creativity as imaginative activity which produces outcomes that are valued and original and Thorne (2007) states that creativity is an original thought with an outcome which is useful to the individual.

It is a common opinion within the population that the word 'enterprise' is centred around the business world, however this term means significantly more than becoming successful within

business (Young, 2014). The term ‘enterprise’ is the application of ideas which are creative and innovative. Enterprise is related to having the will to succeed and be innovative (Lowe and Marriott, 2006) whereas the term ‘enterprise education’ can be defined as allowing learners to be curious and open-minded and developing their ability to generate ideas and make these ideas happen (QAA, 2018). Enterprise education allows teachers to through foster innovation and ambition within their lessons (Universities Scotland, 2018). The aim of enterprise education can develop learners who may become valuable to employers when they enter the world, outside of education (Ofsted, 2016) as learners have an opportunity to utilise and build upon critical thinking and enquiry skills (QAA, 2018).

As briefly mentioned previously, the development of creativity and enterprise within schools is an aspect of education which is coming to the fore within Wales and around the world. The new curriculum advocates the development of these skills. Donaldson (2015) writes that creativity and enterprise skills should be developed throughout a pupil’s school career as they are essential skills in twenty-first century life. Craft (2000) mirrors Donaldson’s view about creativity, stating that it is a fundamental aspect of twenty-first century learning and is important in the social development of the world. Furthermore, many governments around the world acknowledge enterprise education as a key to a growth in their future economy (Lowe and Marriott, 2006). In addition to this, Jordan Starko (2010) and Robinson (2005) state the importance of developing creativity in preparing children for the future, with the latter writing that creative experiences are the only way to prepare our young generation for the future. The ability to be creative is important for individuals and the nation, as the ever-evolving world requires people to adaptive and flexible (Jeffrey and Woods, 2009). The future success of our economy in post-Brexit Britain relies heavily on the education system’s ability to produce learners who are creative and enterprising (Ofsted, 2016). Possessing enterprising skills allows children to have a positive outlook on life (Young, 2014) and in our current political and economic environment, this be a very useful trait. Donaldson (2015) suggests that through teaching skills, such as enterprise, teachers will prepare their learners for their future employment. Egan (2017) writes that through enterprise education learners become more ambitious and successful in their future careers. Finally, it has been written that learners also become more motivated and achieve better attendance when enterprise skills are taught within the classroom. (Foundation for Young Australians, 2016)

Despite the obvious positive impact that the development of creativity and enterprise skills can have, the development of these skills is currently lacking within primary schools in Wales (Egan, 2017). Some may argue that this is because the focus within schools is to teach children to succeed in tests, which does not require development of enterprise and creativity skills (Craft et al., 2001). In addition to this, there is not currently a curriculum requirement for teaching professionals to assess these skills (Lucas et al., 2013) but this is soon to change within Wales. The new Welsh curriculum will provide guidance for teaching professionals about how these skills can be embedded and fostered (Donaldson, 2015) much alike the curriculum within Scotland (Scottish Government, 2009). It is believed that this guidance will support teachers and allow them to nurture creativity and develop enterprise. However, to develop a child's creativity, teachers must do a lot more than follow guidelines (Craft, 2000).

During this part of the essay I will use the EntreComp Framework (ECF) to discuss and critically evaluate my ability to be creative and learn from experience. The ECF is a model which can be used to improve the creative and enterprise skills of its users (JRC, 2016). The ECF contains fifteen competencies and each competency is explained within a framework, which displays how you can progress from a beginner to an expert (McCallum et al., 2018). I will use these progression steps to identify where I currently am and how I can develop.

Within teaching, the ability to be creative is very important. Jeffrey and Woods (2009) write that creative teaching leads to creative learning but many teachers claim that they are not creative (Desailly, 2012) and it can be argued that unless the teacher is creative as an individual, creative teaching cannot occur (Ofsted, 2003; Cremin, 2009). Woods (1994) states that creative teaching can lead to significant breakthroughs in a child's learning and furthermore, Hayes (2009) suggests that a creative approach to teaching can contribute towards higher quality of work from the teacher's class of pupils and a heightened focus towards this work from all within the classroom. Learning through experience is also a vital aspect of teaching. Improving after mistakes and reflecting previous teaching can allow teachers to identify strengths and identify how to develop weaker aspects of practice (Tarrant, 2013).

Creativity is a trait that can be valuable for teachers; teachers in all stages of their careers need to allow time to assess their own creativity to develop as a professional (Loveless, 2009). In addition to this, Cremin (2009) suggests that in order to become a more creative teacher, you should deepen your understanding of your current level of creativity and methods of how to progress. As a teacher, I believe my creativity is an aspect which I can improve greatly. Teachers must use their own creative skills to inspire their learners (Ofsted, 2003) and it can be argued that unless I model a sound level of creativity when teaching, my class will not be inspired. In reference to the ECF (JRC, 2016) I would currently assess my creativity as foundation level. Although I do show I am curious and open to new ideas about teaching, I do not feel as though I am willing enough to be innovative or brave enough to experiment with creative strategies yet. Many student teachers find difficulty with taking risks and moving away from the lesson plan during lessons (Grigg, 2010) and I believe that this is how I am when I teach. When on teaching placement, I complete quite descriptive, well-planned lesson plans (see Appendix 1). I believe the fear of leaving the lesson plan greatly affects how creative I could be within the classroom, as I am always trying to stick to rigid timings and learning objectives. A recommendation I would set for myself for my future teaching practice to improve my creativity would be to take more risks when teaching and follow my instinct if I feel I can adapt a lesson as it is happening. Taking risks to solve problems and become successful can contribute towards developing creativity and enterprise skills (Lowe and Marriott, 2006; Smidt, 2013) and I suppose by doing this, I could become a more creative teacher and provide a higher level of education for my learners.

When on teaching practice, I develop with every lesson I teach. Learning through experience is one of the most authentic methods of learning (Beard and Wilson, 2006) and I believe that I learn the most when reflecting upon what has happened in the past. Dewey (1996) writes that we do not learn from experience, but instead we learn from reflecting upon these experiences. Clements (2017) supports this view, writing that reflective practice is an essential aspect of the learning process. Currently, I believe I am at level three of when analysing my ability to learn through experience. I can identify what has went wrong with a lesson and through reflection, identify what I can do next. Throughout my time on teaching practice, I have used ARCs which have greatly developed my ability to be a reflective

practitioner (see Appendix 2). I believe that I am a reflective teacher as a number of formative assessments about my performance as a student teacher have identified the ability to reflect and learn from previous strengths as a strength (see Appendix 3). However, to improve my ability to learn from experience, the ECF suggests I can develop by obtaining the ability to identify when I have achieved goals that I have set. In order to progress, I will begin to complete action plans, like documents I have already began to complete while on teaching practice (see Appendix 4).

The EntreComp Framework can be very useful for educators and their pupils. When used correctly, the ECF can be a useful method of identifying where an individual can improve against the fifteen competencies. This framework can be used to great affect when used in this manner (McCallum et al., 2018). However, the ECF is not specifically created for use within the education system (EntreAssess, 2017) and this may cause the framework to be very difficult to understand for some learners. The ECF is not accessible for all users. It does not use simpler language which all users can easily understand. Furthermore, the way it is written and presented means is not inclusive for all, such as those with visual impairments. A recommendation I would offer for the JRC would be to present a document which is more accessible, by making the lay-out of the framework and the language used within the more user-friendly. Furthermore, although I have stated that the ECF can be used to progress learners, the framework itself does not specifically provide guidance about how to develop skills to progress (Gustovo et al., 2017). I believe that it would be very beneficial for all users if a clearer development pathway for all competencies was provided by JRC in the near future.

NACCCE (1999) state that all humans have creative capacities and Robinson (2011) writes that creativity is possible during all aspects of human life. Creativity was once seen as an ability which was possessed by a select few, but it is now seen as an ability which is present in us all, especially within children (Fumoto et al., 2012). Every child is capable of being creative and every subject area can be approached creatively (Hayes, 2009) However, some would argue that you cannot teach creativity and a person is either creative or not creative (Thorne, 2007). I believe the ability to be creative is something which can be developed and nurtured from an early age through exposure to effective pedagogies which enhance the way pupils think.

Fostering creativity within the classroom does not mean adopting an ‘anything goes’ attitude within the classroom (Grigg, 2010) but instead it means adopting different teaching styles and methods to allow children to fully express themselves. It is the duty of the teacher to foster creativity and enterprise within their classroom (Young, 2014) and teachers should make pupils aware that being creative and thinking creatively are valued qualities (Brookheart, 2013). This can be done within the classroom if the learning environment is effective for this type of learner development. Jeffrey and Woods (2009) write that being creative within the classroom should come naturally for learners, but an effective learning climate should be created by the teacher for creativity to thrive. Additionally, encouraging a climate of creativity can encourage motivation and collaboration between learners (Craft et al., 2001). Classrooms developed to promote creativity become areas where pupils can feel a sense of wonder through learning (Jordan Starko, 2010).

Children should develop their creativity across the curriculum through engagement in various activities (Welsh Government, 2008) and the following part of this essay will discuss methods in which creativity can be promoted by the teacher.

Creating an environment where children learn to think in more ways than one may contribute significantly to the development of their creative and enterprising skills. Jordan Starko (2010) believes learning methods such as problem solving and learning through enquiry are beneficial when tasking children to think differently. A teaching resource which can be used to allow children to creatively think from different perspectives are ‘Thinking Hats’ (De Bono, 1986). This method involves six different coloured hats and each colour signifies a different way of thinking. The hats can be used to focus thinking or to promote different ways of thinking (De Bono, 1992). This method can promote creativity as children will be required to think laterally (De Bono, 1992). Lateral thinking involves the learners ‘taking a step sideways’ and analysing situations from an unexpected perspective (Fleming, 2017). Kivunja (2015) writes that learners engage in creative thinking as they use the Thinking Hats as they are tasked with exploring topics and ideas. Furthermore, the use of Thinking Hats is recognised by Ofsted as being successful in developing creativity. this is a strategy acknowledged by Ofsted (2008) reported that a school in England has improved the way

children creatively think by implementing by this method. However, it is argued that visual aids can suppress imaginative thought (Hayes, 2009) and it can be argued that the overuse of this strategy may hinder the learner's ability to think creatively.

Treffinger et al. (2002) write that a creative person is someone who listens to their inner voice and generates and explores ideas. Encouraging children to talk together about their ideas is a method which could be used to foster a creativity and creative thought. Vygotsky (1986) wrote that dialogue was a successful method for to children to develop and express their ideas. Alexander (2008) states that language and thought are very closely related, and it can be argued that teachers may be restricting creative thought if their pupils are not given opportunities to talk about their ideas. Adopting a constructivist approach within the classroom and allowing children to discover learning for themselves could be the best way to foster creativity (Mercer and Hodgkinson, 2008). However, there are arguments against this method, with some believing that collaborative learning can hinder a learner's development. Bower and Richards (2006) write that collaborative learning can cause conflict between learners as students may want individual recognition for their ideas; when working a part of a group, their contributions may not be recognised. Furthermore, some learners may not feel comfortable when working as part of a group, due to the other learners they are grouped with (Middlecamp, 1997).

This essay has discussed creativity and enterprise within education. The development of these skills can be very important for the overall development of a child. Now more than ever, the needs of the twenty-first century world require children to possess these skills (Craft, 2000; Donaldson, 2015). Despite this, there is still not as much of a focus upon the development of these skills as there should be within the education system. Teaching these skills within schools may also be seen as a challenge for many teachers (Thorne, 2007). Teachers may see the development of creative and enterprise skills as a secondary objective as there is more of a focus towards preparing children for testing and making sure their learners attain the required curriculum knowledge (William et al., 2004 in Lucas et al., 2013). With that being said, the teacher should encourage to learners to believe in their own creative potential (NACCCE, 1999) and this can be done while also preparing children for standardised testing.

Through the development of enterprise skills in schools, pupils have been seen to become more motivated, feel a higher sense of self-esteem and studies show that through enterprise education, a child's behaviour may increase (QAA, 2018). Through the development of creative skills, children can enjoy their time within their classroom more (Jordan Starko, 2011) as well as be better prepared for their future. The positive impact that the teaching of creativity and enterprise skills can have cannot be argued. The role of a teacher is to prepare their pupils for their life outside of education and it can be argued that without developing these twenty-first century skills, teachers are not fully preparing their children for the future.

However, the teaching of wider skills is lacking within the primary sector (Egan, 2017) as there is more of a focus upon other aspects of the curriculum, such as the development of literacy, numeracy and digital competence (Welsh Government, 2017). Within Wales, the soon-to-be implemented curriculum states that learners developed in Wales should be creative and enterprising contributors (RLSP, 2018) and from a personal point of view I believe it is marvellous that the development creativity and enterprise skills is becoming one of the main aims of the new curriculum. Finally, the recognition of these skills may allow attainment of other skills and knowledge within the curriculum to rise across all school years as studies show that academic standards rise when creativity is viewed as a skill rather than a technique (Hayes, 2009; Jeffrey and Craft, 2004).

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Appendices

Appendix 1

Example of a lesson plan completed on teaching practice.

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education			1B	
Session Plan – Key Stage 2				
Name of trainee: Joseph Jones			Session ref: Topic (16.2.17)	
Personal target(s) in relation to QTS: S1 – use incidental Welsh with more confidence, develop ‘flair’ in delivery of my lessons, use ICT effectively to enhance learning. S3.1 – develop a varied approach to Afl strategies.				
Year group: 5/6	No. of learners: 30	ALN: 0		
Additional Adults:	0			
Learning objective(s): To design a storyboard and backgrounds for your animation workshop.			Success criteria: I can create a storyboard. I can create a background for my animation workshop.	
Links to previous learning: In a previous lesson, the class has chosen what characters they will be using in their animations. During this lesson the class will continue their learning by creating a storyboard, script and background for their animation.				
Curriculum coverage (range, skills) Art • Pupils should be stimulated and inspired, where appropriate, by the media and the internet. • Pupils should design and make both imaginatively and expressively. • They should have opportunities to work as group members.				
Literacy(LNF) Writing and Oracy • express issues and ideas clearly • adapt writing style to suit the reader and purpose			Numeracy (LNF)	
ICT Interactive whiteboard will be used to show the class a video from YouTube.	Thinking Thinking skills are promoted as children will	ESDGC	YCC	
Key vocabulary(English/Welsh): Animation, scenery, storyboard, character.				
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities	
10	Introduction • Recap previous session • Watch video from YouTube of Lego animation. Ask children to pick out the main differences between this kind of animation and what they see on television (The Simpsons, Disney Channel etc.) • Outline the main activities to the pupils, explain what is expected of them.		Key Questions What is animation? Why do we need to make a storyboard? What characters have you chosen to be in your animation? Assessment for Learning Strategies Thumbs Up/Thumbs Down throughout session to check learner understanding level.	

		Peer evaluation in Plenary (feedback on their storyboards and how to improve)
30	Main activities For the first part of the lesson, the children will create a story for their animation. They will firstly draw a storyboard into their Topic books, and then work in groups of 4 to create a story for their animation.	Resources Lego characters for each group White card Coloured pens Storyboard template
15	Once the storyboard is completed, the groups will then write a script for words they will say during their animaton.	
15	The group will then create a background which will be ever-present in their animation, using cards, felt-tip pens and other resources.	
10	Plenary Class will use the end of the lesson to tidy the classroom and show other groups what they have created, gaining feedback on how to possibly improve.	

Appendix 2

Examples of reflective practice through the completion of ARCs while on practice.

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 28.11.
29.11.17

Digwyddiad critigol (Ffocws)/Critical incident (focus): Venn Diagram
(observed)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Following this experience I feel very happy with how I have grown in confidence when teaching during this placement. I now feel quite comfortable teaching the full class.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	Aspects of the learning experience that went well were the introduction, using pupil participation and how I managed bad behaviour on during the intro. Elements of the learning experience that were disappointing was that one group of pupils were completely off-task throughout and it took a while to settle children and the end of the session.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	In the future I will keep the same the way I used the introduction to recap previous learning. I will also keep the same the way I set up the pupils so each group had a different activity. The cause of the most disappointing element was due to the fact that each of the group that was off-task did not have an adult working with them.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	A possible solution to the first issue would be to place an adult with the off-task group. Secondly, I could use behaviour management strategies to settle the class. Next, I will definitely use these solutions in tomorrow's Math session to ensure it doesn't happen again.
Y profiad newydd / Transformed experience	

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 20.11.17

Digwyddiad critigol (Ffocws)/Critical incident (focus): Subtraction

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Following this experience I feel that overall the session went well, however, I believe I can still improve upon a few aspects in order to deliver the best teaching for the children.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	Aspects of the learning experience of the learning experience that went well were the attainment and understanding levels of the pupils by the end of the session; the way I used AFL to assess learning throughout and the planning of the session. Disappointing elements of this learning experience were the amount of time it took to settle the children and begin the task and the way I originally began to explain the idea of subtraction.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	In the future, I will keep the same the way I involved the children constantly throughout the session. This allowed children to visually work-out some subtraction equations. The cause of the most disappointing element (time it took for the group to settle) was due to myself. I allowed children to talk for too long while I was setting up the session.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Possible solutions to the disappointing issues identified would be to firstly be more firm with the children when the group just begins the session and this will allow for myself to begin the session with authority. Secondly, I will review my planning to change and improve my introduction. Next, I will teach this session tomorrow and improve upon today's session.
Y profiad newydd / Transformed experience	

24.11.17

Appendix 3

a. Section of a formative assessment during first placement (March 2017)

“During this observation, it was evident that Joe had; adequate ability to reflect on his own practice and demonstrated some awareness of the impact his teaching has on learners; the ability to accept advice from practitioners and to work towards clearly defined targets for improvement; adequate commitment to involvement in the general life of the school, including engagement with extra-curricular activities; an ability to show a caring attitude to his pupils. Joe is aware of his own progress and is able to set appropriate targets to improve his teaching. He has made good progress on targets that he has set in his lesson reflections.”

b. Section of a formative assessment received during second placement (November 2017)

“His reflections and action plans identify a good level of reflection and evaluation. Joseph demonstrates a good ability to reflect on his practice and the learning of the pupils. Joseph uses mentor and tutor advice and guidance to reflect and progress. This is evident in his action plans and session evaluations.”

c. Section of a formative assessment received during second placement (February 2018)

“Reflections and evaluations are truthful and realistic. Joseph demonstrates good ability to evaluate the children's and his own performance. He now needs to ensure that he is identifying steps to reaching these targets. Target: You have highlighted what you need to work on and with guidance talked about how you can do this. Now, have the confidence to put them into practice.”

Appendix 4

Example of an action plan to be completed in the future to develop reflective practice.

Priorities (what I need to do)	Action (How will I achieve this?)	Deadline (When?)	Success criteria (How will I know?)
		<i>By tomorrow</i> <i>In the next few days</i> <i>Within a week</i> <i>By close of this SBE</i> <i>Before the next SBE</i>	