

#becreative

Creative Outcomes for Young People & You – a Framework for Support & Advocacy



LAURA SAUNDERS

Leader of Change
Supporter of People

#jpdd

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@laurasaundersuk

@OurFutureCity_BH

@BrightonHoveCSP

@pacauk

laura.saunders.uk@gmail.com

<http://laurasaundersuk.wixsite.com/leaderevalfacil>

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#becreative: Creative Outcomes for Young People & You – a Framework for Support & Advocacy

This facilitated workshop focuses on the recently created OFC Framework for Creative Outcomes for our young people, professionals and organisations. It aims to achieve the following activities:

- Introduction to (and rationale for) the OFC Creative Outcomes Framework
- Workshopping how to use the framework with young people in schools and other contexts
- Workshopping how to use the framework as an advocacy tool for creativity in schools, with leadership teams and in other contexts
- Input into how OFC are using the framework to develop city-wide creativity programming

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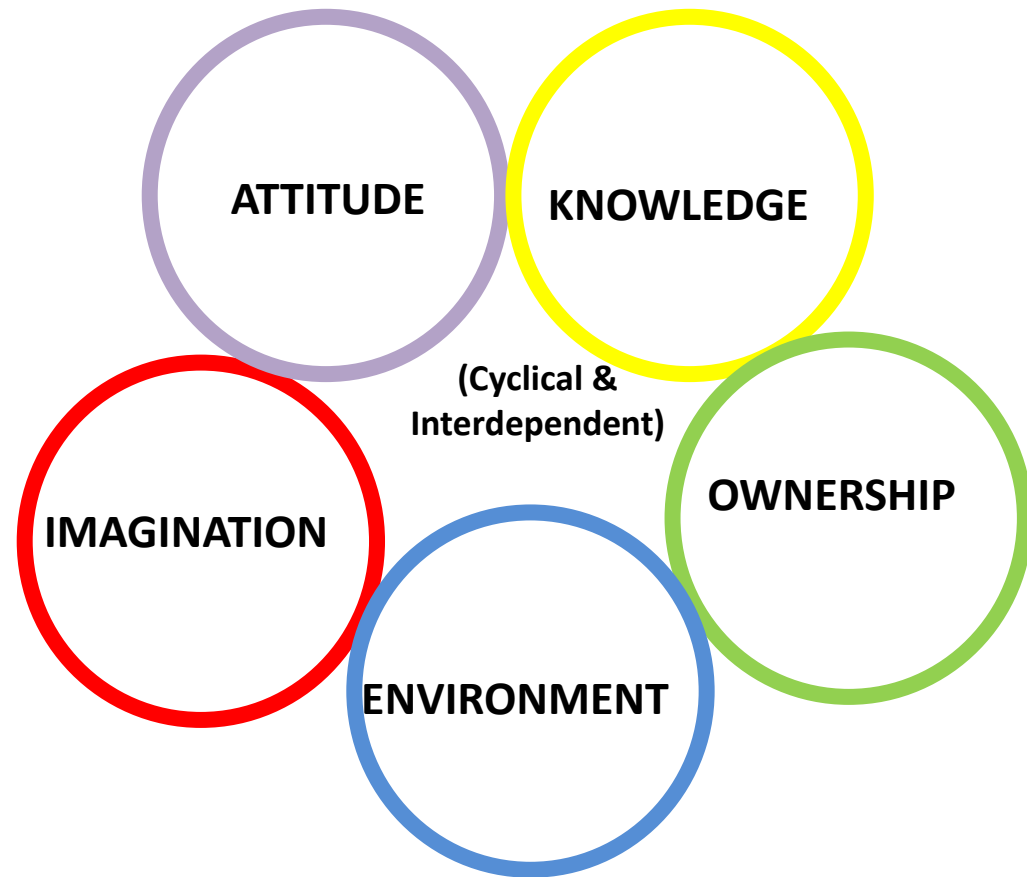
Research

- February 2016
- https://prezi.com/x3j0k7_bx9by/creativity-our-future-city-2016/
- What is creativity?
- What themes can we take from it?
- Co-construction
- International learning
- Academic rigour – Professional applicability

#becreative: Introduction & Rationale

Research

- Partial
- Creativity models: theory
- Outcome-based models: not creativity
- Practical applications of creative learning programme: not based on research
- Creativity assessment frames: not the whole picture
- Phase 1 research: broad evidence - OFC approach
- OFC Creativity model

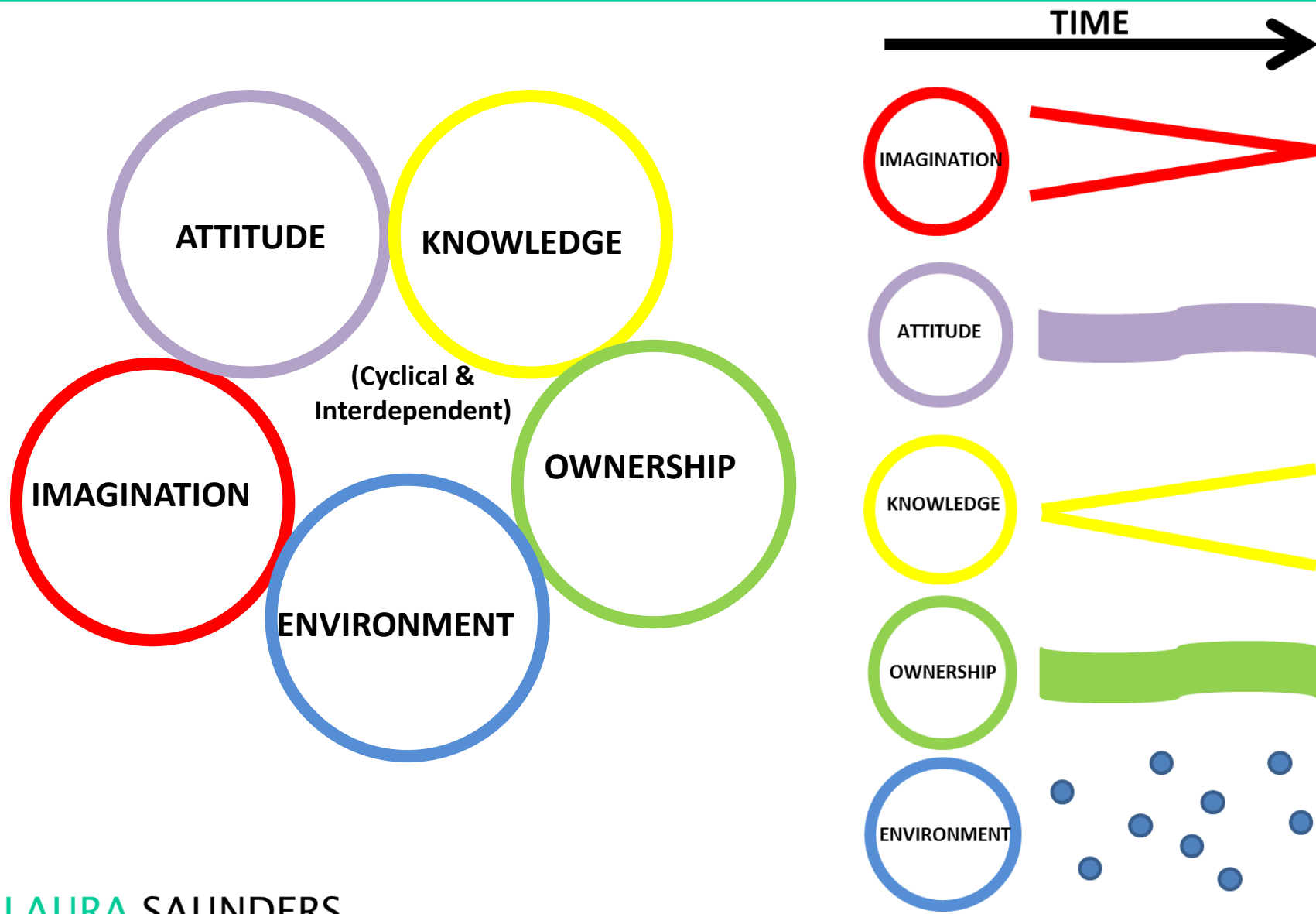


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#becreative: Introduction & Rationale



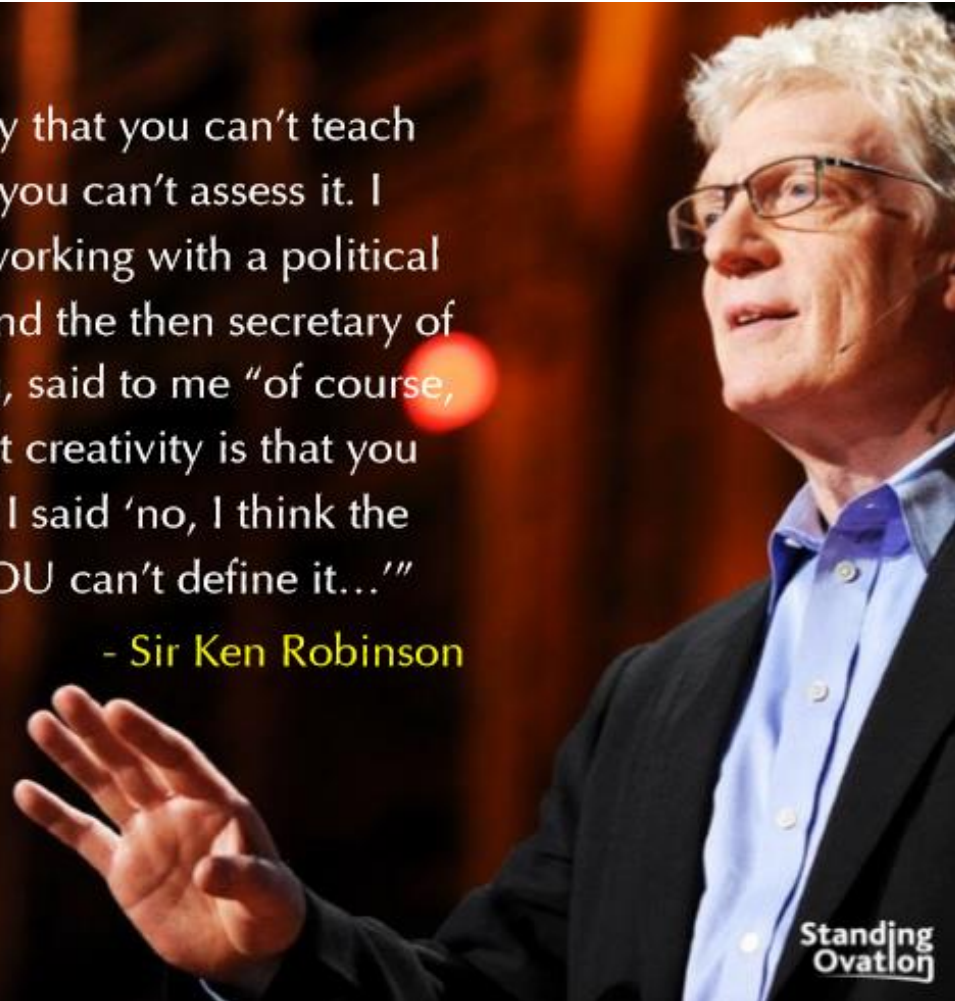
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#becreative: Introduction & Rationale

"People often say that you can't teach creativity, and you can't assess it. I remember once working with a political group in the UK and the then secretary of state for education, said to me "of course, the trouble about creativity is that you can't DEFINE it. I said 'no, I think the trouble is that YOU can't define it...'"

- Sir Ken Robinson



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#becreative: Introduction & Rationale

some

"Education, for ~~most~~ people, means trying to lead the child to resemble the typical adult of his society...but for me...education means making creators... You have to make inventors, innovators, not conformists"

Jean Piaget (1896-1980)

Established the Accepted Stages
of Child Development



"Democrats Against Common Core" on Facebook, @DemsAgainstCC on Twitter

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Development & Framework Generation

- August 2016
- Developed research
- Creative Outcomes for young people, stakeholders & providers
- Underpinned by ACE 7 Quality Principles
- Feed into *#becreative* Creative Learning Programme
- Sustainability
- Co-construction
- Simple & Accessible
- Applicable to different contexts
- Iterative: Draft 10!

#becreative: The Creative Outcomes Framework

How can we use this framework to transform the lives and life chances of children and young people (CYP) through creative and cultural engagement?

#becreative #bewell #becollective	Themes of Creativity*							
	Imagination		Attitude		Knowledge		Ownership	
INPUT If providers working with CYP INPUT these (originally Creativity Theme Environment)...	PLACE: Safe and nurturing habitat; Non-threatening environment; Non-controlling environment; Time; Physical space; Resources (finance & equipment); Inclusive & positive environment							
	PEOPLE: Support; Delivering facilitative/participatory learning activities ; Reinforcement; Praise; Modelling; Growth culture & mind set; Communicated expectations; Notion of complementary team roles; Opportunities for quiet time/downtime; Opportunities to develop experience and knowledge; Opportunities for co-construction; Actively involving CYP							
	CONTENT & CURRICULUM: Exciting, inspiring, challenging, relevant & engaging methods; STEM (Science, Technology, Engineering & Maths) → STEAM (Science, Technology, Engineering, ARTS & Maths)							
OUTPUTS ...CYP will engage in OUTPUTS like these increasingly...	Enquiry/questions Enterprising & innovating original ideas Active use of thinking frames/processes or other suitable resources to develop ideas		Peer-to-peer interactions Application of new learning in new contexts Eager approach to new challenges		Engagement in gaining new knowledge Developed awareness of new knowledge and its application		Shared learning; participatory manner Motivating others to be creative Collaboration Communication	
CREATIVE OUTCOMES ...enhancing these short term CREATIVE OUTCOMES...	What the research says: Problem solving Playing Curiosity Divergent thinking Possibility thinking Elaboration Intuition Flexible thinking Originality Perceive the world in new ways Make connections Framing/reframing Striving for innovation	What does this look like? Using process- and solutions-focused approaches as applicable Comfortable with role play New ideas Tweaking ideas Actively thinking 'outside the box' Asking 'what if...?' Linking learning across different contexts Reinventing the wheel Asking questions Asking 'if we do this, what will happen?'	What the research says: Openness/open mindedness Focus Discipline Tolerance of ambiguity Openness to risk-taking, opportunity, experimentation, and potential for failure Permission to be wrong Doggedness Emotional wellbeing Resilience Unlearning: out of comfort zone Striving for excellence	What does this look like? Responds well to change 'Have a go' mentality Responds to others' suggestions Maturity in accepting mistakes Actively seeks out new learning 'Unflappable' in failure Stays on task for age-appropriate amount of time Accepts constructive criticism Gives self and others permission	What the research says: Expertise/domain-specific knowledge Preparation/planning Breadth of interest Building on prior subject knowledge Self-knowledge / reflection Knowledge of creative process Knowledge through experience Building knowledge: paying attention (to life) & mindfulness	What does this look like? Accumulates knowledge to input into new activities What went well? What could have gone better? Explaining how they have done something and why Interested in a variety of contexts/applications Plans/prepares appropriately for tasks An understanding of own strengths and weaknesses Uses hands on learning approaches	What the research says: Motivation - intrinsic and extrinsic Commitment Communication Citizenship Person-centred/-initiated/-led Passion From within/self-motivated Collaboration Independence Awareness of others and equity between individuals and groups Promoting authenticity	What does this look like? Communicates effectively with peers and adults Actively learns from others Initiates activity Demonstrates internal enjoyment, motivation, passion Works well with others (collaboratively and interdependently) Works well independently Works with awareness of difference and the need for equity
IMPACTS ...and these long term IMPACTS (once a range of CREATIVE OUTCOMES have been achieved):	By actively enabling CYP to achieve these creative outcomes, providers will be increasing their: <ul style="list-style-type: none">EmployabilitySense of responsibility, citizenship and social understandingAwareness of others and communityEffective communication skillsEmotional and social intelligence and skillsSet of resources and learning to draw uponStrategic thinking and leadership skills					What does this look like? <ul style="list-style-type: none">Offering and applying a breadth of values, competencies, behaviours, practices and intelligencesMoral code: right and wrong, social justice and a sense of equityReflective practice, empathy, sensitivity to others', developing beyond an egocentric attitudeVerbal and written communications that reach different audiences, responding to different needsResilient and responsive to change, maturity, wisdom, actively accepting/initiating challengeEver-increasing skills and behaviours, and constantly seeking new learning and knowledgeSeeing 'the big picture', making important connections, leading people (not managing systems)		

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*The Creativity Framework is based on research undertaken by Laura Saunders in 2016. A presentation of the research can be found at https://prezi.com/x3j0k7_bx9by/creativity-our-future-city-2016/. All lists are presented in no particular order.

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#becreative: The Framework is...

- For all people working with children and young people (CYP) and OFC stakeholders
- Based on a brief provided by the OFC Team
- Designed to demonstrate the short- and long-term impact of creativity on CYP
- CYP-centred
- Both theoretical and practical
- Simple
- In support of and responsive to Arts Council England's 7 Quality Principles
- Flexible
- Iterative & open to edit
- Responsive to input
- Not prescriptive
- Demonstrates the journey of CYP over time
- Prompts professional and creative dialogue
- Not just a framework for CYP, but for all OFC stakeholders – 360 degree view

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#becreative: Themes of Creativity

How can we use this framework to transform the lives and life chances of children and young people through creative and cultural engagement?

Themes of Creativity*

Imagination

Attitude

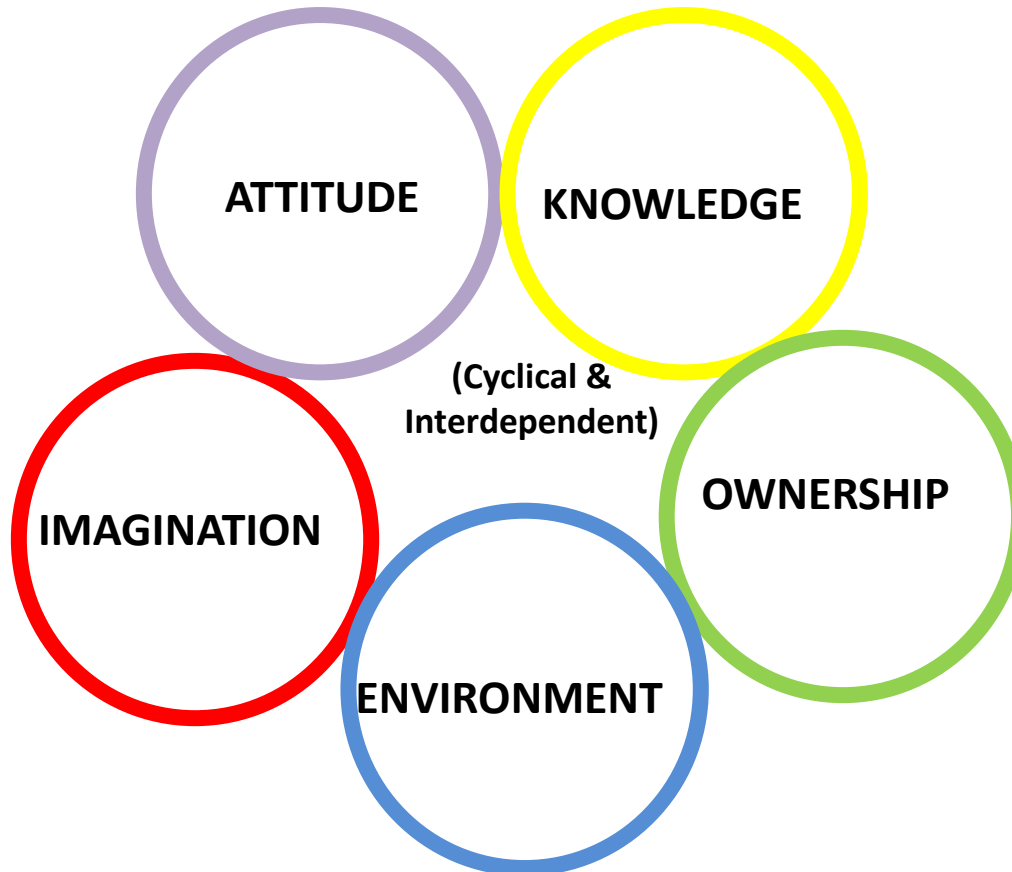
Knowledge

Ownership

INPUT

If providers working with
children and young people

INPUT these (originally
Creativity Theme
Environment)...



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#becreative: Structure & Process

How can we use this framework to transform the lives and life chances of children and young people through creative and cultural engagement?

#becreative
#bewell
#be collective

INPUT

If providers working with children and young people INPUT these (originally Creativity Theme Environment)...

OUTPUTS

...Children and young people will engage in OUTPUTS like these increasingly...

CREATIVE OUTCOMES

...enhancing these short term CREATIVE OUTCOMES...

IMPACTS

...and these long term IMPACTS (once a range of CREATIVE OUTCOMES have been achieved):

National Youth Agency: The Future for Outcomes: A practical guide to measuring outcomes for young people

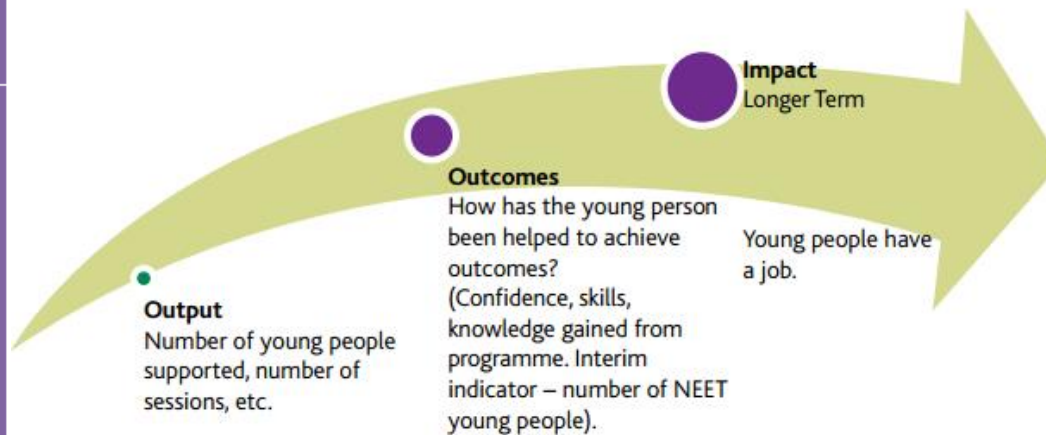


Diagram reproduced from *Producing an Outcomes-based Specification*, Part 5: A Practical Guide to Commissioning Services for Young People, NYA January 2012.

Over time

Feedback loop: cyclical

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#becreative: Input (Environment)

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Themes of Creativity*

Imagination

Attitude

Knowledge

Ownership

INPUT
If providers working with children and young people INPUT these (originally Creativity Theme Environment)...

OUTPUTS
...Children and young people will engage in OUTPUTS like these increasingly...

CREATIVE OUTCOMES
...enhancing these short term CREATIVE OUTCOMES...

IMPACTS
...and these long term IMPACTS (once a range of CREATIVE OUTCOMES have been achieved):

PLACE: Safe and nurturing habitat; Non-threatening environment; Non-controlling environment; Time; Physical space; Resources (finance & equipment)

PEOPLE: Support; Delivering facilitative/participatory learning activities ; Reinforcement; Praise; Modelling; Growth culture & mind set; Communicated expectations; Notion of complementary team roles; Opportunities for quiet time/downtime; Opportunities to develop experience and knowledge

CONTENT & CURRICULUM: STEM (Science, Technology, Engineering & Maths) → STEAM (Science, Technology, Engineering, ARTS & Maths)

Creative Industries Federation:

Nobel laureates in the sciences are seventeen times more likely than the average scientist to be a painter, twelve times as likely to be a poet, and four times as likely to be a musician. And yet only 8.4% of English students combine arts and STEM subjects at A-Level.

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#becreative: Outputs

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	Enquiry/questioning Enterprising & innovating original ideas Actively using thinking frames/processes or other suitable resources to develop ideas	Peer-to-peer interactions Applying new learning in new contexts Readily taking on new challenges	Engaging in gaining new knowledge Developed awareness of new knowledge and its application	Sharing learning with others in a participatory manner Motivating others to be creative Collaborating Communicating
INPUT If providers working with children and young people INPUT these (originally Creativity Theme Environment)...				
OUTPUTS ...Children and young people will engage in OUTPUTS like these increasingly...				
CREATIVE OUTCOMES ...enhancing these short term CREATIVE OUTCOMES...				
IMPACTS ...and these long term IMPACTS (once a range of CREATIVE OUTCOMES have been achieved):				

- Behaviours & Practices encouraged by ensuring the inputs are regular
- Day to day 'Measures' that demonstrate an environment conducive to creative learning
- Examples: not exhaustive
- Based on phase 1 research
- Appropriate and relative to all ages and contexts
- Sign of contexts and CYP being on the right track

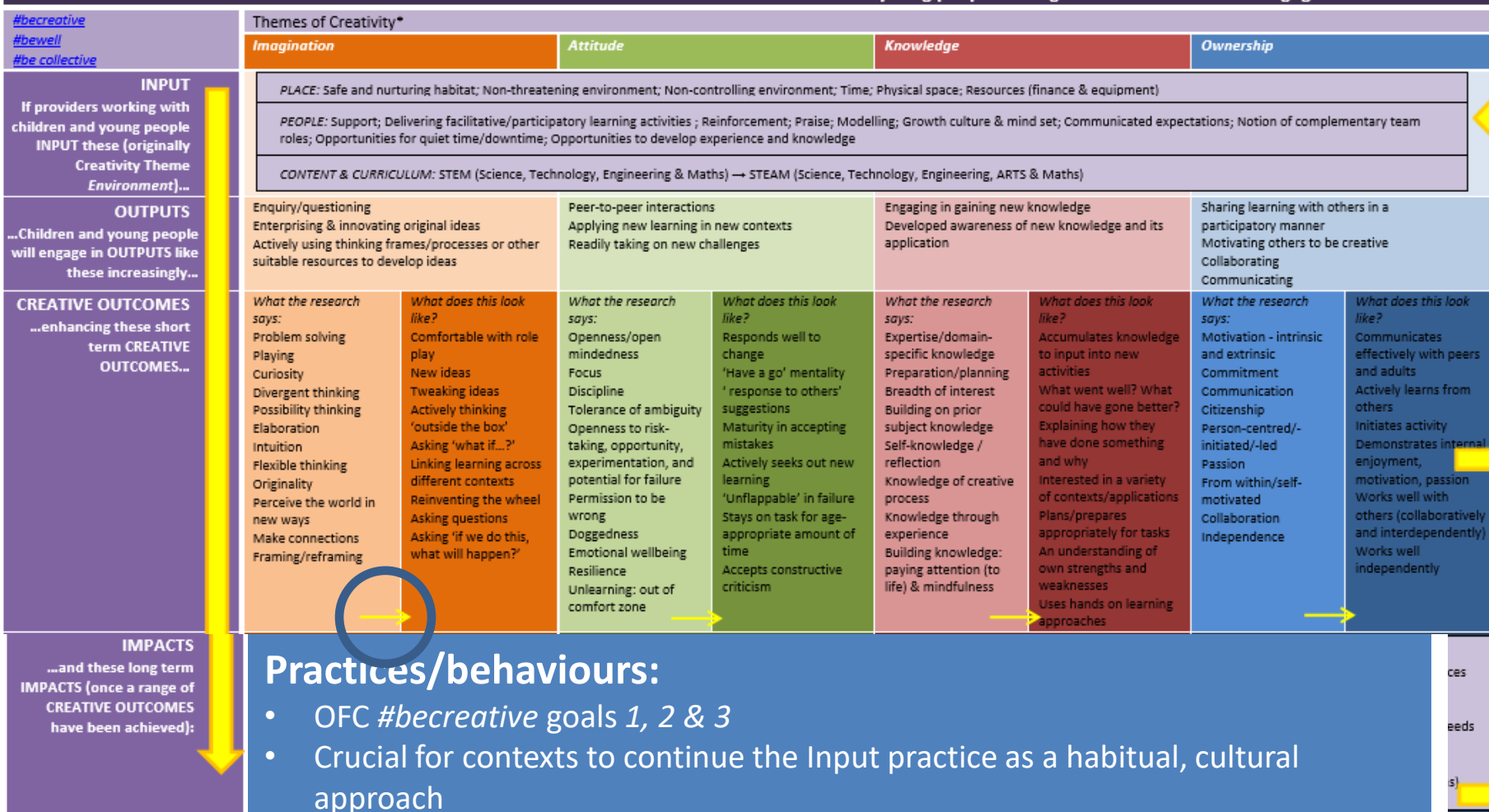
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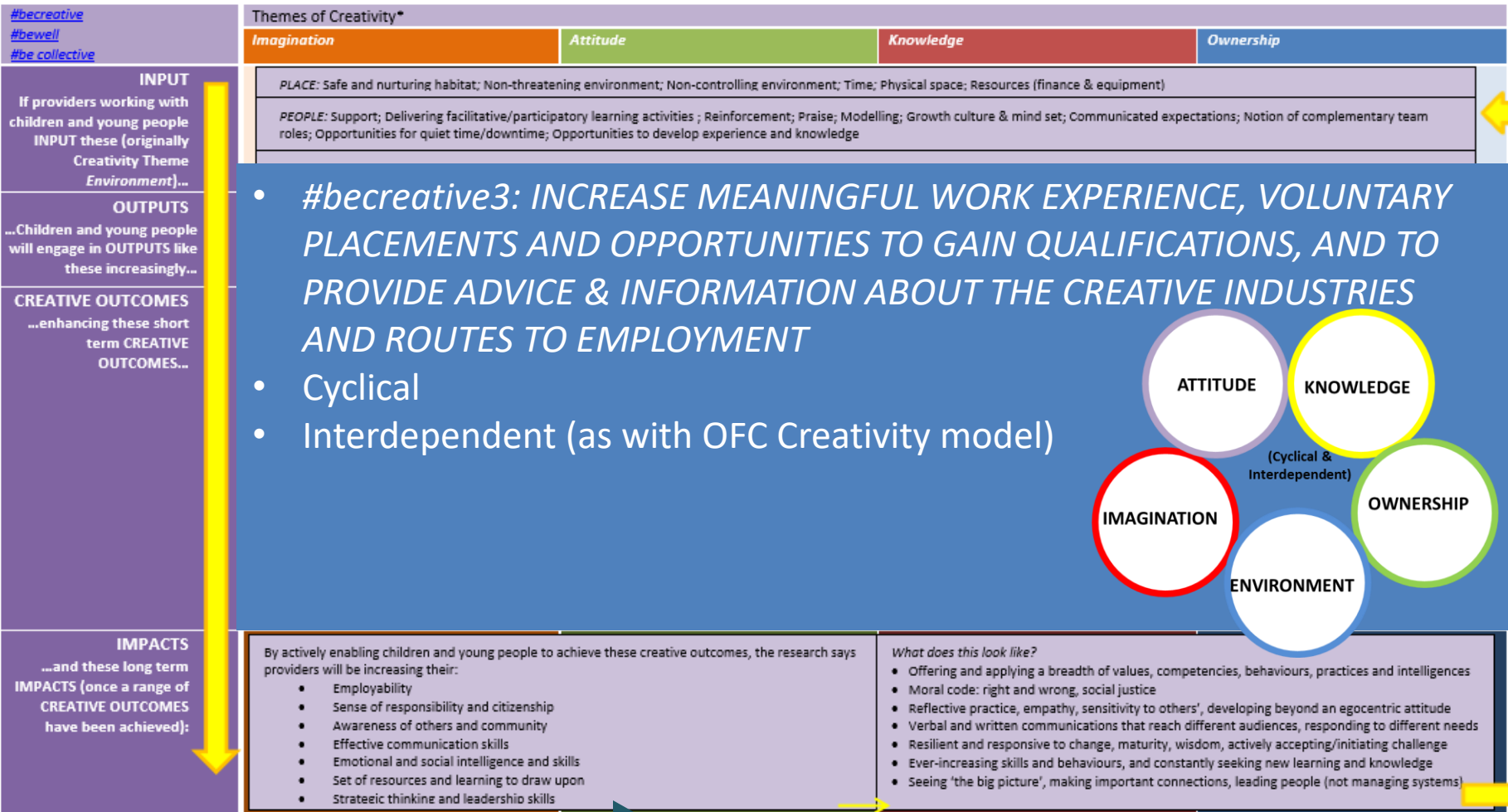
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#becreative: Medium- & Long-Term Impacts

How can we use this framework to transform the lives and life chances of children and young people through creative and cultural engagement?



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Theory (evidence base)

Practices/behaviours

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Black	White
Big	Small
Old	Young
Effective	Ineffective
Producing new ideas	Not producing new ideas

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@MarcJaffrey
@davidchabeaux

How do we use 'Input (Environment)'
to engage (young) people who are
demonstrating these opposite
behaviours?

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Where?	Who with?	How?	What for?
Schools	Parents	Planning	Arts event
Youth clubs	Teachers	Assessment	Curriculum
Artists' Quarter	Community artists	Designing	Test
Top of a mountain	Teenagers	Eating	Business
Jubilee Library	Youth workers	Evaluating	System
Brighton Marina	CEOs	Seeing	Society
The Lanes	Toddlers	Touring	Sporting event
West Pier	Actors	Dancing	Sculpture

Find a combination that sparks a thought about how you might best use the framework...

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@MarcJaffrey

@davidchabeaux

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#becreative: Elevator Pitch for advocacy

Dan Pink's 60 second Pitches:

- Question
- Rhyme
- Email subject line
- One word
- Twitter
- Pixar

Think of the person you most want to convince of the need for using this Framework or developing creativity and write a pitch!

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@MarcJaffrey
@davidchabeaux

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#becreative: Extended References

Phase 1 research references

Ofsted:

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STEM v STEAM:

<http://www.edweek.org/tm/articles/2014/11/18/ctq-jolly-stem-vs-steam.html>

<https://steamgccwordpress.wordpress.com/>

Tom Griffiths, Co-founder, FanDuel

Creativity, Culture & Education (incl. Creative Partnerships):

<http://www.creativitycultureeducation.org/wp-content/uploads/cs-synoptic-survey-286.pdf>

<http://creative-partnerships.com/>

Whitehouse Champions of Change – Arts Education:

<https://www.whitehouse.gov/champions/arts-education>

Sir Ken Robinson:

<http://www.campaignlive.co.uk/article/ken-robinson-you-dont-want-caste-system-creativity/1403876#lRetv8eJxzrg1C4u.01>

TED Talks, Creativity:

<https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=tal+talks+creativity>

Arts Council England Quality Principles

Open University: maintaining a pedagogy for creativity in schools:

<http://oro.open.ac.uk/31491/3/Craft%20et%20al%20Creative%20Primary%20Schools%202012%20JULY%202013.pdf>

CREATIVITY IN THE PRIMARY CLASSROOM Juliet Desailly:

<http://www.julietdesailly.co.uk/Resources/Extract%20from%20Creativity%20in%20the%20Primary%20Classroom.pdf>

Google search 'Creativity Framework':

<https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=creativity%20framework>

Conceptual frameworks for creativity, teacher professional knowledge and digital technologies: a two year study with student teachers and primary school pupils working creatively with DV resources. Loveless et al (2006)

Truman Generative Framework (2011):

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Argyll & Bute Council Framework for Creative Schools:

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@laurasaundersuk

@OurFutureCity_BH

@BrightonHoveCSP

@pacauk

laura.saunders.uk@gmail.com

[http://laurasaundersuk.wixsite.
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