

Career Education Standard 3-18

Learning Resource 5: Introduction to Creativity Skills



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Purpose

This is one of a suite of learning resources which provides support to develop practice related to the [Career Education Standard \(CES\)](#). This resource, '*Introduction to Creativity Skills*', will help you to develop a shared language and understanding of creativity as a higher order thinking skill, a cross-cutting theme of CfE, and to value its role in the employability of learners.

Learning outcomes

As a result of engaging with this learning resource you will have:

- an understanding of what creativity skills are and why they are important
- the opportunity to reflect on your current practice
- knowledge about where to access support and information
- an understanding of the connections between career education and creativity skills

Who is this learning for?

This resource has been developed to contribute to professional learning for practitioners at all levels. This incorporates those working with children and young people in the any context and in any sector.

The learning resource relates directly to the following expectations¹:

Teachers/Practitioners will:

- engage children and young people in meaningful discussion about their skills development and assist them in profiling to support their career journeys;
- encourage diverse thinking in children and young people to consider a broader view of subject choices, career options and job opportunities;
- facilitate young people's learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities;
- make use of relevant digital and online resources.

¹ [The Career Education Standard \(3-18\)](#) , page 10

What are Creativity Skills?

As skills for life, learning and work, and a higher order thinking skill, creativity skills are a responsibility of all. However without a clear understanding of what creativity skills are it can be difficult to recognise them and develop them.

Sometimes people assume creativity is only about the expressive arts and whilst the permission to be creative has always sat well within these subjects, creativity skills can be developed across all subjects and sectors and at any stage, and all educators are responsible for developing these skills in their learners, whether it be in the sciences or mathematics, outdoor learning or in the classroom.

Research also tells us that different subjects define creativity very differently, and that men and women typically hold different definitions to each other. Here in Scotland we have a working definition of creativity skills that allows us to identify and apply creativity skills within almost any context. This shared language allows all practitioners to identify where they are already developing creativity skills and where opportunities might exist.

Scotland's national *Creative Learning Plan*² defines creativity across all learning as:

“The capacity to generate ideas; things that have value to the individual. Looking at things with a fresh eye: examining problems with an open mind: making connections: learning from mistakes and using the imagination to explore new possibilities.”

The *Creativity Across Learning: 3-18 Curriculum Impact Report* identified four core creativity skills, which taken together can define the creative process:

- **Curiosity**
- **Open-Mindedness**
- **Imagination**
- **Problem Solving**

Educators working in any subject and sector can easily relate the development of creativity skills to their work using this shared language. It also allows you to explore the strengths and weaknesses in a learner's creativity skills, and how your work might engage and develop each skill.



ACTION

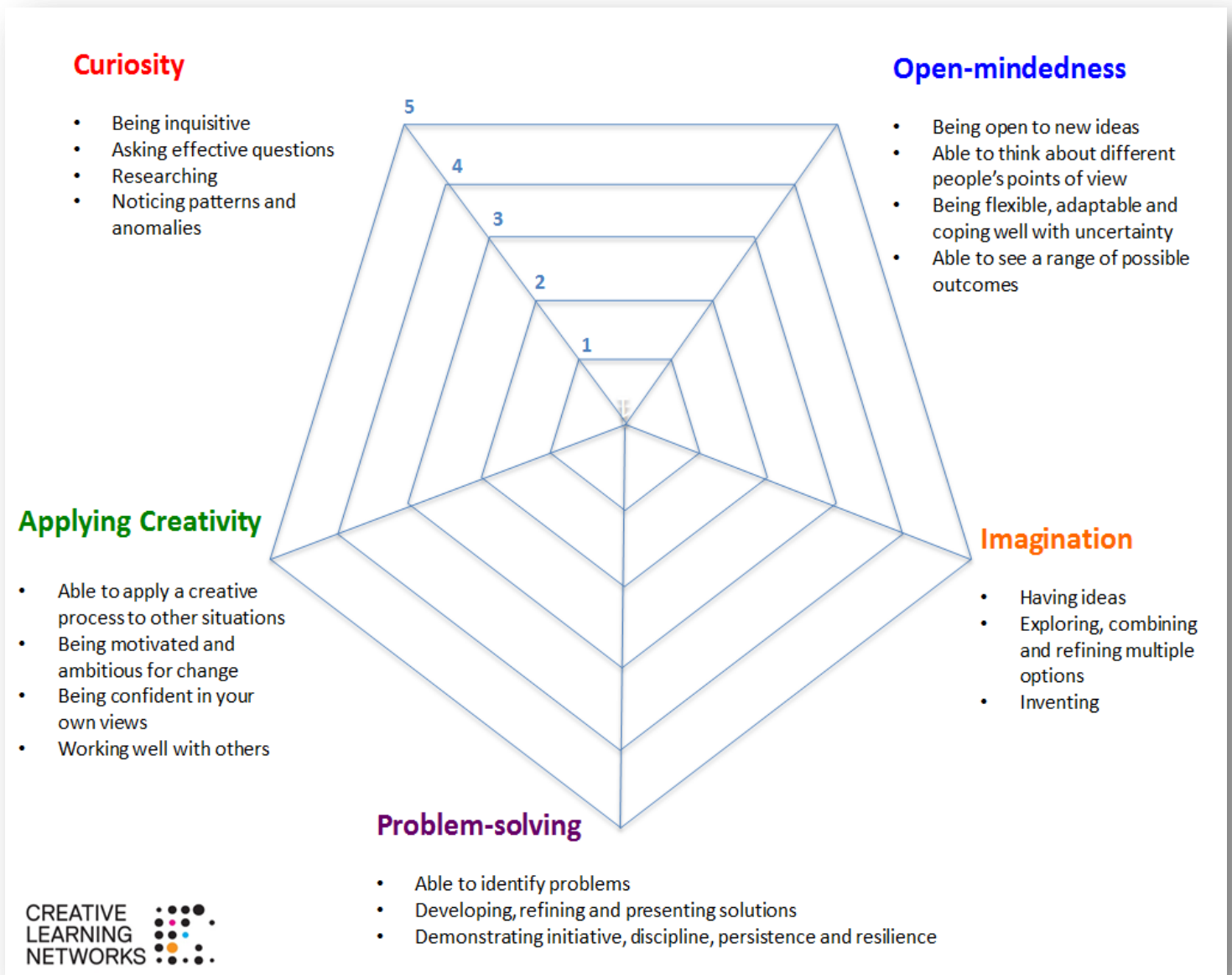
Read the What are Creativity Skills? infographic: <http://bit.ly/whatarecreativityskills>

² Scotland's Creative Learning Plan is endorsed by Scottish Government and delivered by Education Scotland, Creative Scotland, GTCS, SQA, Skills Development Scotland, College Development Network and ADES.



Reflect on your own creativity skills using the *Creativity Skills Spidergram*:
<http://bit.ly/creativityspidergram>

Consider your strengths against the five statements around the spidergram, and make a mark against them, 5 being strong and 1 being weak. Next connect the dots to create a shape that will offer a visual way of sensing the balance and strength of your creativity skills.



Why do creativity skills matter?

The *Creativity Across Learning: 3-18 Curriculum Impact Report* (<http://bit.ly/creativityimpact>) outlines why creativity skills are important skills for learning, life and work:

“Creativity skills help children and young people not just to understand their world, but be sufficiently equipped to influence its shape and to exercise control over their interactions with it. In a climate of continuous uncertainty, change and challenge, this should enable young people to:

- *interpret, anticipate and respond to developments and trends in, for example, technology, the economy, politics and social interaction;*
- *be adaptable and inventive in changing circumstances in, for example, the workplace or through enterprise activities;*
- *challenge the status quo constructively, and generate ideas for improving it;*
- *have a sense of control over their lives; and*
- *make a positive contribution to society.”*

The Level 5 illustration of Quality Indicator 3.3 in *How Good is Our School?* (Edition 4)³, explains that when creativity is embedded across the learning, children and young people become actively involved in the process of learning and teaching and are able to benefit from as well as offer new perspectives in the classroom:

“Learners are confident and ambitious with high levels of self-esteem. They are motivated to explore and challenge assumptions. Children and young people take ownership of their own learning and thinking. They are imaginative, open-minded, confident risk-takers, and appreciate issues from different perspectives. They can ask questions, make connections across disciplines, envisage what might be possible and not possible, explore ideas, identify problems and seek and justify solutions.”

Creative thinking skills are also highlighted across all levels of *Curriculum for Excellence Benchmarks* and in many subject areas including Sciences (“Provides creative solutions to scientific issues and problems.”), English and Literacy (“writing imaginatively and creatively”), Expressive Arts (“I can use my skills and creativity to generate original ideas”), Health and Wellbeing – Food and Health (“I am developing dexterity, creativity and confidence when preparing and cooking food”), Health and Wellbeing – Physical Education (“apply movement skills and strategies, creatively “), and Technologies (“using problem-solving strategies and showing creativity in a design challenge”).

³ [How Good is Our School? 4](#), page 52



Explore the Creativity – *The Big Picture* infographic: <http://bit.ly/creativitybigpicture>



Reflect on the following questions:

Can you identify an example of creative **teaching** in your context?

Can you identify an example of creative **learning** in your context?

Reflect upon Quality Indicator 3.3 from *HGIOS 4* (above). Take each element of the quote above and consider how strongly the learning in your own context delivers against them:

Are creativity skills important for employment?

As the strongest growth sector in Scotland, the UK and around the world, the creative industries have never been a more viable career option and creativity skills are central to this sector, whether it be games design, architecture, textile design, museums, advertising or the media.

“Employment in the UK creative industries is growing at four times the rate of the UK workforce as whole, according to latest official statistics”.

Department for Digital, Culture, Media and Sport (DCMS)

The number of jobs in the UK's creative industries rose by 5 per cent in 2016, compared to the 1.2 per cent increase in the wider UK workforce. Almost 2m people are now employed in the UK's creative organisations.”

thecreativeindustries.co.uk

“...the sector is returning to pre-recession levels, with sub-sectors continuing to strengthen and re-establish, indicating the resilience and ambition of the sector.”

Skills Investment Plan for Scotland's Creative Industries Sector, Skills Development Scotland

However the creative industries are not the only place where creativity skills are essential. All industries rely upon the creativity of their employees to create new products and services, problem solve ever-changing challenges, and innovate for the future.

“Our research shows that in an outperforming organisation, creativity is integral to success.”

Investors in People

“Creativity skills are not just needed in the creative industries, the engineering industry needs creative problem solvers, the tourism industry needs imaginative marketing and services.”

thecreativeindustries.co.uk

Creativity is predicted to be the fastest rising skillset across all industries in the next decade with 58% of employers expect creativity skills to grow in importance in the next three years (*Skills of the Future Report*). Employers see attitudes and aptitudes as being three times as important as academic results (*The Right Combination*, CBI), and globally, creativity is recognised as a core skillset by everyone including the United Nations.

Even when creativity skills are poorly understood, employers say they are looking for confident, resilient, entrepreneurial, self-starters, with flexibility and adaptability, who can ask good questions and take the initiative – everything that the Creativity Across Learning: 3-18 Curriculum Impact Report highlights as core components of creativity skills.

“New attitudes and behaviours will be needed by individuals and businesses founded on flexibility, resilience, collaboration, entrepreneurship and creativity.”

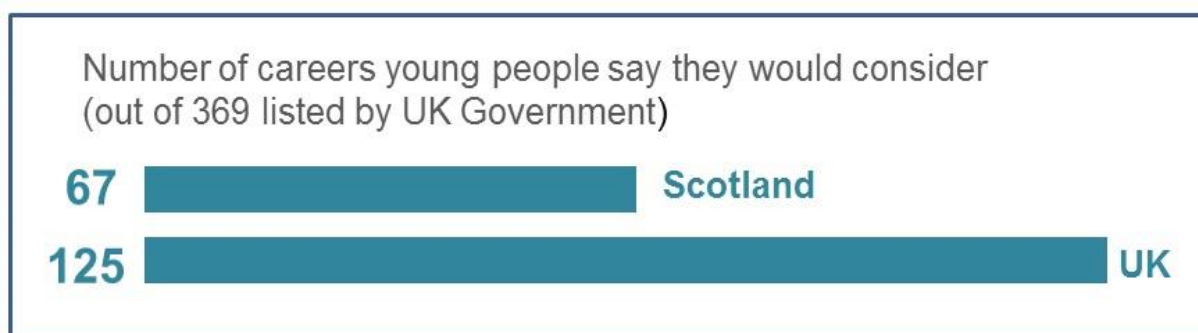
The Future of Work: Jobs and Skills in 2030 (UKCES)

Jobs that involve creativity skills are also more future-proof. They are more difficult to replace by robotics or computers and more and more of the best jobs will be characterised by their need for creativity skills.

“Creative occupations are more future –proof to technologies like machine learning and mobile robotics.”

Nesta

Creativity skills can also help learners to think differently about their own career, opening up new possibilities. Curiosity, open-mindedness and imagination will help them to build ambition and discover new pathways that they may not have considered or thought possible. In Scotland this is particularly important as many of our learners leave school with a narrow outlook on possible careers, almost half that of the UK average, especially with regards to higher skilled roles.



Source: City and Guilds Great Expectations Report 2015



ACTION

Explore the *Why is Creativity Important to Employers?* infographic: <http://bit.ly/creativityemployers>

Explore section 2 of the *Skills Investment Plan for Scotland's Creative Industries sector*: <http://bit.ly/creativesector>



How could you enhance your partnership working with employers and industry to develop creativity skills in your area of work?

How could you help learners to think differently about their own career by helping them to discover new pathways, higher skilled options, and build ambition?

How could you encourage and support the development of learners' enterprising mindsets and entrepreneurial skills in your area of work?

How do we develop creativity skills in our learners?

Humans are born with a strong set of creativity skills, with babies, toddlers and young children demonstrating seemingly boundless capacities for curiosity, open-mindedness, imagination and problem solving. However these skills are often ignored or even blocked off. We can replace curiosity with familiarity; open-mindedness with fixed understandings of the world; imagination with tried and tested thinking; and even learn helplessness and apathy instead of being active problem solvers.

The research shows that the first steps to strengthening creativity skills are to understand them, to recognise them, and to celebrate them. Simply by recognising the creativity skills in ourselves, helps us to focus on them and empowers us to use them more often, in more places, and in more ways.

Creativity skills can then be practised, developed, and strengthened.

There are a range of tools that you can use to help learners to identify their own creativity skills including the *Creativity Skills Spidergram* (see page 5) and the *Everything Is Creative* poster maker (see below) which challenges the user to put into words how they or the subject they are studying demonstrate the four creativity skills. You may wish to share your own *Creativity Skills Spidergram* with your learners as a personal example, outlining areas for development.



ACTION

Take a look at the Pinterest Board that showcases visuals others have made using the Everything is Creative poster maker: <http://bit.ly/creativitypinterest>



CONSIDER

Reflect on how creativity skills feature in your own subject or context by creating your own poster using the Everything is Creative poster maker: <http://bit.ly/creativityinfomaker>

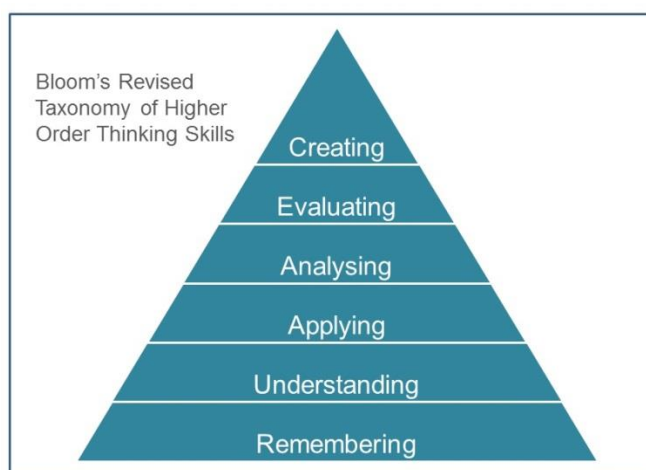


RECORD

Share your finished poster on social media with the hashtag **#creativelearning** and by emailing it to creativityportal@educationscotland.gsi.gov.uk

Higher Order Thinking Skills

All subjects and learning environments will involve some focus on technical skills and factual knowledge. These things are hugely valuable, but may not challenge learners to use their creativity skills or follow a creative process. Creative learning challenges us to raise the bar by supporting learners to use all of their higher order thinking skills together in a highly engaging way.



Any experience that challenges learners to design, invent, explore, synthesise, experiment and lead can develop creativity skills.



CONSIDER

- How often do I challenge learners to use all of their higher order thinking skills and engage in creative learning?
- Which areas of my own context naturally engage learners in creative learning, and can I develop these elements further?



RECORD



CONSIDER

It's also possible to take an individual learning experience and use creative learning to enrich it and make it more challenging.

- To what extent do I encourage curiosity, offering space and safety for questions and encouraging learners to go follow their interests?
- Am I encouraging open-mindedness by challenging expectations, dispelling preconceptions, and offering multiple perspectives.
- Am I engaging my learners' imaginations, asking What If...? questions and encouraging invention?
- Am I developing problem solving skills by setting complex and open-ended challenges?



RECORD

Learning experience – a topic, lesson plan, project or activity.

How do I support curiosity?

How do I develop open-mindedness?

How do I develop imagination?

How do I encourage problem solving?

You can also work with other subjects in an interdisciplinary way to challenge learners' imaginations, open-mindedness and other creativity skills. The intersections of different subjects can be rich areas for creative learning and thinking and the expressive arts can be a natural interdisciplinary partner for any subject.



How might interdisciplinary learning (that crosses different subjects) and partnership working between sectors, challenge my learners to use and develop their creativity skills?



Your subject or sector			
Choose three other subjects or sectors (for example primary, secondary, CLD, ELCC, colleges) - try to challenge yourself!			
What creative learning opportunities might this suggest?			

Creativity skills are already being delivered through your subject, but the opportunities may be far greater than you might have imagined.

Support and Resources

Planning and Evaluating

- Explore the ***Planning for and Evaluating Creativity*** resource - a set of tools to help educators and learners plan for creativity, identify creativity skills and reflect on their learning: <http://bit.ly/planfor-evalcreativity>

Learning Activities

- Use the ***Creativity Toybox*** activities in the classroom, hall or any setting - 21 short videos and related activities that can be used to develop creative thinking skills in the classroom or community setting: <http://bit.ly/toyboxfilms>
- Subscribe to the Creativity Portal News Feeds by email, Facebook, Twitter or LinkedIn: <http://creativityportal.org.uk/newsfeeds> to receive the latest opportunities for creative learning from quality assured creative partners.

Professional Learning

- Contact your local **Creative Learning Network** or find your local Creative Learning link person: <http://bit.ly/creativitycontacts>
- Find all of Education Scotland's resources, tools, posters and infographics on the **National Improvement Hub**: <http://bit.ly/NIHcreativity>
- Explore the **Creativity Portal** for more on creative teaching, creative learning and creative change: www.creativityportal.org.uk

Engaging with Parents and Carers

- Share and explore the National Parent Forum of Scotland's *Creativity in a Nutshell Guide*: <http://www.npfs.org.uk/creativity-in-a-nutshell/>

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