

Module 4: Understanding the competences and values

Guidance material	4.1.1 What is Creativity?
What is the purpose of this material?	<ul style="list-style-type: none"> This is a brief introduction to the competence of creativity
When to use this material?	<ul style="list-style-type: none"> When introducing the competences to teachers to support them in implementing this competence in their class programme.
With whom to use this material?	<ul style="list-style-type: none"> Teachers
Have you considered these materials first?	<ul style="list-style-type: none"> Introduce teachers to the SCF through: <ul style="list-style-type: none"> 1.2 Structure of the SCF activity 1.4 Prior knowledge brainstorm activity 1.3 Definitions matching activity For further information on each of the competences, including student progressions, see 1.6 Close reading of ADEC SCF – Framework Requirements & Exemplifications.
How to use this material?	<ul style="list-style-type: none"> This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> Share with teachers and discuss it in staff meetings or departmental meetings. Encourage teachers to plan using the ideas in this resource. Discuss the ideas and then ask teachers to share their own ideas for teaching this competence. For more information on each competence read the <i>Framework Requirements & Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>.
What resources or equipment are needed?	<ul style="list-style-type: none"> Copies of the <i>Framework Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.

4.1.1 What is Creativity?

Definition

Creativity in education refers to a student's ability to use their knowledge and skills imaginatively and in a productive way (i.e. when something new is made, performed or imagined.) What is produced (or created) may be a new object or artefact; an original solution to a problem; an innovative way of using or combining ideas or materials or an interesting way of developing a given starting point.
(ADEC SCF for Private Schools Framework Requirements and Exemplification (2014) p.iii.16)

Background

This summary of research is provided as a background to this competence and further information can be found in the references below.

A recent OECD report (2014) highlights the fact that in the past decades, creativity has been increasingly regarded as a crucial factor in maintaining competitiveness in a globalised economy. The need for education to stay relevant in the face of a rapidly changing world has led to a push for creativity to be drivers in education policy and practice. Creativity is seen as essential to unlocking the potential of every young person (Wyse & Dawson, 2009). Spencer et al (2012) contend that 'noticing' creativity in children is important in order to enhance their aspirations, achievement and skills.

Learners who are creative are able to generate exciting and innovative ideas, artefacts and solutions to problems. They use an extensive range of techniques in the creative process. They appreciate and value the creative work of others and are able to respond flexibly and optimistically to challenges, difficulties and risk-taking.

Learning Progressions

"The term 'learning progression' refers to the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. The term is most commonly used in reference to learning standards—concise, clearly articulated descriptions of what students should know and be able to do at a specific stage in their education. In terms of the student competence framework, a learning progression is a road or pathway that students travel as they progress toward mastery of the skills needed for career and post compulsory education."
(ADEC SCF for Private Schools Framework Requirements and Exemplification (2014) p.iii.7)

The ADEC SCF for Private Schools (2014) provides learning from kindergarten / Grade 1¹ through to the end of Grade 12. These progressions provide clear descriptors of what should be expected within that competence at each grade level, for example:

¹ The ADEC SCF for Private Schools (2014) recognizes that not all schools are able to deliver all competences across all grades. Table 5: A Road Map for the Delivery of the Competences across the Stages (p.iii.9) provides schools with a 'road-map' to support them in making decisions on the delivery and development of the competences across the four stages of schooling.



At the end of Grade 4 learners who are creative and innovative are developing the ability to:

- communicate new and original ideas, artefacts or approaches, solutions to problems
- use creative methods in their work
- analyse creative work for usefulness, apply analysis to their own work
- recognise challenges and difficulties in bringing their work to fruition

At the end of Grade 3 learners who are creative and innovative are developing the ability to:

- identify new and original ideas, artefacts or approaches, solutions to problems
- use creative methods in their work
- analyse creative work for usefulness
- recognise challenges in bringing their work to fruition

(Grade 3 and 4 Learning progressions for Creativity in the *ADEC SCF for Private Schools (2014)*. p.iii.21-22)

While the performance indicators within these progressions do not change in essence, they do expand in breadth and depth. This expansion makes the progressions a useful tool for both teachers and students. Below are some tasks teachers can undertake to help them make best use of these learning progressions:

- Read the progressions carefully as this will help you further understand this competence and what skills and attitudes make up that competence.
- Before reading the descriptors for the grade you teach, read the descriptors for the grades below. These descriptors are the building blocks of what students have experienced in this competence before they reached this grade level. Ask students to share their experiences of these descriptors (e.g. “*Tell me about a time you came up with a new idea?*”) and use their answers to help you plan your starting point.
- While reading the descriptors for each grade level and identify the ‘step up’ students need to make to move through the progressions. For example, at the end of Grade 3 students who are creative are developing the ability to “*analyse creative works for usefulness*”, while in Grade 4 they “*analyse creative works for usefulness, apply analysis to their own work*” (2014) p.iii.22). Therefore their step up is being able to use in their own work the ideas gained from others creative work. Ask yourself what this might look like, for example a student might list the ideas they like from the creative works of others (e.g. ‘*their poster has bright colours, all capital letters and a wide border*’). Then the student has to justify any ideas they will apply to their own work (‘*I will have a wide border too because it makes the poster more noticeable*’).
- Use the progressions when planning lessons to ensure your focus on a competence is based on the appropriate stage of the competence framework. The progressions are useful to refer to when giving specific feedback to students on their next steps in developing that competence.
- Support student to use the progressions to set goals and self/peer assess their own and others learning.



References

Abu Dhabi Education Council (2014) *Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners*. Pearson Education Limited

OECD (2014). *Measuring Innovation in Education: A New Perspective*, Educational Research and Innovation, Paris: OECD Publishing. Retrieved from <http://dx.doi.org/10.1787/9789264215696-en>

Spencer, E., Lucas, B., & Claxton G. (2012). *Progression in creativity: Developing new forms of assessment*. Newcastle: CCE.

Wyse, D. & Dowson, P. (2009). *The Really Useful Creativity Book*. London: Routledge