

Creativity Across Learning - Learning and teaching self-evaluation themes

A tool for planning and evaluation

Introduction

This resource is based on the definitions of creativity across learning and teaching as set out in Education Scotland's Creativity Across Learning 3-18 Curriculum Impact Report. It is intended to support improvements in learning and teaching and enhanced delivery of Curriculum for Excellence.

Practitioners are encouraged to use the resource as a tool for planning for creativity across learning and teaching and for gathering evidence of their own learning. Practitioners are invited to rate different aspects of planning and delivery and to use the space available for reflective comments on what they have learned.

Examples of how this resource could be used:

- Practitioners could select a few points from the document which they'd like to focus on over a period of time.
- Small groups of practitioners could use the resource as an observation tool in learning rounds and for longer term planning for improvements in teaching and learning.
- Practitioners could use the resource to gather evidence of their professional learning and development, which might be used for a GTCS Creative Teacher Award application.
- The resource could be used for planning interdisciplinary learning projects.
- The resource could be used for joint reflection by practitioners and artists working together.

PLANNING LEARNING ACTIVITIES

<p>How well will the learning activities you are planning develop creativity skills? Here are some of the things you might think about....Do they:</p>	<p>Rating 1-5 (1=weak and 5=strong)</p>	<p>What have you learned?</p>
<ul style="list-style-type: none"> • include a strong element of personalisation and choice • use effective starting points and stimulus which generates curiosity and open-ended exploration • build on prior knowledge, skills and experience while taking learners into unfamiliar areas • contain helpful parameters • include opportunities for the progressive development of creativity skills • contain creative challenges appropriate to the needs of individuals • include opportunities for learners to shape their own learning, which have been discussed and agreed with them 		

ENGAGING WITH LEARNING ACTIVITIES

How well do learners engage with learning activities through:	Rating 1-5 (1=weak and 5=strong)	What have you learned?
<ul style="list-style-type: none"> • formulating good questions • making connections between elements and registering anomalies • defining problems and identifying where intervention would solve them • exploring, synthesising and refining multiple ideas, options and viewpoints • using imagination purposefully to explore ideas • hypothesising • managing uncertainty and responding positively to the unexpected 		
<p>How well do learners manage their own learning by:</p> <ul style="list-style-type: none"> • taking responsibility for their own creative approaches (alone or in groups) • following through on ideas with the most potential • crafting and presenting appropriate solutions • overcoming obstacles to progress 		

CONTEXT FOR CREATIVITY

How well do:	Rating 1-5 (1=weak and 5=strong)	What have you learned?
<ul style="list-style-type: none"> • relationships between and among teaching staff and learners support thinking/enquiry activity • teaching staff guide learning, but encourage responsibility and decision-making by learners • teaching staff support learners to learn from mistakes <p>How well does the physical context for creative learning ensure that:</p> <ul style="list-style-type: none"> • learning spaces are organised flexibly enough to support the development of creativity • learners have opportunities to learn with and from others 		

EVALUATING CREATIVITY

When evaluating the outcomes of learning activities, learners:	Rating 1-5 (1=weak and 5=strong)	What have you learned?
<ul style="list-style-type: none"> • continuously interrogate their ideas and check them against the creative challenge • respond positively to mistakes and failures • identify clearly whether their solution is appropriate or what would have worked better • demonstrate understanding of creativity skills and whether they have developed them well <p>Teaching staff evaluate learning activities by:</p> <ul style="list-style-type: none"> • using supportive dialogue to encourage learners to reflect on their work, discuss progress and identify next steps • helping learners to give and receive constructive feedback <p>Teaching staff evaluate wider impact of creative activities by:</p> <ul style="list-style-type: none"> • evaluating individual learner progress against specific criteria • analysing the impact of creative activity on other areas of learning or learner development • identifying how the lessons of a specific creative experience could be applied in other areas of learning 		