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"





What
Where are the sandboxes in school?









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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD6004

Teaching for Creativity...

How to get a good mark in PART B!

What do I need to focus on?

Canolfan Addysg Athrawon De-Orllewin Cymru
The South West Wales Centre of Teacher Education

Aim

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

Let's take a closer look at da 'gogies'.



Learning Outcomes

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

What do I have to include? *What do I have to do in the writing?*

· 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. PART A

· Demonstrate a critical awareness of the contribution of creativity and enterprise to educational practice. PART A

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.

CASE-STUDY2

Aim

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

Learning Outcomes

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

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

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· Critically reflect upon the educational potential of developing enterprise and creativity in the primary school. *PART A*

· Demonstrate a critical awareness of the contribution of creativity and enterprise to educational practice. *PART A*

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



PART A

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.

2 pages (max) +
Bibliography



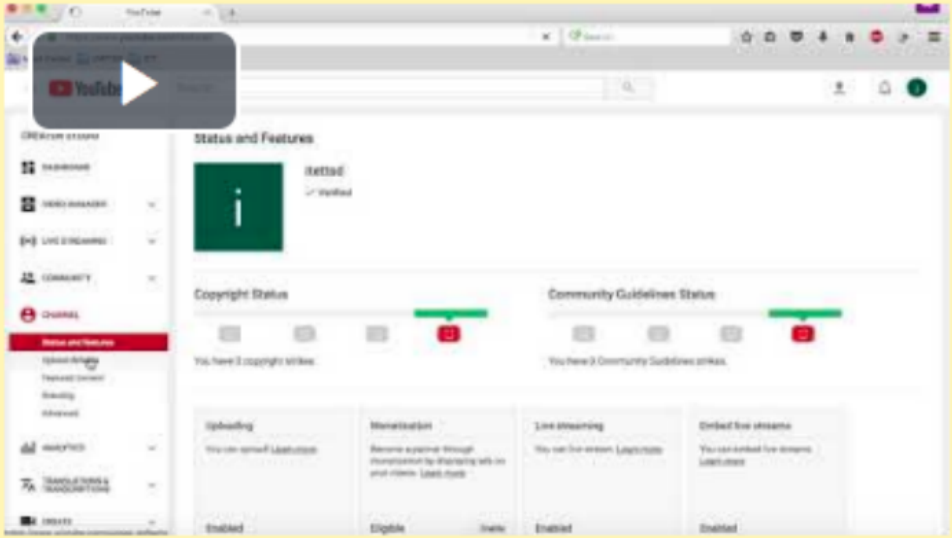
Generally - linked to principles of what creativity is

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

5pm

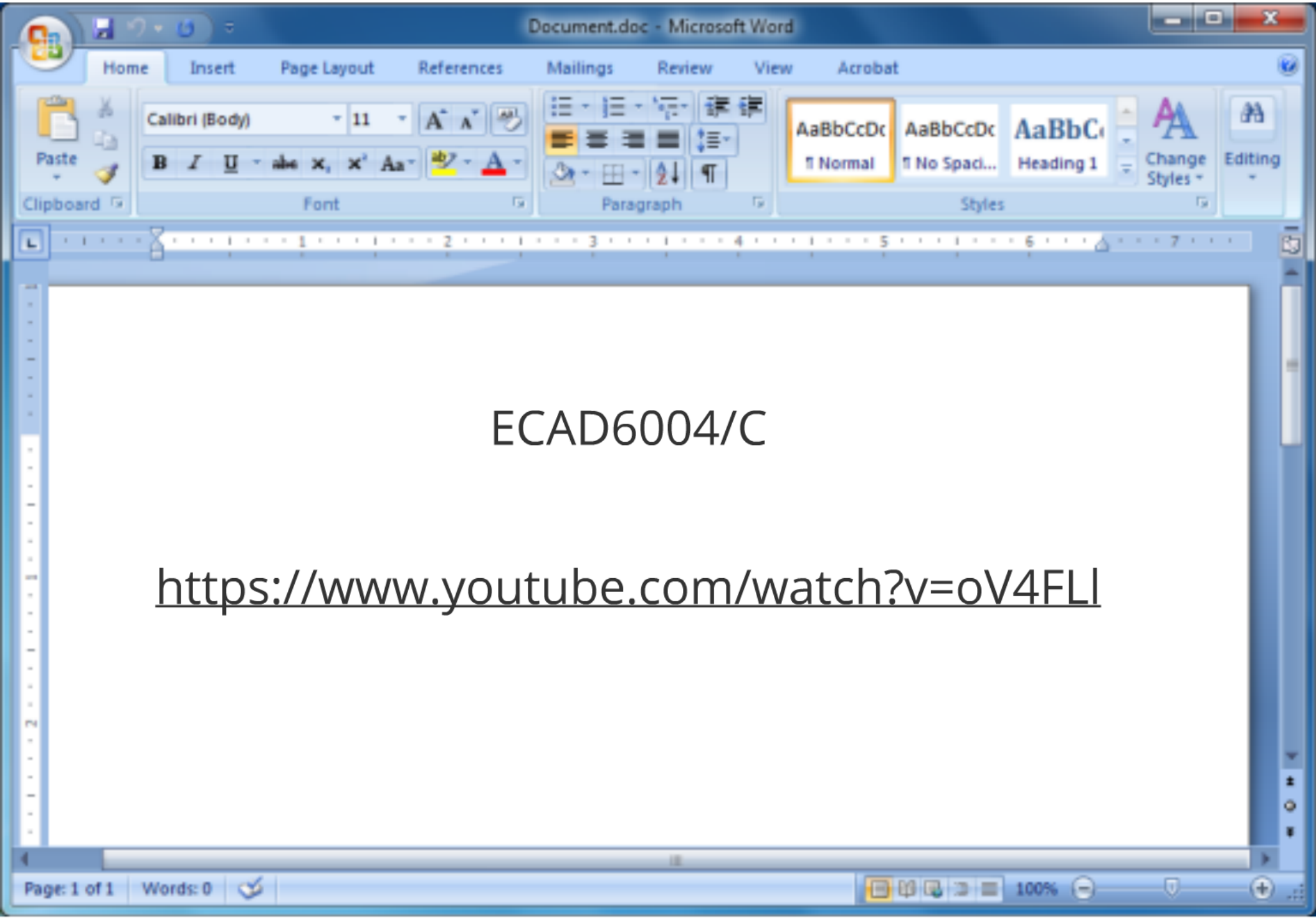


Youtube account settings



Upload videos to Youtube




Document.doc - Microsoft Word
Home
Insert
Page Layout
References
Mailings
Review
View
Acrobat
Paste
Calibri (Body)
11
Clipboard
Font
Paragraph
AaBbCcDc
¶ Normal
AaBbCcDc
¶ No Spaci...
AaBbC
Heading 1
Change Styles
Editing
Styles
ECAD6004/C
https://www.youtube.com/watch?v=oV4FLl
Page: 1 of 1
Words: 0
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ECAD6004-C Turnitin Part B (Draft) Edit

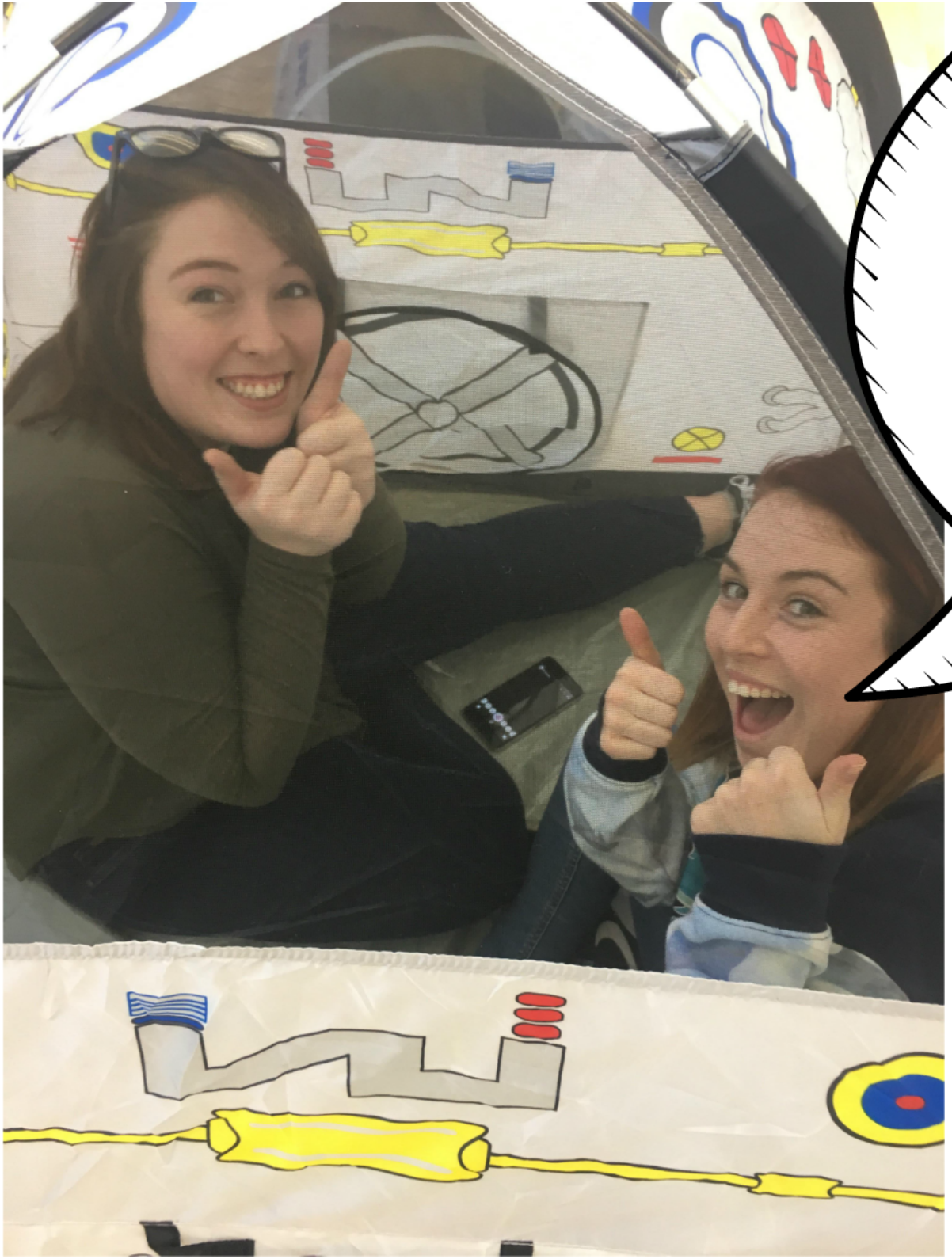
Mae'r cyflwyniad yma ar gyfer ymarfer neu wirio'r ddogfen am unrhyw wallau cyfeirnodi.

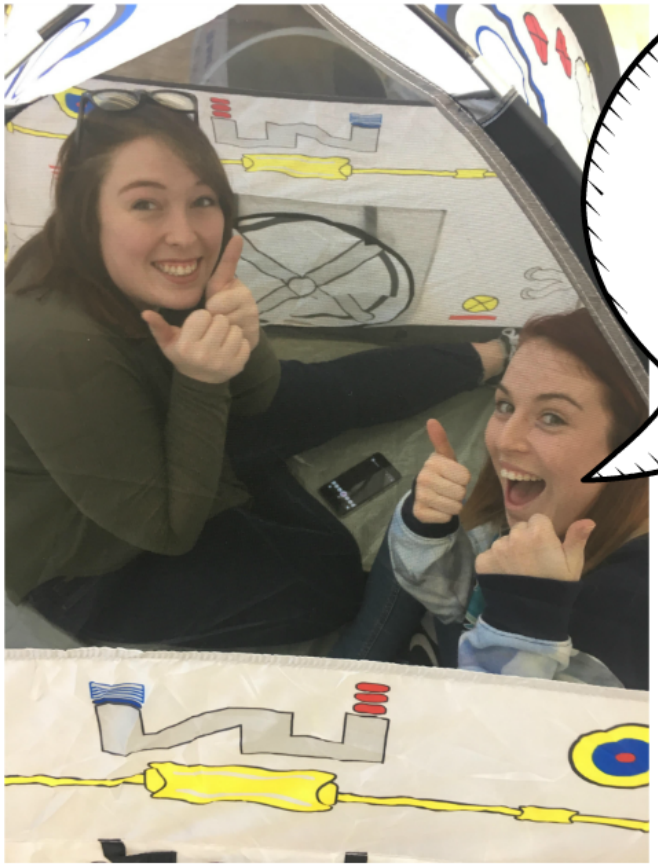
This submission is for students to practice and send the assignment through to check for any issues.


ECAD6004-C Turnitin Part B Edit

Mae'r cyflwyniad yma'n terfynol!

This submission is final!


I'm going t
work in p
their ide
inve



I'm going to get children to work in pairs to discuss their ideas for science investigations.

BECAUSE...

"The most favourable situation for creativity seems to be interpersonal exchange, with negotiation of conflicts and comparison of ideas and actions being the decisive elements."

Malaguzzi (1993, p78)


SUPPORT



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.

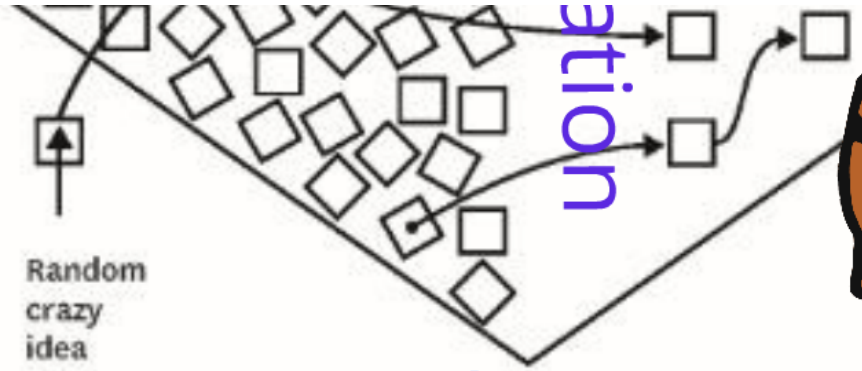
However... I would have to be very careful in my approach and interaction **because...**

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







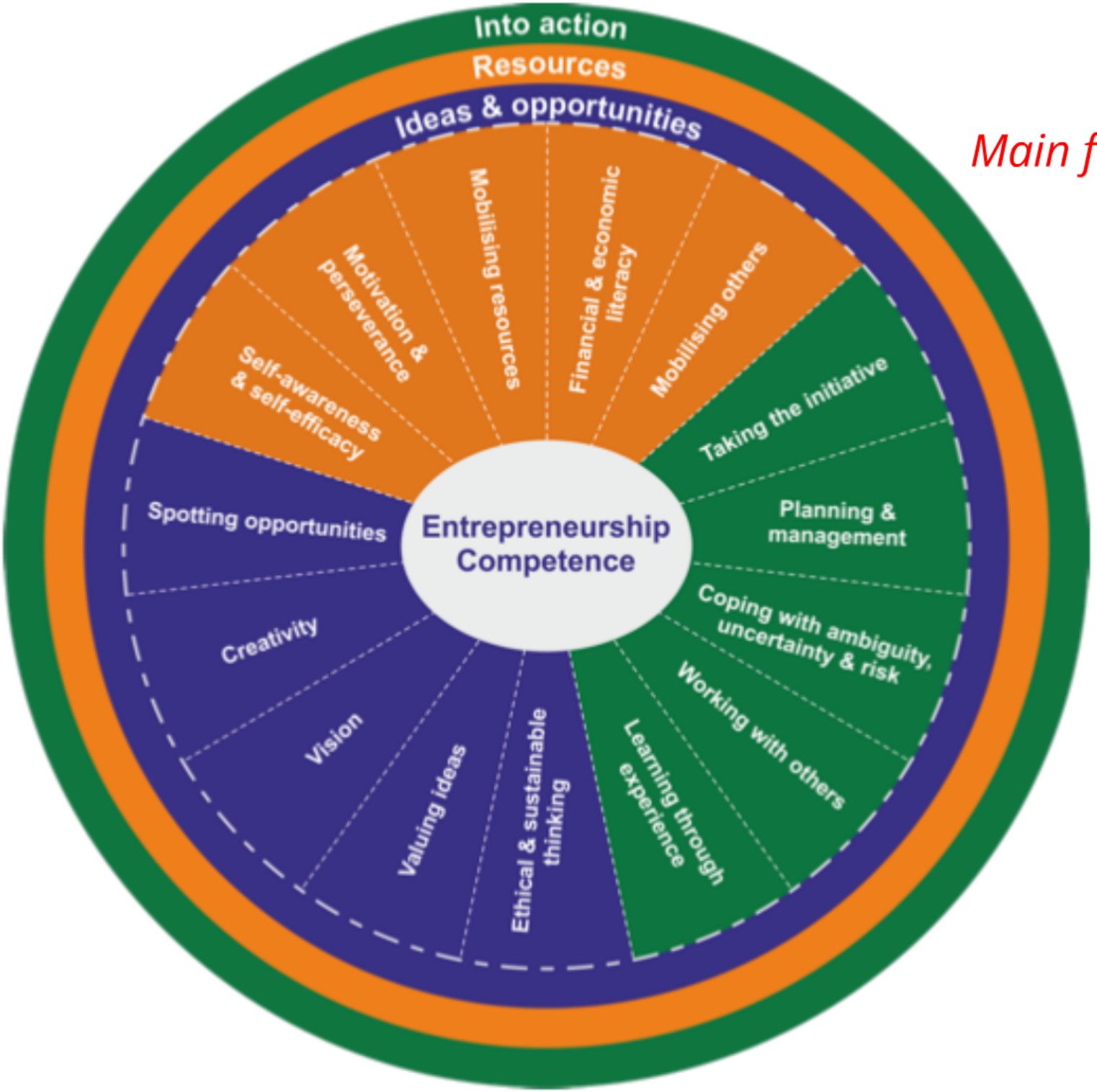
Incubation

Teaching for Creativity

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

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



Main focus for pa

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

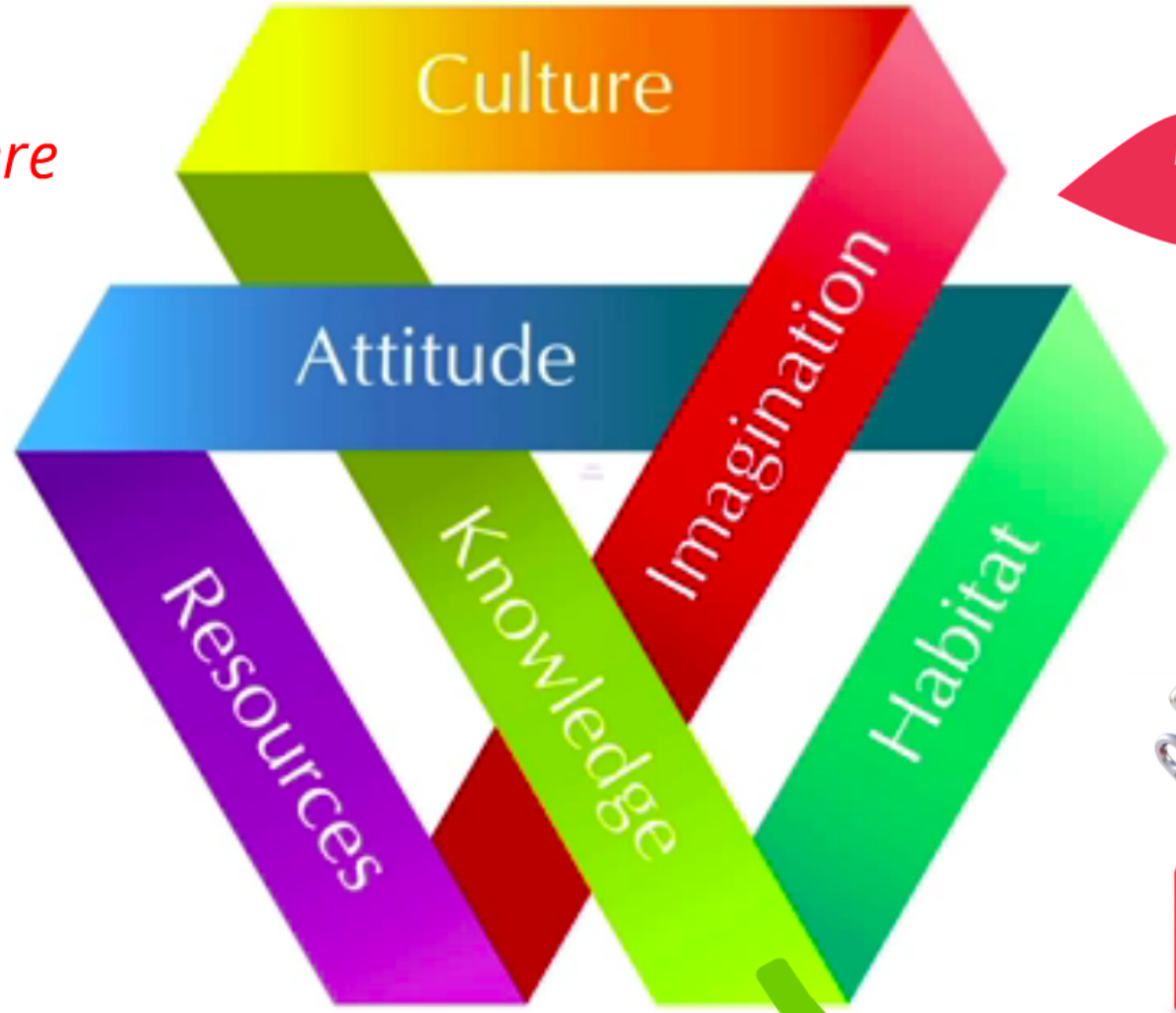
Table 3: EntreComp Overview

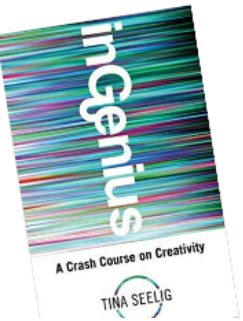
		Levels of proficiency		
Area	**Competence**	**Foundation**	**Intermediate**	**Advanced**
Ideas and opportunities	**Spotting opportunities**	Learners[8] can find opportunities to generate value for others.	Learners can recognise opportunities to address needs that have not been met.	Learners can seize and shape opportunities to respond to challenges and create value for others.
	Creativity	Learners can develop multiple ideas that create value for others.	Learners can test and refine ideas that create value for others.	Learners can transform ideas into solutions that create value for others.
	Vision	Learners can imagine a desirable future.	Learners can build an inspiring vision that engages others.	Learners can use their vision to guide strategic decision-making.
	Valuing ideas	Learners can understand and appreciate the value of ideas.	Learners understand that ideas can have different types of value, which can be used in different ways.	Learners can develop strategies to make the most of the value generated by ideas.
	Ethical and sustainable thinking	Learners can recognise the impact of their choices and behaviours, both within the community and the environment.	Learners are driven by ethics and sustainability when making decisions.	Learners act to make sure that their ethical and sustainability goals are met.
Resources	**Self-awareness and self-efficacy**	Learners trust their own ability to generate value for others.	Learners can make the most of their strengths and weaknesses.	Learners can compensate for their weaknesses by teaming up with others and by further developing their strengths.
	Motivation and perseverance	Learners want to follow their passion and create value for others.	Learners are willing to put effort and resources into following their passion and create value for others.	Learners can stay focused on their passion and keep creating value despite setbacks.
	Mobilising resources	Learners can find and use resources responsibly.	Learners can gather and manage different types of resources to create value for others.	Learners can define strategies to mobilise the resources they need to generate value for others.
	Financial and economic literacy	Learners can draw up the budget for a simple activity.	Learners can find funding options and manage a budget for their value-creating activity.	Learners can make a plan for the financial sustainability of a value-creating activity.

INNOVATION ENGINE

Background music of the environment

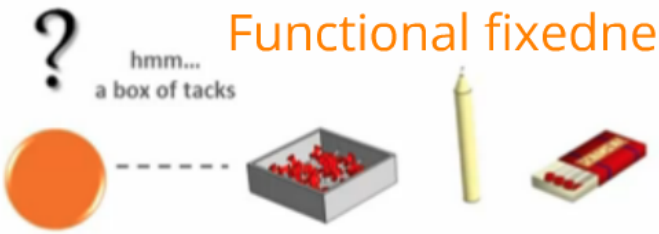
Start Anywhere





Everything you need to unlock creativity. Tina Seelig (2012)

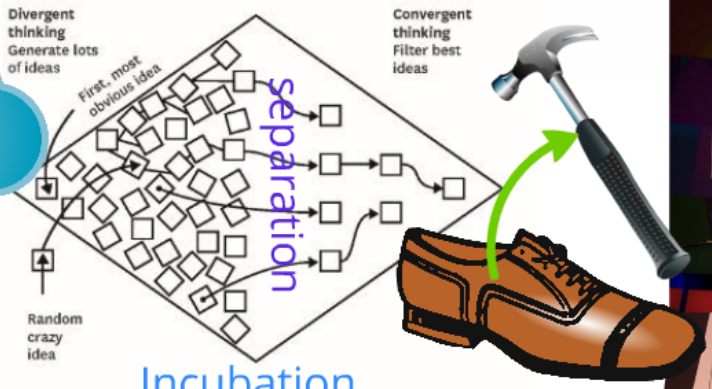




Functional fixedness

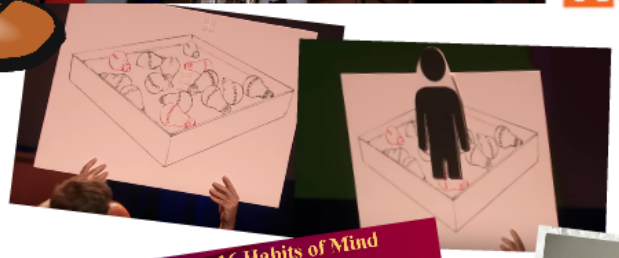








Substitute
Combine
Adapt
Modify/Distort
Put to other purposes
Eliminate
Rearrange/reverse





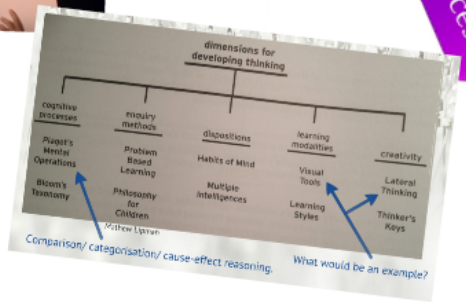
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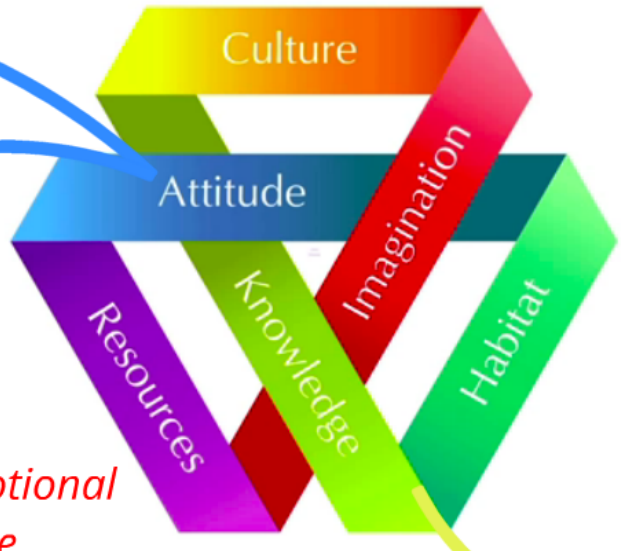
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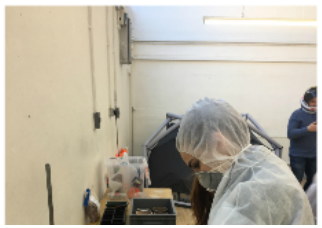


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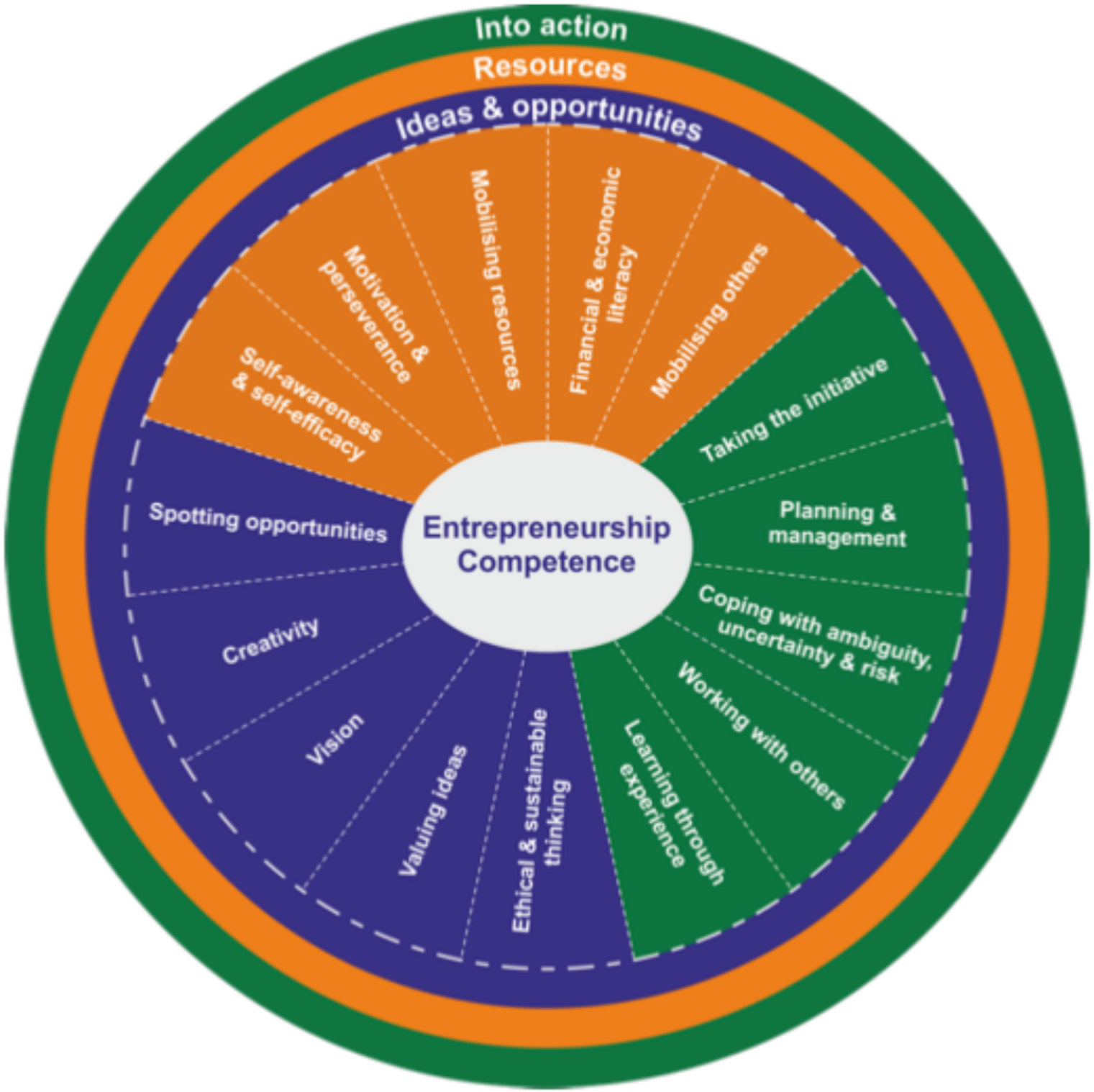


3. cognitive abilities, such as divergent thinking, ability to 'transform' thinking (for example, by being able to reorder information or shift thinking 'sets'), sensitivity to problems, breadth of knowledge and judgement.

2. emotional processes, such as emotional fantasy in play, pleasure in challenge, involvement in tasks and tolerance of anxiety.






Into action
Resources
Ideas & opportunities
Entrepreneurship Competence
Self-awareness & self-efficacy
Motivation & perseverance
Mobilising resources
Financial & economic literacy
Mobilising others
Taking the initiative
Planning & management
Coping with ambiguity, uncertainty & risk
Working with others
Learning through experience
Ethical & sustainable thinking
Valuing ideas
Vision
Creativity
Spotting opportunities


Self-awareness & self-efficacy
Motivation & perseverance
Mobilising resources
Financial & economic literacy
Mobilising o
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Spotting opportunities
Entrepreneurship Competence
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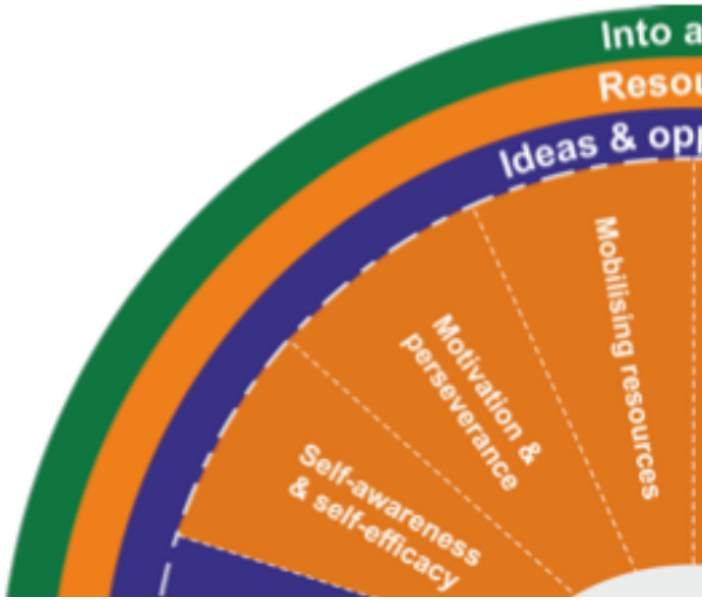
2. Resources	**2.1 Self-awareness and self-efficacy**	Believe in your-self and keep developing	• Reflect on your needs, aspirations and wants in the short, medium and long term • Identify and assess your individual and group strengths and weaknesses • Believe in your ability to influence the course of events, despite uncertainty, setbacks and tempo-rary failures
	2.2 Motivation and persever-ance	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 tempo-rary 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

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
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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
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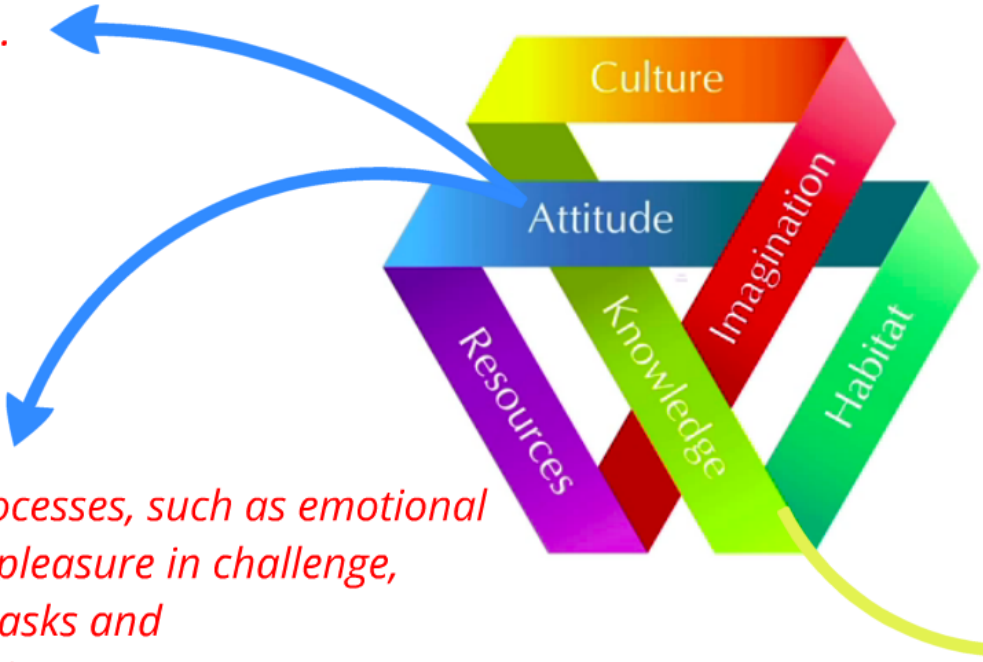



ENDURANCE
CRITICAL REPLACE ITEM



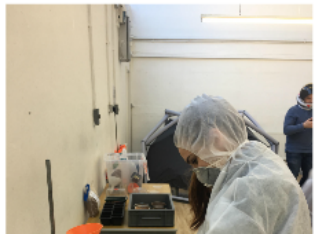

NASA
NASA
2

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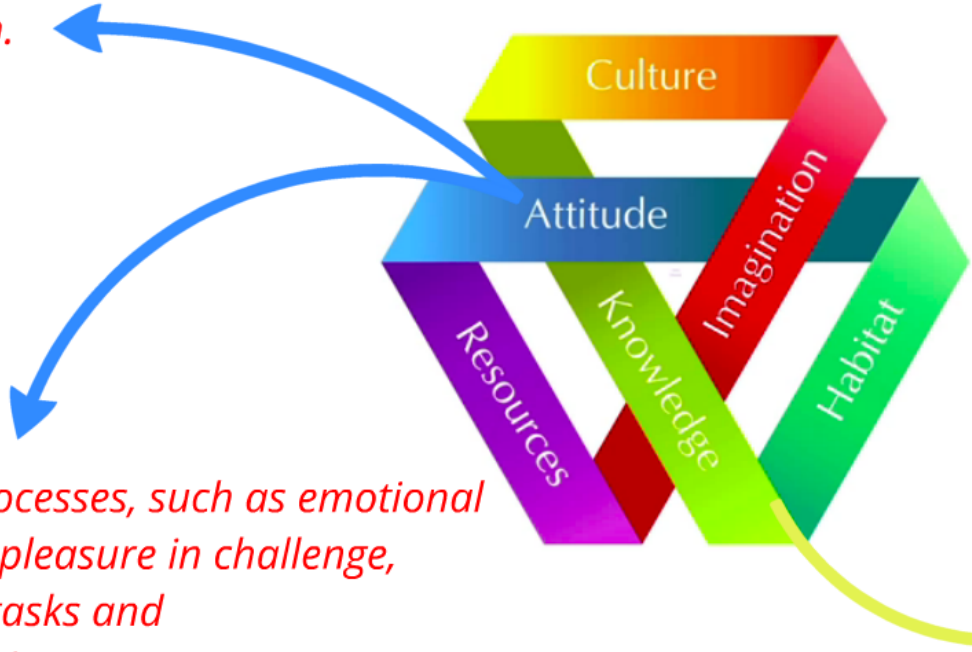


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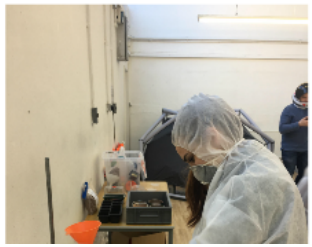


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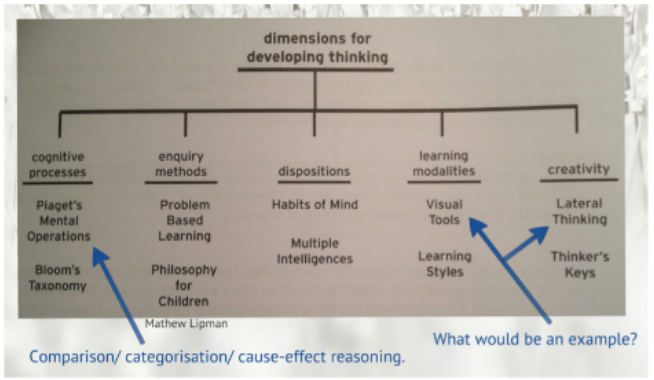
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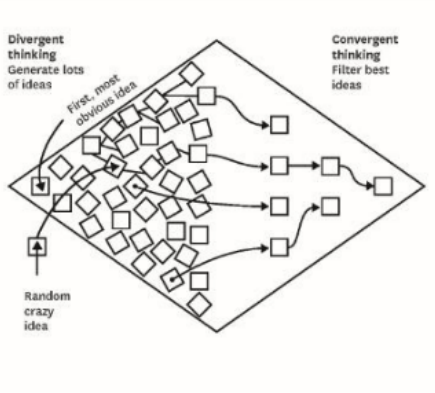
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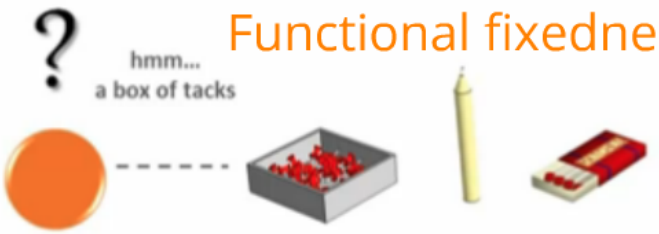


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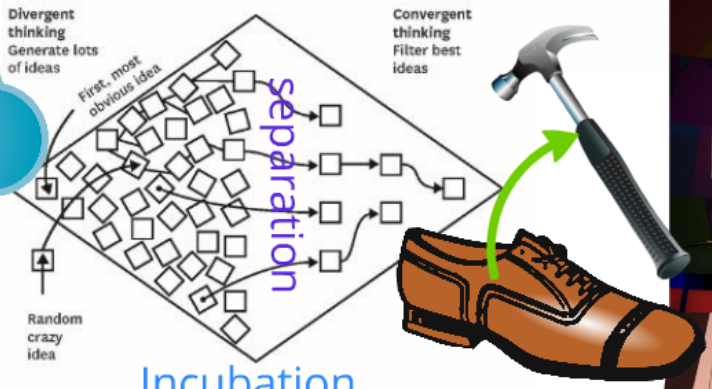




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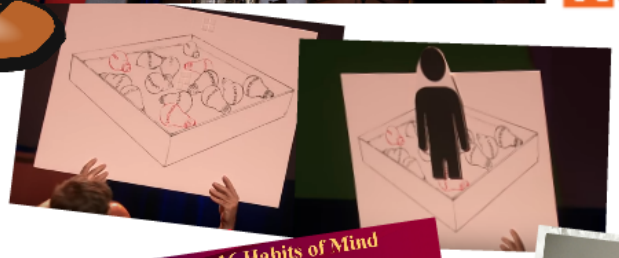








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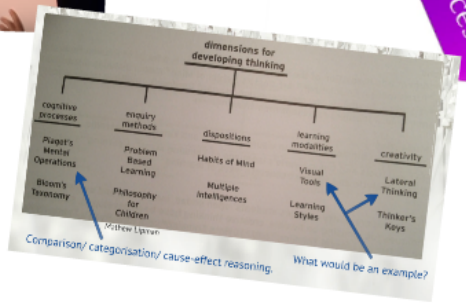
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asking open-ended questions

Area of Learning

Play

• tolerating ambiguity

• modelling creative thinking and behaviour

Specific Subject

encouraging experimentation and persistence

Free choice

balance of structure and freedom

• praising children who provide unexpected answers.

sustained time engaging in creative activities