

CREATIVITY

IN

SCHOOLS

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DCU

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Creativity as a concept

A long history, stretching back to ancient Greece ; the 'spark' of the gods

Judaeo-Christian tradition that only God could 'create'; humans could only make, or, by the Enlightenment, imitate.

Sir Francis Galton's *Hereditary Genius* (1869) reflected a curiosity about exceptional individuals and giftedness

1950 address by JP Guilford, to the APA focused on creativity and divergent thinking and was the catalyst for the first wave of creativity research, largely driven by psychometricians and psychologists



3 PHASES of CREATIVITY RESEARCH



1. Personality Aspects

Lists of characteristics of creative persons



2. Cognitive Aspects

Development of tests for creativity, with a focus on problem solving and divergent thinking



3. Stimulating Creativity

Development of programmes, but limited in impact. Vernon (1989)

A close-up photograph of a spider web, with the web's intricate spiral and radial patterns clearly visible. The web is set against a blurred background of dried, brown plant stems and seed heads, suggesting a natural, outdoor setting. The lighting is soft, highlighting the delicate structure of the web.

Contemporary Creativity Research
focuses on

SYSTEMS AND NETWORKS

Organisational Culture of Creativity and Innovation



members are challenged by the goals and tasks set



members feel free to take initiatives, gather new information and use it to take risks

Teresa Amabile



there is debate



there is uncertainty

Frederich Froebel

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Kindergarten 1837



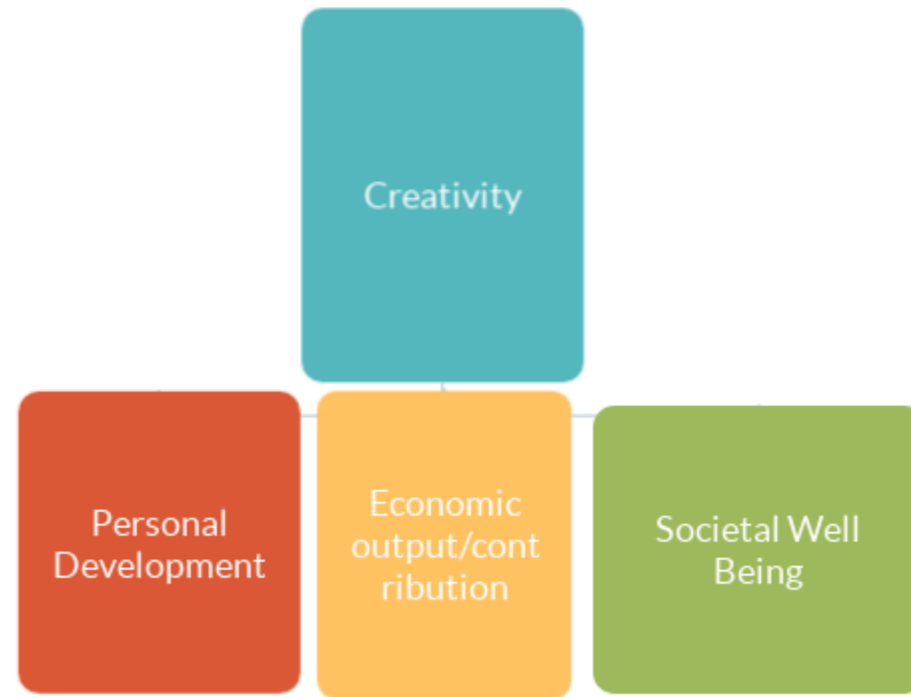
Rudolph Steiner

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Waldorf School 1819



Kevin Gormley (2019) describes a contemporary global explosion of interest in creativity generally, and creativity in education more specifically and he identifies three driving forces for this



Supporting creativity in schools

Flexible use of space and time, availability of appropriate materials, working outside the classroom/school, 'playful' or 'games-based' approaches with a degree of learner autonomy, respectful relationships between teachers and learners, opportunities for peer collaboration, partnerships with outside agencies, awareness of learners' needs and non-prescriptive planning... Davies et al (2013)





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Contrary Perspectives

Cognitive Load Theories. These assert that as working memory is limited, we need to avoid problem-solving activities and use worked samples instead.

Advocates for Direct Instruction. shown to be a quick means to raise test scores.

Inner Dialogue theories that connect growth mindset and resilience to a learner's immediate 'inner' response to a task



- **Emerging perspectives**
- Relationship between creativity and criticality
- The role of creativity in the *just transition*
- The importance of creativity for teachers and teaching



THANK
YOU

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