

Noticing Creative Thinking

Purpose

Creative thinking is rarely something wholly new that needs to be introduced into schools, in many settings it already exists, albeit in pockets and within some practices. Through an appreciative inquiry approach this activity helps you to notice creative thinking across your school and identify how it is being developed, as well as where it can be nurtured further. This can enable leaders to strengthen, deepen and expand creativity across their school.

Resources and setting up

Noticing Creative Thinking Template






Duration

1 hour 20 minutes

Getting going

The activity requires you to go on a learning walk, it may be helpful for a pair or group of leaders to work individually on this activity and bring their insights together at the end. You may also want to engage different perspectives, including pupil voice, along the way.

This activity might also develop your creative habit of being...

 <p>inquisitive</p>	 <p>persistent</p>	 <p>collaborative</p>	 <p>disciplined</p>	 <p>imaginative</p>

Step 1

Familiarise yourself with the Noticing Creative Thinking template before you begin your learning walk and consider what assumptions you may hold around where and when you are likely to see the Creative Habits of Mind in action.

Step 2 - (17 minutes)

Begin your learning walk and use the Noticing Creative Thinking template to capture when, where and how the Creative Habits of Mind are currently being nurtured in your school and what are the features enabling this?

For example:

In Science with Teacher A, you might see a great example of pupils cooperating appropriately but how are they doing this, what routines and expectations have been put in place to support it to happen effectively? Is this positive behaviour being recognised and valued in real-time? Are the pupils aware that they are collaborating well?

In English with Teacher B, you notice a group that are usually lacking in confidence being persistent and tolerating uncertainty - what practices, conditions or enablers have been put into place to support them? Has their persistence been acknowledged by the teacher or by their peers?

Reflecting together

What surprised you?

How has this activity developed your understanding of creative thinking in your school?

Where might there be opportunities to promote the practice identified into other areas of the curriculum, and/or to other colleagues?

Where are the gaps? Which habits are not being served well currently?

Who do you need to share your findings with?