

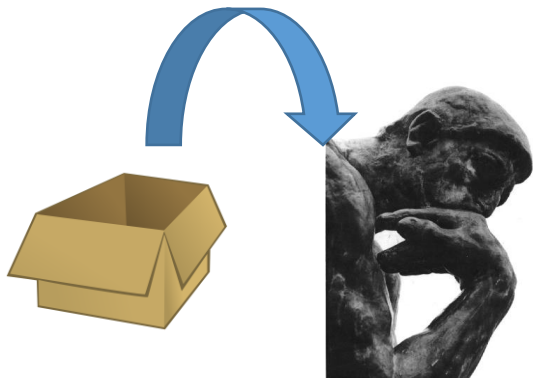
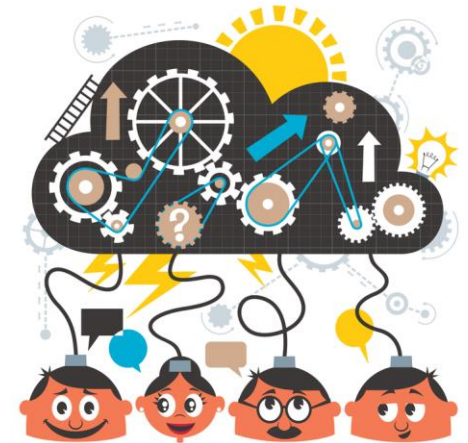
CREATIVITY & IMAGINATION

**ALL THE QUESTIONS YOU WERE TOO
AFRAID TO IMAGINE**

WARMER

On your own:

1. Look at the pictures.
2. Think about what they mean to you
3. Imagine what else they could be
4. Share your ideas with a partner

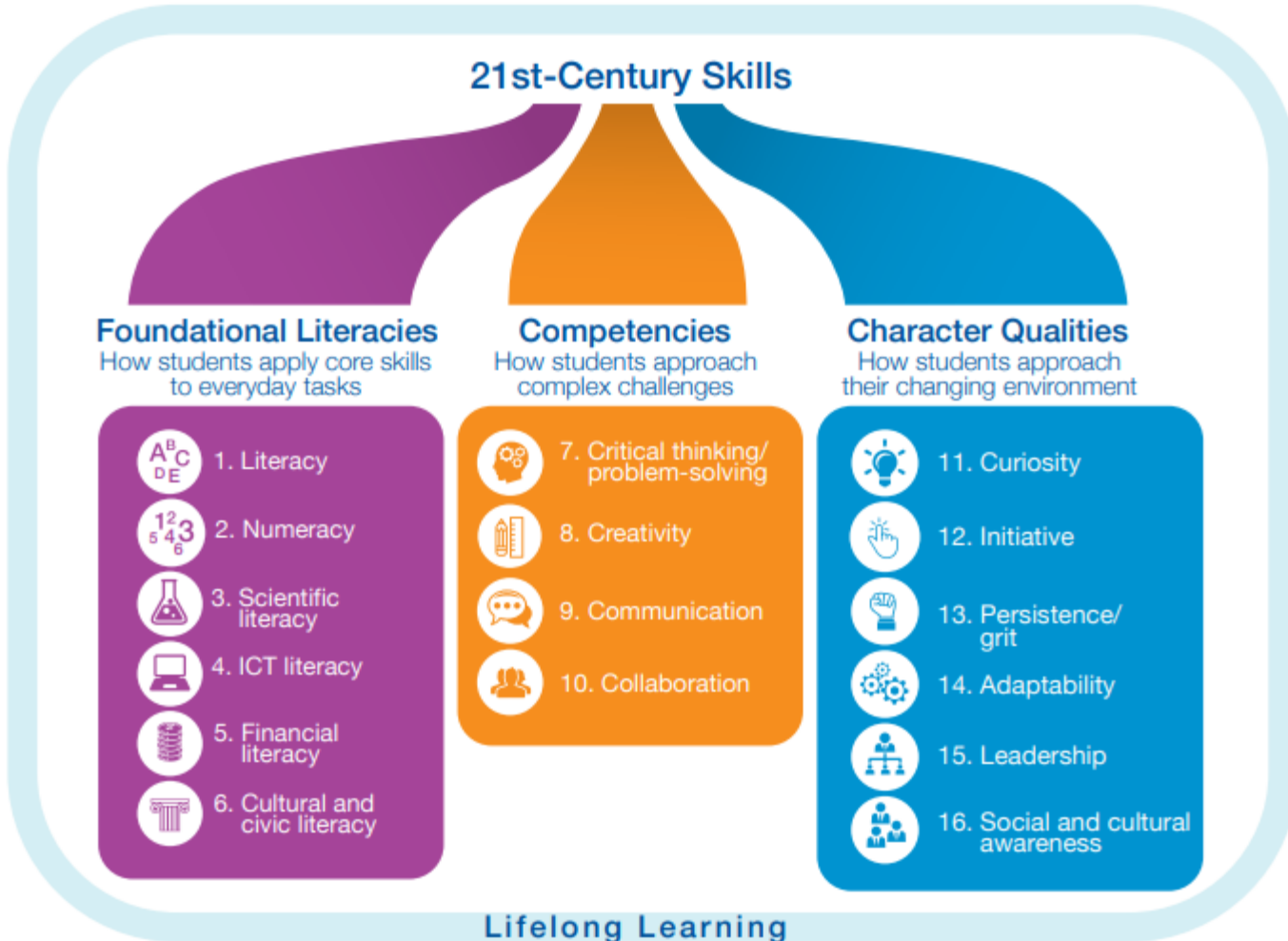


OBJECTIVES OF THE WORKSHOP

By the end of the workshop you will have:

- Explored the difference between Creativity and Imagination
- Established the importance of these skills both now and in the future.
- Analysed whether these skills are taking place in our schools.
- Imagined how these skills could be taught (Possibility Thinking).
- Created tools to help teachers develop these skills.
- Compared Creativity and Imagination with Critical Thinking & Problem Solving.
- Been Creative and Imaginative 😊

WORLD ECONOMIC FORUM



Note: ICT stands for information and communications technology.

WHAT TEACHERS DID & DO

What are the traditional CREATIVE activities in a classroom?

Talk to your Partner:



CREATIVE PEOPLE YOU KNOW

THINK OF A CREATIVE PERSON YOU KNOW AND CONSIDER THE FOLLOWING:

- What is it that they do that made you identify them as creative?
- What makes them so creative?
- What capacities do they draw on?
- How do they behave?



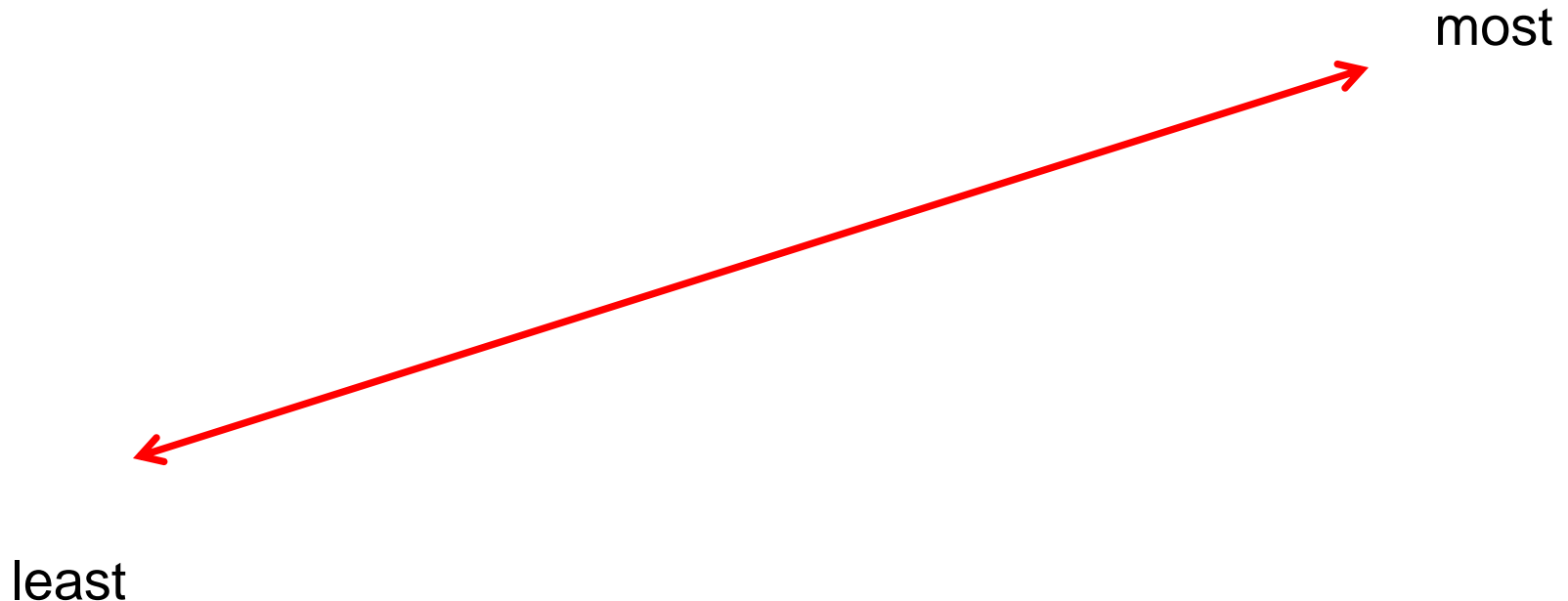
CREATIVITY & IMAGINATION



WHAT DOES CREATIVITY LOOK LIKE?

Draw your ideas on the paper?

Can we rank in order of MOST creative to LEAST creative?

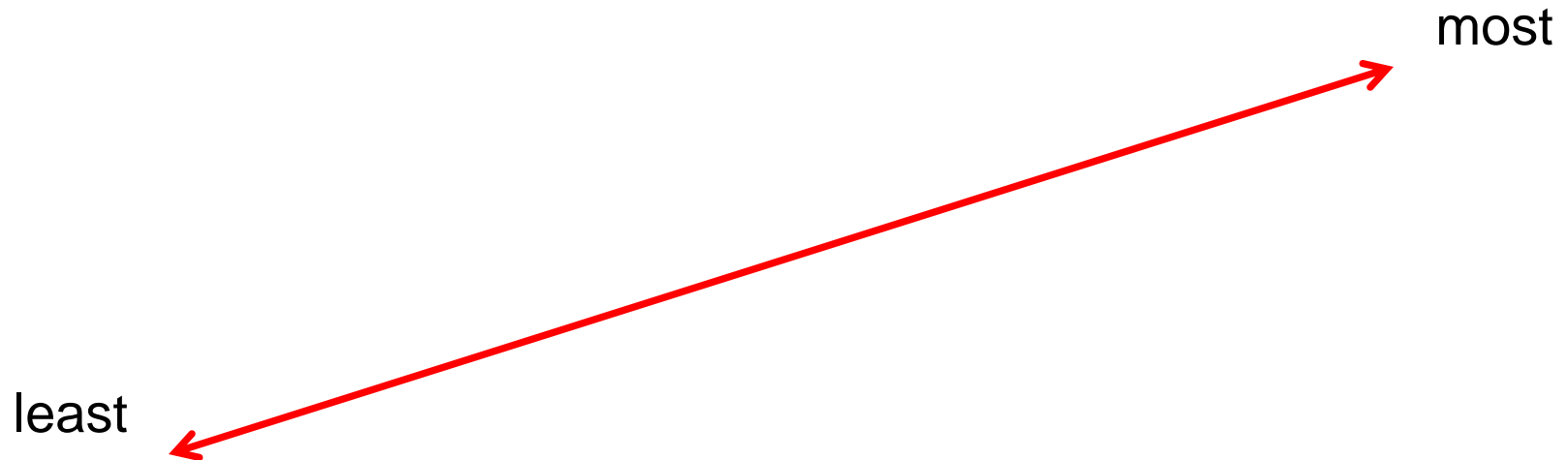


WHAT DOES IMAGINATION LOOK LIKE?

Draw your ideas on the paper?

Can we rank in order of MOST imaginative to LEAST imaginative?

For both Rankings, what criteria did we use?



DEFINITIONS

CREATIVE (adjective) – relating to or involving the use of imagination or original ideas in order to create something

CREATIVITY (noun) derivative of Creative

IMAGINATION (noun) – The ability of the mind to be creative or resourceful

OR ANOTHER WAY TO SAY IT...

“The real key is being able to imagine a new world.

Once I imagine something new, then answering how to get from here to there involves steps of creativity.

So I can be creative in solving today’s problems, but if I can’t imagine something new, then I’m stuck in the current situation”

JSB—is the Independent Co-Chairman of the Deloitte’s Center for the Edge and a visiting scholar and advisor to the Provost at University of Southern California (USC)

WHY ARE THESE SKILLS IMPORTANT?



CAN YOU IMAGINE THE UNIMAGINABLE?

What wouldn't we have
in the world today
if people hadn't have been
Creative or Imaginative



THE FUTURE

2020

2086

What will be the challenges our students will face?

What will be the jobs they will do?

2029

2031

ARE SCHOOLS DEVELOPING THESE SKILLS?



HOW?

WHEN?

What Happens In Your Schools?

HOW CAN WE ENSURE IT TAKES PLACE?

Are Teachers giving students the time and space for.....

1. Questioning and challenging.
2. Making connections and seeing relationships.
3. Envisaging what might be.
4. Exploring ideas and keeping options open.
5. Reflecting critically on ideas, actions and outcomes.

HOW?



WHEN?

1. QUESTIONING AND CHALLENGING

Teachers need to guide Students to be ...

Asking why, how, what if?

Responding to ideas, questions, tasks or problems in an unusual way

Asking unusual questions

Challenging conventions and assumptions

Thinking independently

3. ENVISAGING WHAT MIGHT BE

How can Teachers ensure students are...

Imagining and seeing things in the mind's eye

Asking 'what if?'

Visualising alternatives

Seeing possibilities, problems and challenges

Looking at and thinking about things differently and from different points of view

5. REFLECTING CRITICALLY ON IDEAS, ACTIONS AND OUTCOMES

Are students

Reviewing progress

Inviting and incorporating feedback

Making perceptive observations about originality and value

Asking 'is this good, is this what's needed?'

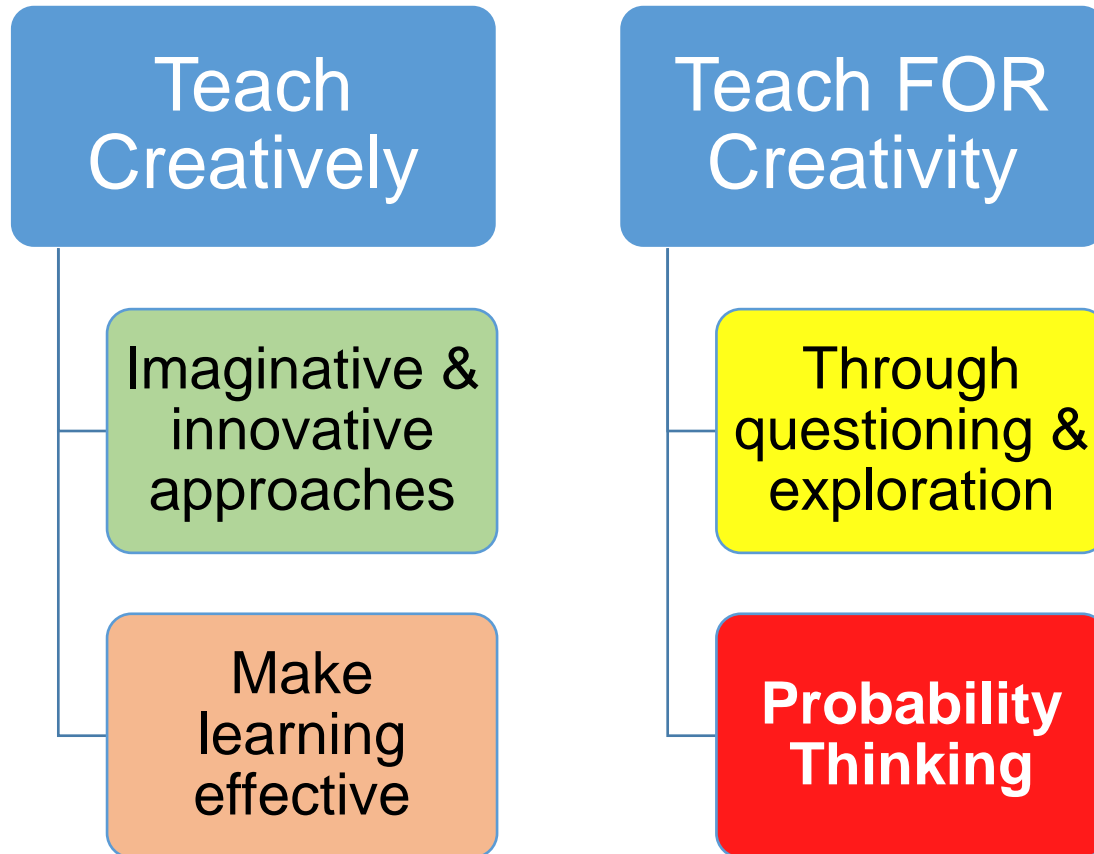
Putting forward constructive comments, ideas, explanations and ways of doing things

TWO MORE CHARACTERISTICS OF CREATIVITY

PERSISTENCE = sticking with difficulty, daring to be different, tolerating uncertainty.

COLLABORATION = sharing the product, giving and sharing feedback, co-operating appropriately.

CREATIVE TEACHERS



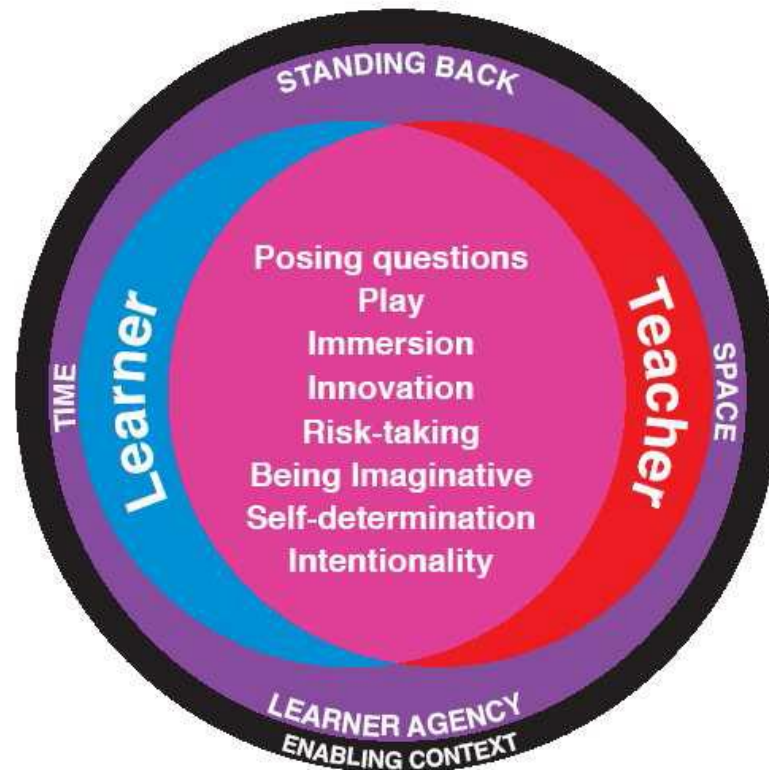
POSSIBILITY THINKING

Prof Anna Craft (OE & Exeter Uni) tells us that:

“Possibility Thinking has been closely documented as enabling the transition from ‘what is’ to ‘what might be’.

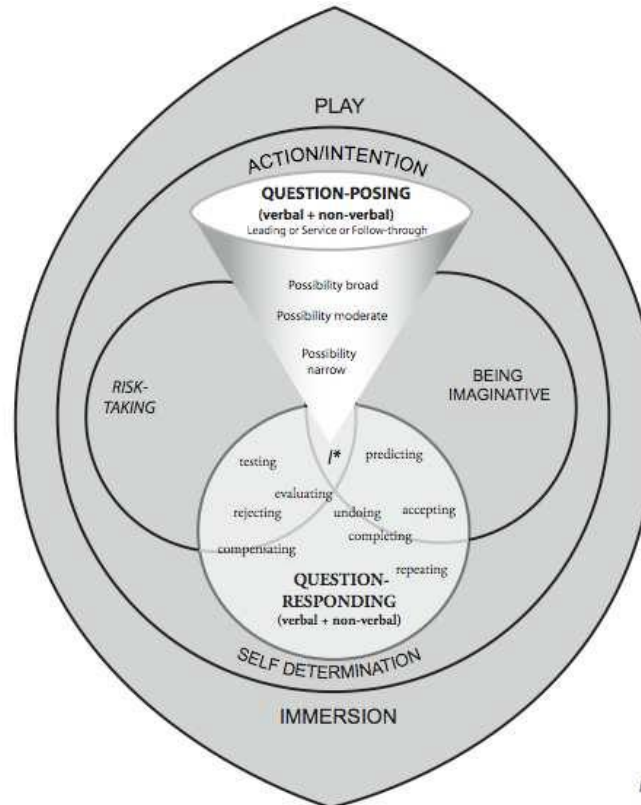
It involves a range of features: questioning, play, immersion, making connections, imagination, innovation, risk-taking and self-determination.”

POSSIBILITY THINKING



POSSIBILITY THINKING

Taxonomy of question-posing and question-responding within Possibility Thinking



I Innovation as possible outcome of possibility thinking as the engine of creative learning.*

HOW TO DEVELOP HOT QUESTIONS

Question Matrix



	Lower	>	>	>	>	>	>	>	>	>	>	Higher
	Is?	Did?	Can?	Would?	Will?	Might?						
What?												
Where?												
When?												
Who?												
Why?												
How?												

The diagram features two red arrows. A horizontal arrow at the top points from 'Lower' on the left to 'Higher' on the right. A vertical arrow on the left side points from 'Lower' at the top to 'Higher' at the bottom.

NOT PREPARED TO BE WRONG

Sir Ken Robinson Ted Talks 2006

“Children are being educated out of creativity”

Being wrong is not in vogue

WHAT TOOLS CAN YOU CREATE FOR YOUR TEACHERS?



HOW?

WHEN?

What do you need to do?

