

I am creative

Creativity in primary education involves encouraging students to think outside the box by embracing risk-taking, playfulness, and intuition. This mindset is developed through five core habits: being inquisitive by questioning assumptions, persistent when facing difficulties, imaginative in playing with possibilities, collaborative through shared feedback, and disciplined in refining work.

When I am creative in my learning...

I approach learning imaginatively

Strategies to develop imaginative thinking:

Flexible environment: Provide children with the time and space needed to reflect, experiment, and engage in non-conforming or unexpected moments.

Value risk: Explicitly give students permission to be risk-takers by celebrating daring moves. Incorporate the language of risk-taking into daily interactions, describing student efforts as bold moves or explicitly encouraging them to take a chance.

Narrative assessment: Use formative feedback and anecdotal records that focus on a student's progress in handling uncertainty rather than stifling creativity with external rewards or summative grades.

The 6-Step Approach to Creativity: Teach children to 1) Identify the problem, 2) Brainstorm, 3) Evaluate options, 4) Choose, 5) Try it, and 6) Review how it worked. Children self-assess these steps.

I think of different ways to solve problems

Strategies to develop problem solving:

Democratic culture: Use dialogic teaching to establish an atmosphere where all voices are respected and inquiry is driven by collaborative questioning.

Teacher modelling: Demonstrate your own willingness to take risks and normalise failure as an acceptable part of the learning journey by trying new skills, and modelling your own errors in front of the class. Reflect upon how to improve and put it into practice.

"What If" Scenarios: Challenge children to think about "What if animals could talk?" or "What if the school was upside down?" to practice flexible thinking. Use quotas to stretch thinking.

Narrate Thinking: Model the process by thinking aloud when facing a personal challenge: "I'm frustrated that this doesn't work. I'll try taking a break, then try a different approach".

I explore and experiment

Strategies to encourage exploration and experimentation:

Playful experimentation: Incorporate frequent opportunities for children to play with ideas and materials, treating play as a form of risk-taking where unpredictable consequences are acceptable.

Diverse perspectives: Facilitate collaborative group work to expose students to multiple perspectives, prompting them to connect, manipulate, and expand their initial thinking.

Prioritise Process Over Product: Encourage enjoyment of the process rather than focusing on the result. Display the process of creation—photos, scribbles, experiments—to value the investigation.

Scaffold Child-Led Inquiry: Observe and join in children's learning without leading it, allowing them to follow their own fascinations and "test" their own ideas.

Integrate Creativity Across the Curriculum: Move beyond art class and integrate creative thinking into subjects like maths (e.g., building shapes) and science (e.g., investigating materials).