

Inspection - Creativity

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Education Scotland

(background information)

Education Scotland is the Scottish Government's national development and improvement agency for education. It is charged with providing support and challenge to the education system, from the early years to adult learning, in furtherance of the government's policy objectives.

(Image – Wallace Monument)

Our Core Remit and Purpose

(background information)

Education Scotland is a key national body supporting quality and improvement in Scottish Education by:

- leading and supporting the implementation of Curriculum for Excellence
- increasing the capacity for self-evaluation and self-improvement amongst education providers and practitioners
- promoting high quality professional learning and leadership
- identifying and stimulating innovation, sharing successful approaches widely with others
- providing independent external evaluations of the quality of educational provision at individual provider, local authority and partners, and national levels
- supporting the development and implementation of policy at National Level

Scottish Education - (background information)

Nursery -anti pre-school year – 3 year old
-pre-school year – 4 year olds

Primary -P1 to P7

Secondary -S1 to S6

Special

Independent

**Community Learning and
Development (CLD)**

Further Education

Curriculum for Excellence – 3-18 – Levels

(background information)

Broad General Education (BGE)

- Early level (Pre-years and P1, or later for some)
 - First Level (To the end of P4, but earlier or later for some)
 - Second Level (To the end of P7, but earlier or later for some)
 - Third and (S1 to S3, but earlier for some)
 - Fourth Level
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- National 1 and 2
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- S4 - National 3 National 4 National 5
- S5 - National 4 National 5 Higher
- S6 - National 5 Higher Advanced Higher

Definitions of Creativity

- “ Creativity is the process of *inventing something new out of an already known and existing idea* or set of circumstances, or in something that has never existed before. As a theatre director, I need to be able to give my audiences a new reality, not show them what they expect to see in the way they expect to receive it.” (Theatre Director)
- “ Creativity is the *combined application of intelligence and imagination*. It is the defining characteristic of what it means to be human. The creative impulse allows people to develop flexible responses to changing circumstances.”
(Association for Scottish Literary Studies)
- “ Creativity is an *energy which inspires people* in different ways throughout their life. ” (Féis Rois)
- “ Creativity requires *imagination and originality* and involves the ability to take a new and inventive idea and turn it into a reality.” (Visual Arts)
- “ Creativity is all about *bringing imagined possibilities to life*: an idea, a philosophy, a mathematical formula, a work of art. It’s about bringing the unknown out of hiding and shaping it with questions, experimentation and fun.” (Visible Fictions)

And on Scotland

Eric Booth, international creative learning consultant and author of *The Everyday Work of Art*

I believe Scotland stands on the threshold of becoming a world leader in creativity, if, and only if, the education sector *embraces the challenge of creativity across the curriculum to realize the Curriculum for Excellence*. You already know everything you need to know about creative teaching and learning to begin this transition well. Forget definitions and waiting for lessons others develop – you have great ideas of what a creative lesson, a creative learning environment, and creative administrative

support might look like. Use this Portal to support your on-going experimentation, but begin now and change the world, re-centring it in Scotland. ”

Creativity – a voyage of discovery?

- Scotland's
Creative Learning
Plan

(Image – Discovery – Dundee)

Creativity Across Learning 3-18

Scotland's Creative Learning Plan

- Share our **vision for creativity** within Curriculum for Excellence and life long learning.
- Build **capacity and expertise** of learning practitioners and creative partners to support the development of creative skills through learning and teaching.
- Develop a strategic approach for **lifelong creative learning**.
- Develop approaches to **assessment** of creativity.

(Image – Saltire)

Creativity Across Learning

‘Creativity is very clearly at the heart of the philosophy of Curriculum for Excellence and is fundamental to what it means to be a ‘successful learner’ in the Scottish education system.’

(Bill Maxwell, Chief Executive, Education Scotland)

- Take **greater responsibility** for planning and managing their own learning.
- **Open-ended** approaches to learning – teachers and learners working together to explore a theme.
- Using external **partners**.

Core Creativity Skills

open-mindedness

curiosity

imagination

problem-solving

*Confidence to apply creativity
skills in other contexts*

Where there is a clear intention of developing creativity skills - learning activities tend to have a strong element of-

- Personalisation and choice
- Thought-provoking starting points
- Open-ended enquiry
- Problem-solving activities
- Learner responsibility for learning approaches
- Constructive collaboration
- Teachers as facilitators

(Image – Calanais)

Fundamental Skills for the 21st Century?

- Critical thinking
- Problem solving
- Synthesis
- Resilience
- Information handling
- Creativity

(Image – Scottish Parliament)

So what lies behind this ?

(Image – Auld Kirk, Ayr)

(Image- Islay)

‘Scotland needs to prepare its young people for life and work in an uncertain economic and social environment if they are to thrive in an era of increasingly rapid change. The need for a well-developed set of higher-order thinking skills will be a key part of their toolkit and the ability to think creatively will be one of the most important tools in the toolkit.’

*Image – Higher Order
Thinking Skills-*

- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

(Image – Forth Bridge)

Curriculum for Excellence

- The school context
- Four Contexts for learning
 - Life and work of the school
 - Personal Achievement
 - Discreet Teaching
 - Interdisciplinary learning (IDL)
- **Experiences and Outcomes** - 8 curricular areas
Expressive Arts / Health and wellbeing /
Languages / Mathematics / Religious and
Moral Education / Sciences / Social studies /
Technologies - **Responsibility of all** - literacy /
numeracy / health and wellbeing

*(Image – Scot's
Monument – Edinburgh)*

Principles for Curriculum Design

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- **relevance**

(Image – Loch Katrine)

Where creativity_(sits!) drives?

Deepening the learning

(Image – Ben Nevis)

- **Specific subject areas?**
- Technologies?
- Science?
- Expressive Arts?
- **Across the curriculum?**
- **Approaches to learning?**
- Co-operative / active learning
- Independent learning

What is quality? – the quality indicators – ‘How Good Is Our School’

(Image – Queen’s View)

- 1.1 – Improvements in Performance
- 2.1 – Learners’ Experiences
- 5.1 – Curriculum
- 5.3 – Meeting Needs
- 5.9 – Improvements through self-evaluation

**Unsatisfactory/Weak/
Satisfactory/Good/Very
Good / Excellent**

Range of Inspection Activities

- Information from School
- Scoping meeting
- Learning Visits
- Speaking with children/young people
- Professional Engagement with staff
- Views of stakeholders – questionnaires/
meetings with parents and stakeholders

The three questions

How well do children learn and achieve?

- 1.1 Improvements in performance
- 2.1 Children's experiences

How well does the school support children to develop and learn?

- 5.1 Curriculum
- 5.3 Meeting learning needs

How does the school improve the quality of its work?

- 5.9 Improvement through self-evaluation

(Image – Edinburgh Castle)

The 'journey' - starting with a school's self-evaluation

- Where on The Journey to Excellence?
- Does the school know?
- Self-evaluation paper
- Scoping meeting
- Areas for focussed attention

(Image – Glenfinnon)

The Journey – other evidence

- School Improvement Plan
- Standards and Quality Report
- Views of stakeholders
- Self-evaluation strategies

(Image – Britannia)

Creativity - Engaging Questions

- importance attached by *school leaders* to the development of creativity skills across the curriculum
- school policy on development of *creativity skills across the curriculum*
- how widespread *staff understanding* or buy-in is for creativity across subjects
- which *subject areas* are most/least involved with the development of creativity
- whether the development of creativity skills has been taken into account in *Curriculum for Excellence planning*

(Image – Adam Smith
Statue – Edinburgh)

- any key **external partnerships** which have impacted on the development of creativity
- Use of **external resources or CPD**
- **impact** on attainment or on children/young people's personal development of creativity skills
- **perceived barriers** to the development of creativity
- **future planning** of development of creativity skills

Key Strengths

(examples from recent inspection reports)

- Confident and happy children who are proud of their school.
- The school's commitment to working with a range of partners to enhance learning.
- Effective partnerships with parents, partners, local schools and the community.
- Approaches to learning and achievement including the use of the outdoors.
- The range of young people's achievements in music, art, culture and sport.

Areas for Improvement

- Ensure that appropriate pace, challenge and differentiation are matched consistently well to the needs of all children.
- Ensure that a more rigorous approach is taken to monitoring and improving the work of the school.
- Develop a greater consistency in tracking children's progress and achievements to ensure they make suitable progress.
- Continue to ensure links across children's learning have a clear focus.
- Ensure children are clear about their next steps in learning.

- Confident young people who engage well in their learning, act responsibly and contribute effectively to the school and community.
- The overall quality of young people's learning experiences.
- The school's success in improving young people's achievements.
- Young people's aspirations for the school to improve its standing in the community.
- Young people's achievements across an increasing range of opportunities well supported by partnership working.
- Continue to develop the curriculum in line with national expectations.
- The whole school community should work together and take responsibility for improving outcomes for young people.
- Develop leadership opportunities for all young people, with a focus on improving learning and teaching.
- Work with partners to continue to increase opportunities for young people to learn within and out of school.

Creativity through inspection – where now ?

- **Shared understanding** of creativity – HMI / Schools / Stakeholders.
- Be more **explicit** about creativity.
- **Transferability** of skills across learning/ disciplines.
- A young person's whole **community**.

(Image – John o' Groats)

Inspection - the legacy we leave

- A stronger place
- Published letter
- Record of inspection findings
- Continued engagement
- Identifying good practise
- Immeasurable

(Image – Skarra Brae)

Links -

- www.educationscotland.gov.uk **Creativity Impact Review**
- www.creativescotland.com **Creative Learning Plan**
- www.creativityportal.org.uk **Creativity Portal**
- www.creativityportal/contacts