



CREATIVITY CULTURE  
& EDUCATION

# What does a Creative Education look like?

**Creativity Forum**

**Käsmu, Lainela Holiday Village, Estonia**

**22 August 2013**





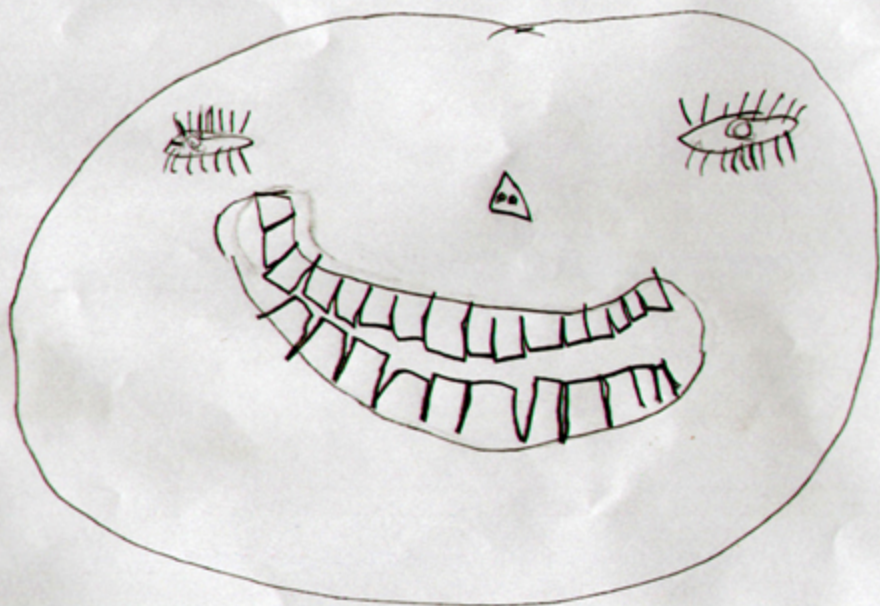
**“We want to change perceptions and challenge stereotypes, and create a new vision for young people”**

Teacher, Creative Partnerships – Durham and Sunderland

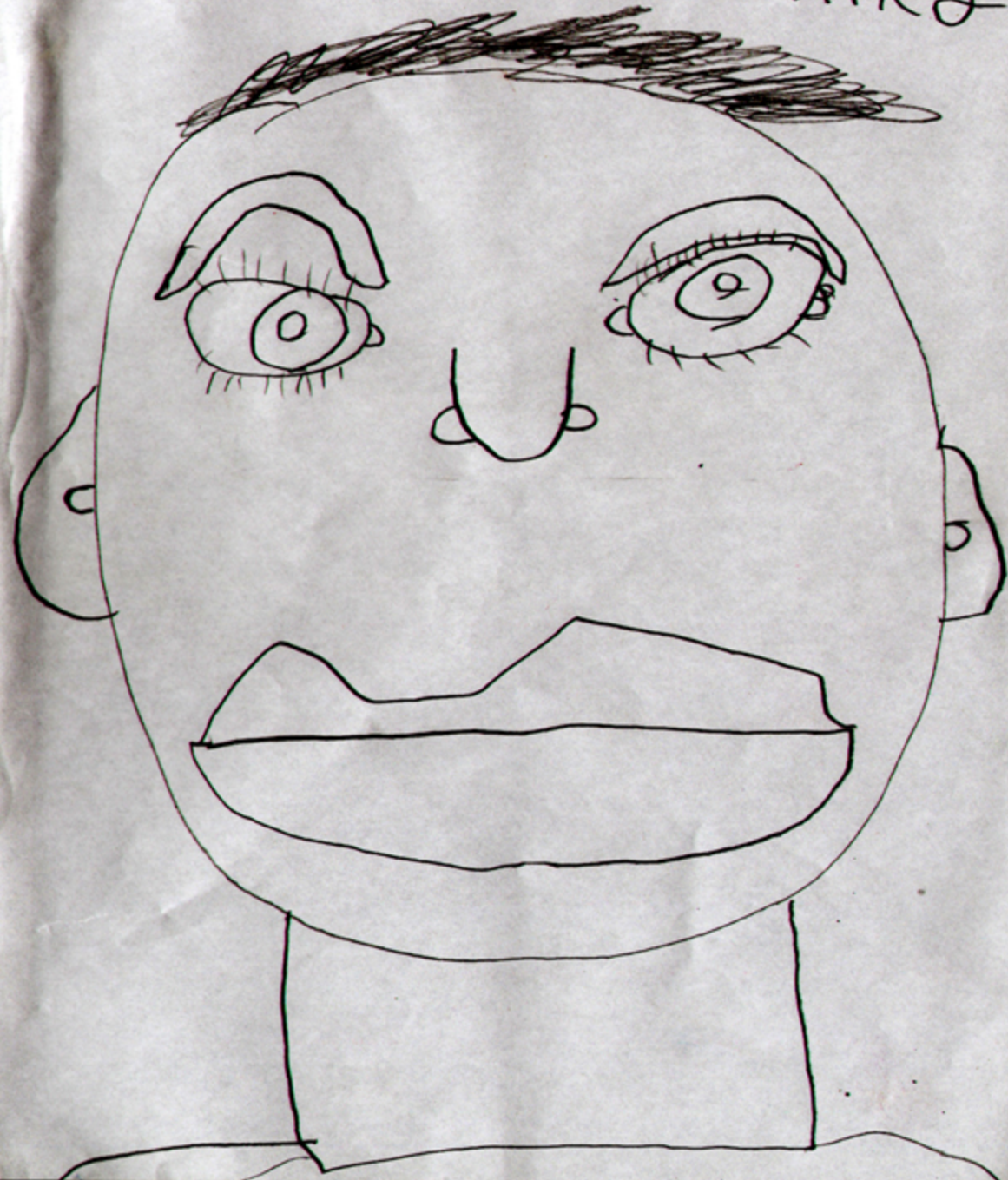
**1**

**What role do the arts play?**

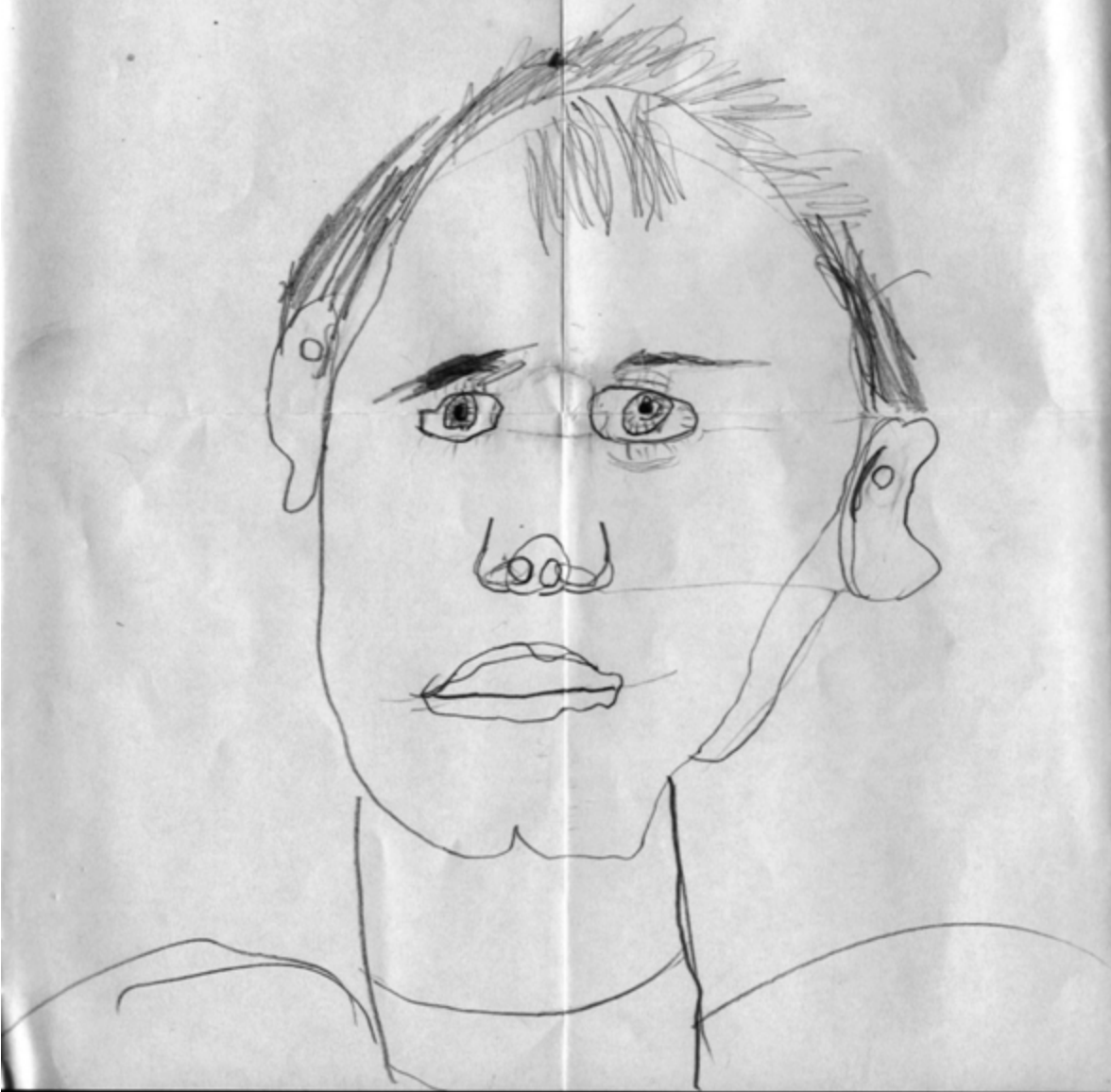
RILEY .



Riley




Riley



The idea that arts education fosters creativity, critical thinking, persistence, motivation and self-concept is plausible and there is some evidence that this is sometimes the case, but such outcomes depend on how the art is taught. The arts can be taught in ways that enhance these outcomes or they can be taught poorly. This implies that, important as the curriculum can be, we need to understand better the pedagogies that lead to these outcomes. *Art for Art's Sake? The Impact of Arts Education – Centre for Educational Research and Innovation, OECD, June 2013*





**“We want to change perceptions and challenge stereotypes, and create a new vision for young people”**

Teacher, Creative Partnerships – Durham and Sunderland

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2

**What are the pedagogies that develop creativity?**

# UNESCO

## Four Pillars of education

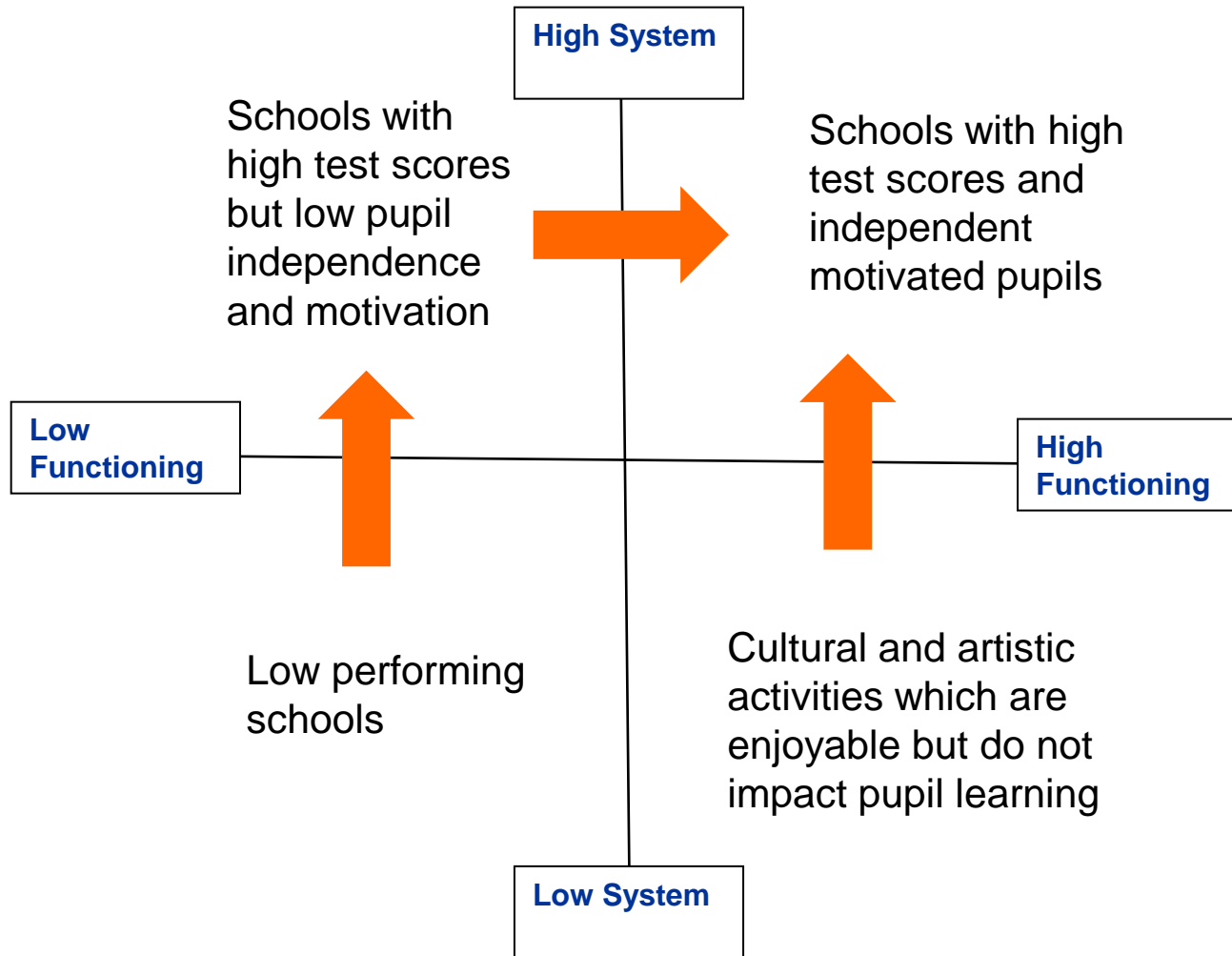


*Learning to know*

*Learning to do*

*Learning to be*

*Learning to live together*



**Issue/Problem**



**Issue/Problem**



**Space where normal  
school operating rules  
don't apply**

**Issue/Problem**



**Space where normal  
school operating rules  
don't apply**

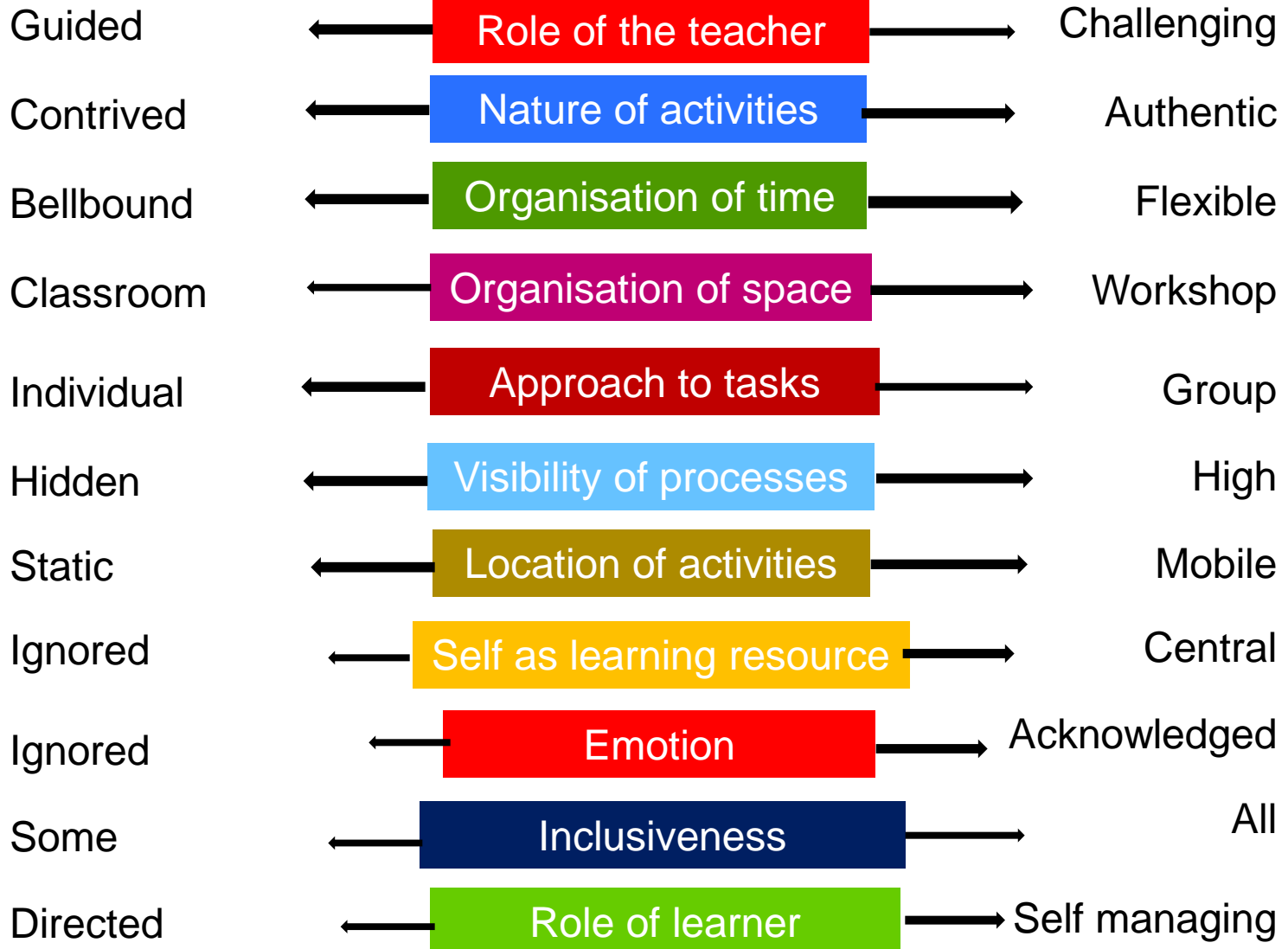


**Characteristics  
of the space?**

# What are the characteristics of this space?

Low Functioning

High Functioning



**Issue/Problem**



**Space where normal  
school operating rules  
don't apply**



**Teachers observe  
impact on pupils**



**Issue/Problem**



**Space where normal  
school operating rules  
don't apply**



**Teachers observe  
impact on pupils**



- **Improved confidence**
- **Greater motivation**
- **Better collaboration**
- **Greater resilience**
- **Better discipline**
- **Improved attainment**

**Issue/Problem**



**Space where normal  
school operating rules  
don't apply**



**Teachers observe  
impact on pupils**



**Teachers apply the  
new approach to their  
daily teaching practice**

**High Functioning**



**Physically engaged  
Socially engaged  
Emotionally engaged  
Intellectually engaged**



**Well Being**



**Confidence**



**High performance**

**“It has helped me because I  
now concentrate more than  
I used to. It’s been the best  
experience of my life”**

Student, Creative Partnerships – Kent

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**3**

**What does this look like  
in practice?**



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2012/04/23

STOTIS

KARO MUZIEJAUS  
SODAS

ČERTIKAS  
ŠSAŠAS  
DRUMBAMOSTAS

PEREJA

ŠPANAKAS  
SIUŠVISAS  
BUMUŠVISAS

TURGUS

KVIKNOTIS  
TUKBUMBAKAS  
CHANCHEMAS

2012/04/23



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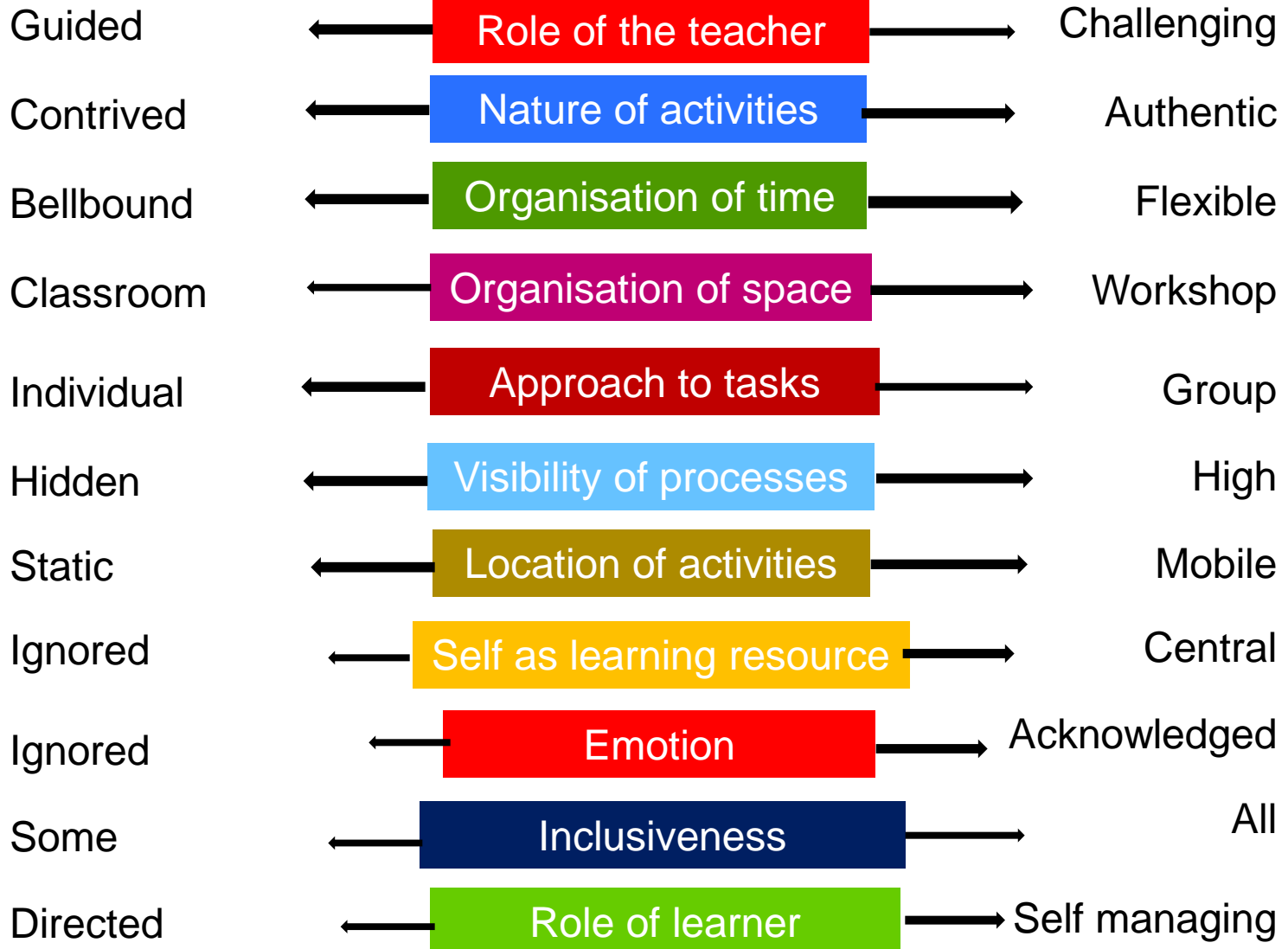




# What are the characteristics of this space?

Low Functioning

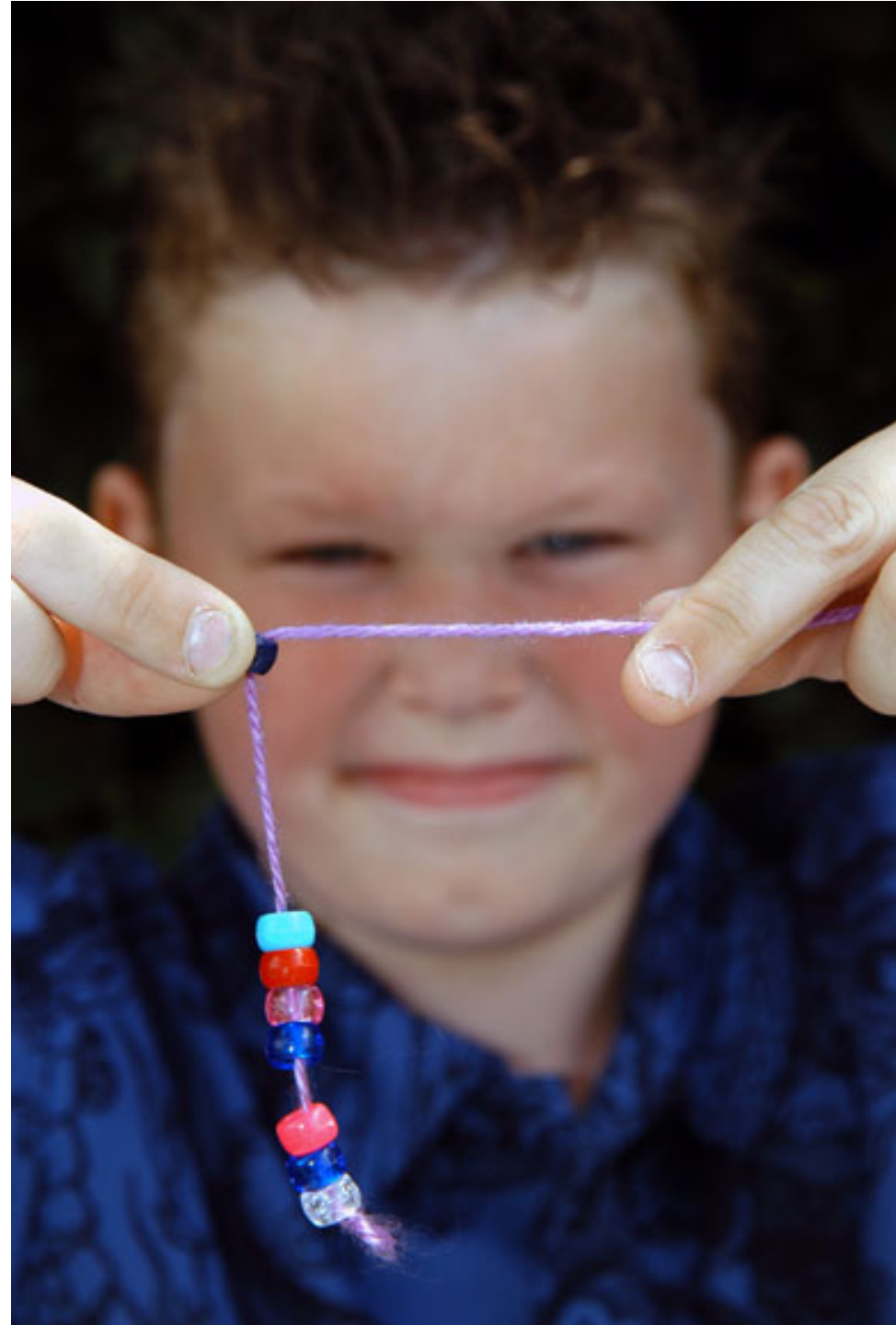
High Functioning



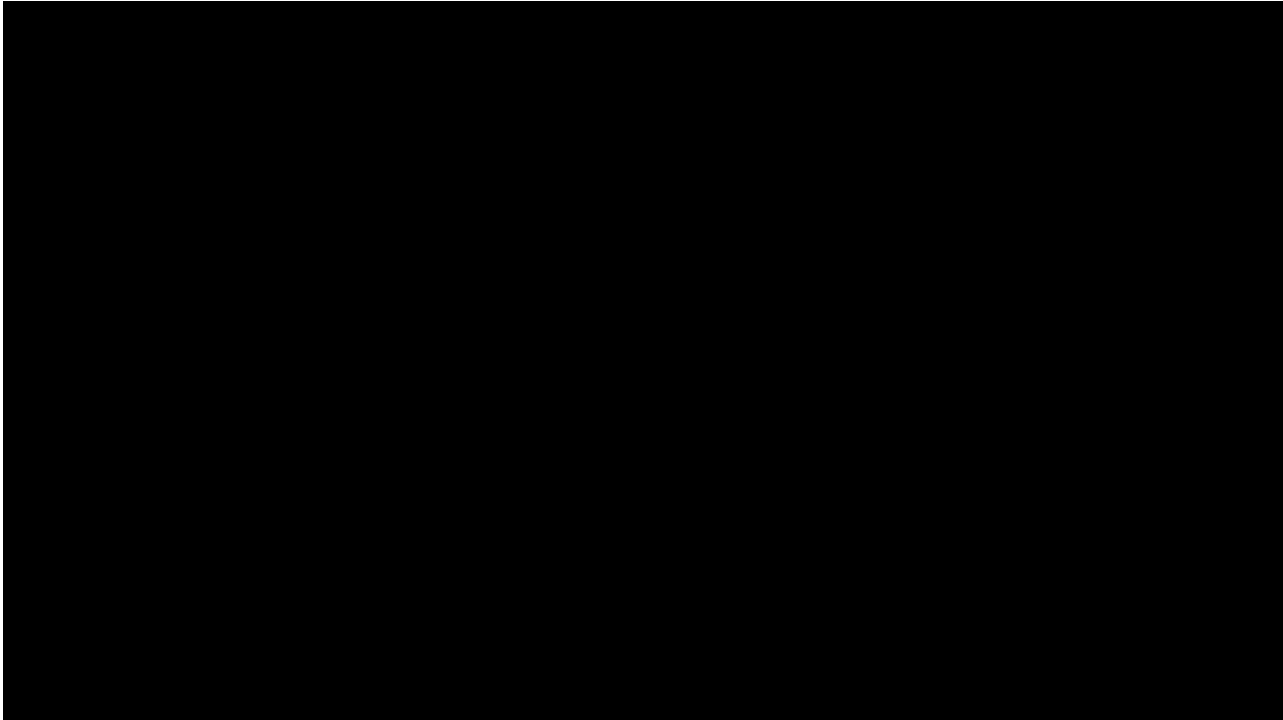
# Turning schools into 21<sup>st</sup> Century learning environment

Learning to know and  
learning to do...

Creative Partnerships Norfolk  
Millfield Creative Week



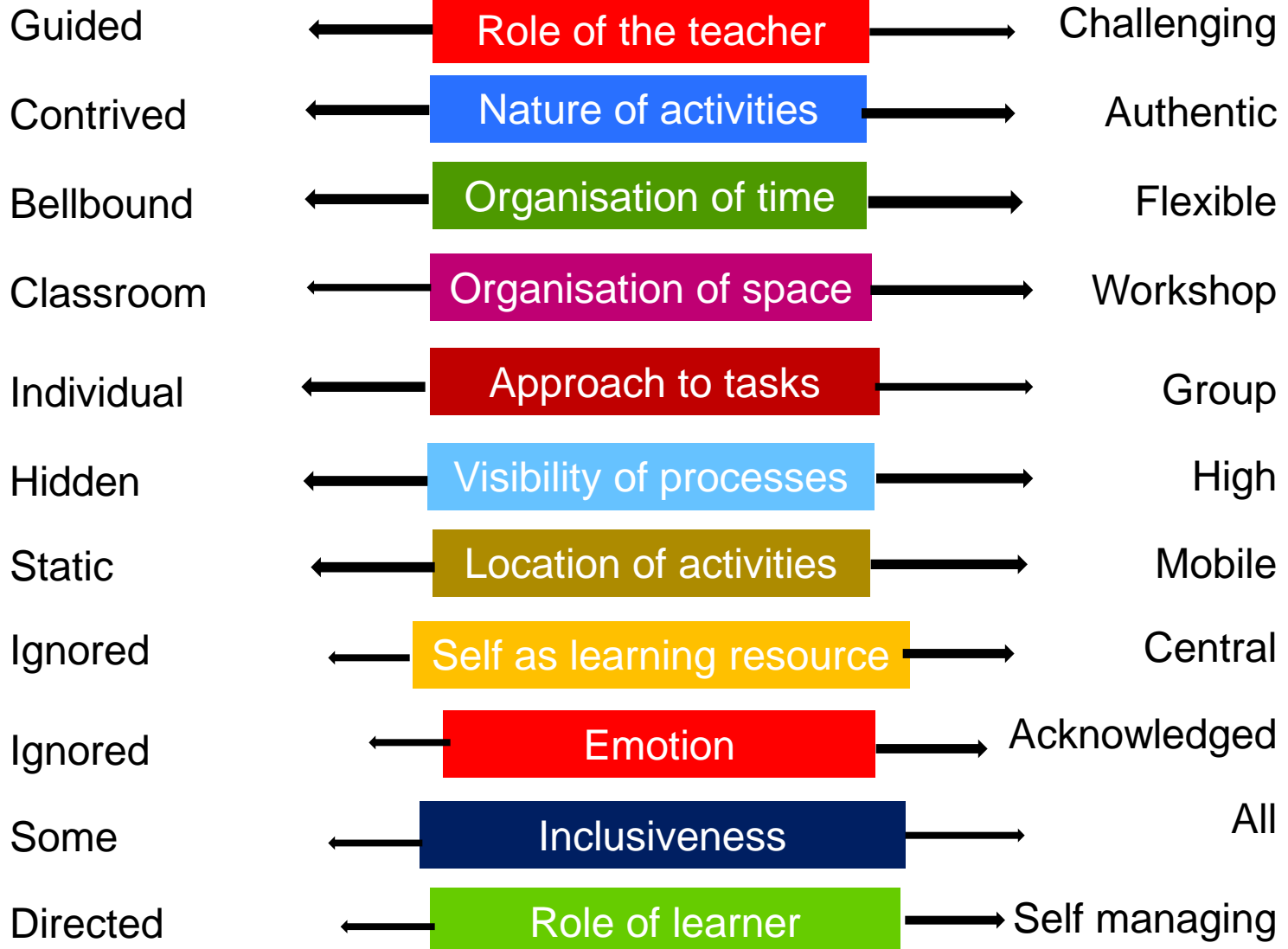


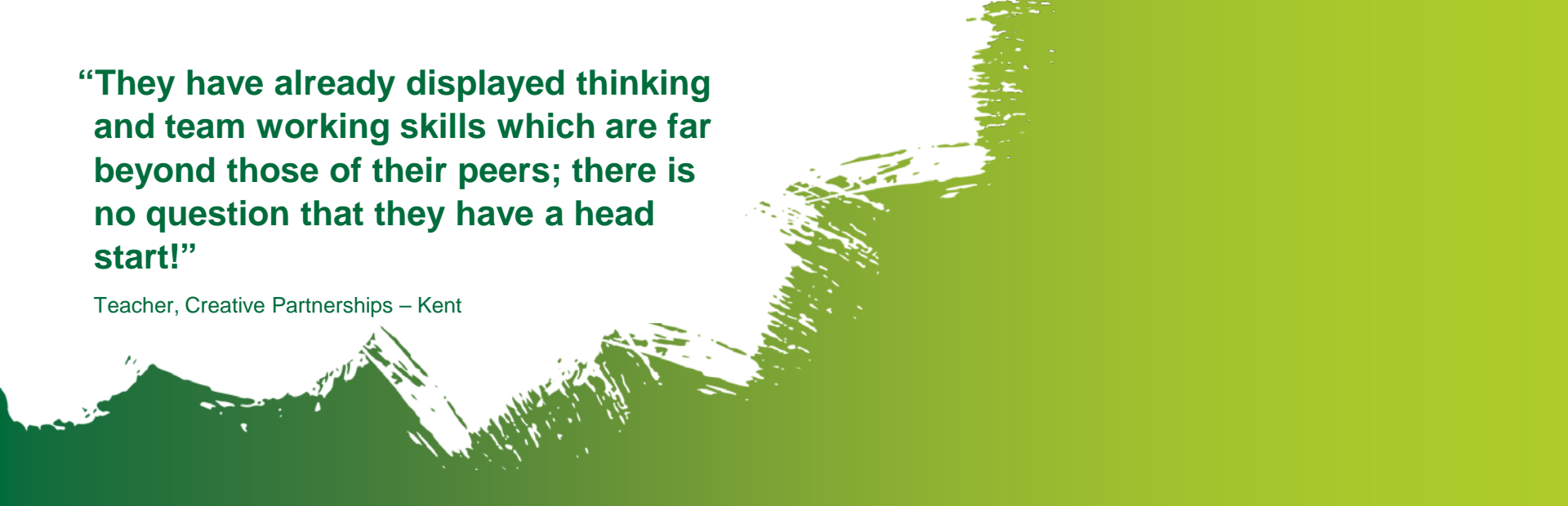


# What are the characteristics of this space?

Low Functioning

High Functioning





**“They have already displayed thinking and team working skills which are far beyond those of their peers; there is no question that they have a head start!”**

Teacher, Creative Partnerships – Kent

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**4**

**So is a Creative Education just about better test results and improved behaviour?**

**Learning to  
engage and  
take risks**





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BALSIAI  
A B C D E F G H I J K L M N O P Q R S T U V X Y Z  
PRIEBALSIAI  
A C C A C E N I  
K I M M A R A L  
S A S Z

DVIBALSIAI  
ai, au,  
ei, ie,  
uo, ui

DIDŽIAJAI RAIDE  
RAŠOMI  
Asmenvardžiai:  
vardai, pavardės  
Išvardis, Galia, Išmės  
Vietovardžiai:  
Šalis, miestas, upės, ežeras,  
Lietuva, Lietis, Ula, Osa

65  
Annas Ignas Linta  
40  
100

120  
Viktoras  
40  
Jokūbas Austėja  
120  
Rykante



# Learning to take responsibility

Kingsland Primary, Stoke



Put them in charge









Learning to be  
Dealing with feeling

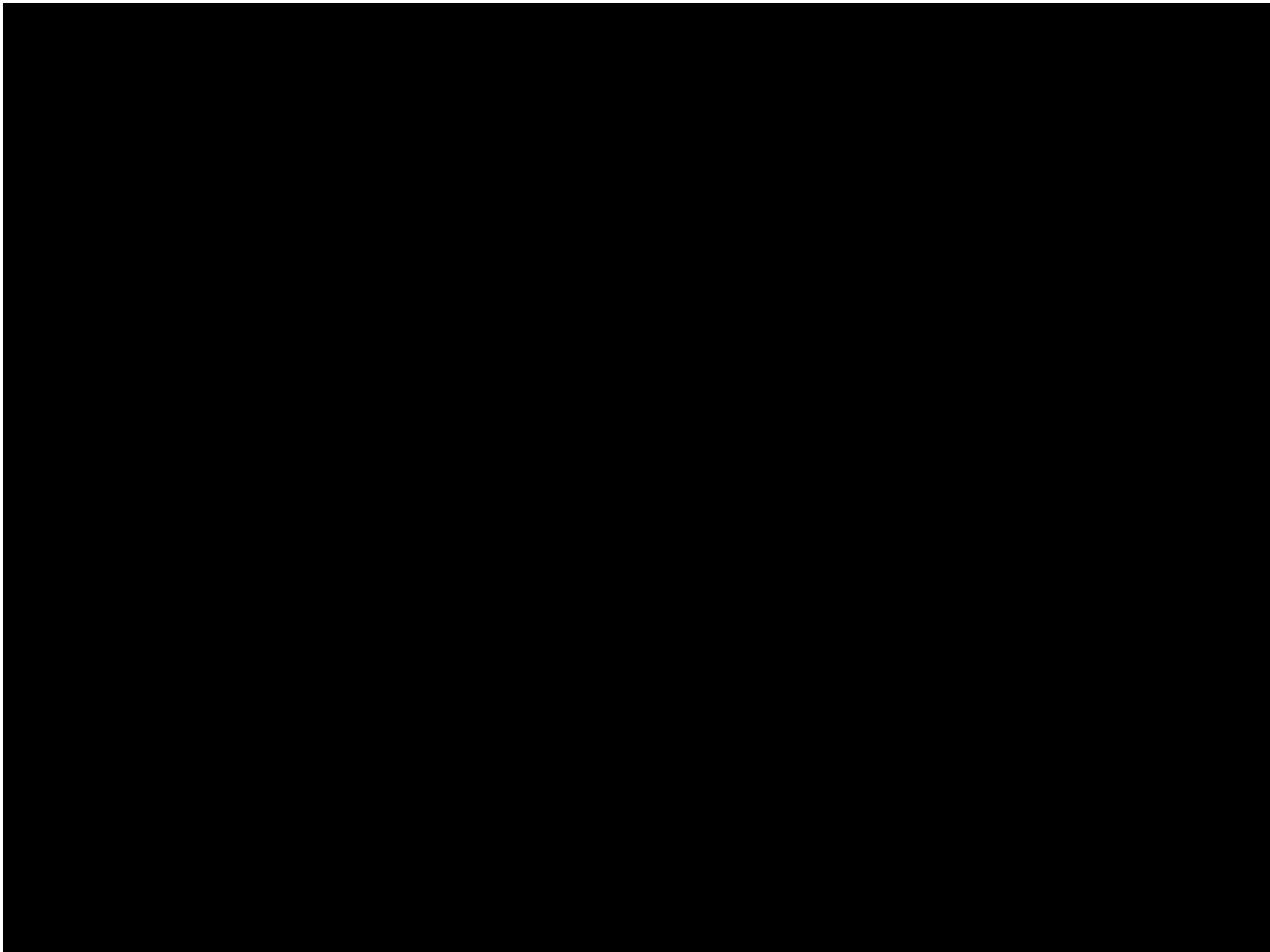




Learning to live together

# The ethical dimension





*exciting minds*


**“We want to change perceptions and challenge stereotypes, and create a new vision for young people”**

Teacher, Creative Partnerships – Durham and Sunderland

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**5**

**How does this  
work in practice?**



**“We want to change perceptions and challenge stereotypes, and create a new vision for young people”**

Teacher, Creative Partnerships – Durham and Sunderland

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6

**So is a Creative Education just about better test results and improved behaviour?**