Understanding and developing creative learning and teaching

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Creative Learning Assessment (CLA)
An action research project led by the Centre for Literacy in Primary Education with Lambeth CLC and CfBT Action Zone
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England

Constraints
to creative learning and teaching

• Objectives-led curriculum
• External pressures of Testing / Inspection criteria/school league tables
• Inflexible school and curriculum organisation
• Initiative overload in schools
• Staff turnover affects sustained involvement
• Teachers’ concerns re. manageability/control
• Limited time, expertise
England

Enabling factors
- positive contexts

• National initiatives
  *All Our Futures: Creativity, Culture and Education*, Ken Robinson
  Creative Partnerships
  Ofsted Creativity Survey

• New national curriculum revision- broad, integrated

• Involvement of ‘expert’ partners in schools

• Professional development - CLA project (CLPE)

• Vision of learning as creative process in some schools
Characteristics of a creative learning environment

Teaching
• Less didactic practice
• Explicit discussion of creative process
• Collaborative and negotiated ways of working

Teacher knowledge
• Knowledge of different aspects of creative learning
• Understanding of creative learning development

Curriculum
• Integrated and flexible ways of working - sustained time
• Model of learning that transfers across other curriculum areas/domains
Characteristics of a creative learning environment

Children’s Learning

- **Collaborative, open-ended** learning contexts
- Opportunity for children to use individual capabilities and learning styles
- Opportunity to work with more autonomy, to risk-take, to make more choices and decisions and share ideas
- Supported by appropriate resources, spaces, expertise

Assessment

- Based on an explicit model of creative learning development
- **Observation and portfolio based assessment** - process and product
- Combining self, peer and teacher assessment