Fostering creativity

Presented by:

@CharteredColl
#RethinkingCurriculum

What is Rethinking Curriculum?

Rethinking Curriculum is a long-term curriculum development project delivered by the Chartered College of Teaching and funded by the Helen Hamlyn Trust.

The project aims to support and equip teachers and school leaders with the knowledge and skills to identify, plan and implement curriculum development work using a sustainable, context specific and impactful approach.

This will mean that all pupils have access to an expansive, inspiring curriculum that connects them with local communities and enables them to lead healthy and fulfilled lives.

As part of a sister project we are pleased to be working with OECD as part of a global project to develop a framework for creative teaching and learning in schools.

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Creativity framework - aims

Teachers and leaders will explore a professional learning framework for fostering and assessing creativity. On completion all participants will be able to:

- communicate an in depth understanding of why student creativity is important and what student creativity may look like in their classroom/school
- recognise the importance of culture and language in cultivating creativity
- identify opportunities to support student creativity in their teaching/leadership
- integrate creativity into planning, learning design, delivery and assessment
- be familiar with and apply a broad range of teaching and assessment strategies to support student creativity
- monitor student learning and progression in creativity and show awareness of how these might affect their practice, as well as developing and nurturing their own creativity as practitioners
- demonstrate a commitment to reflective practice and deepening learning networks to support continuous learning around creativity
- develop strategies to support development of student creativity and critical thinking within schools and systems, and monitor their implementation.

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Fostering creativity key to preparing students for jobs of the future

Future of Jobs Report 2025

Top 10 fastest growing skills by 2030

WORLD ECONOMIC FORUM

1. AI and big data
2. Networks and cybersecurity
3. Technological literacy
4. Creative thinking
5. Resilience, flexibility and agility
6. Curiosity and lifelong learning
7. Leadership and social influence
8. Talent management
9. Analytical thinking
10. Environmental stewardship

Cognitive skills ● Self-efficacy ● Working with others ● Management skills ● Technology skills ● Ethics

Skills selected by employers to be growing most in importance in next 5 years

OECD Skills Outlook 2023
SKILLS FOR A RESILIENT GREEN AND DIGITAL TRANSITION

OECD

"Skills estimated to grow the most in demand include: "interacting with computers and AI"; "thinking creatively"; "analysing data and information" ..."

Source: *Future of Jobs Report 2025* World Economic Forum

Source: *OECD Skills Outlook 2023*

Creativity as a means to influence both well-being and the depth and quality of learning

Well-being

- Flow

- Emotional regulation, persistence, perspective taking, collaboration

- Positive impact on health

- Navigating uncertainty

Learning

- More engaging (and memorable) learning

- Connection of learning with a real problem (even if fictional)

- Develops problem solving skills

- Stronger intellectual experiences
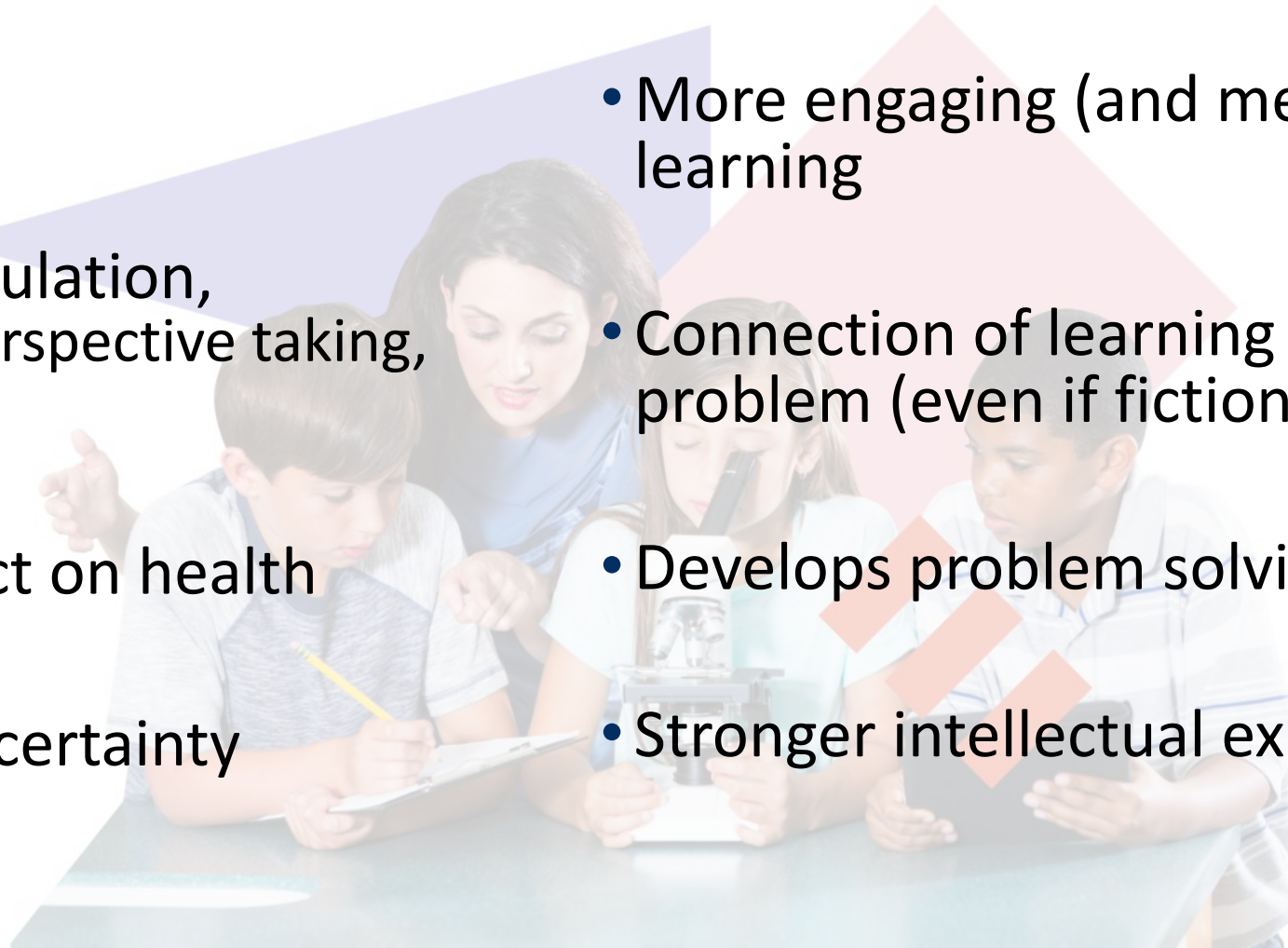
The OECD has worked with 1 200 educators and almost 31 000 students across 24 countries to support creativity
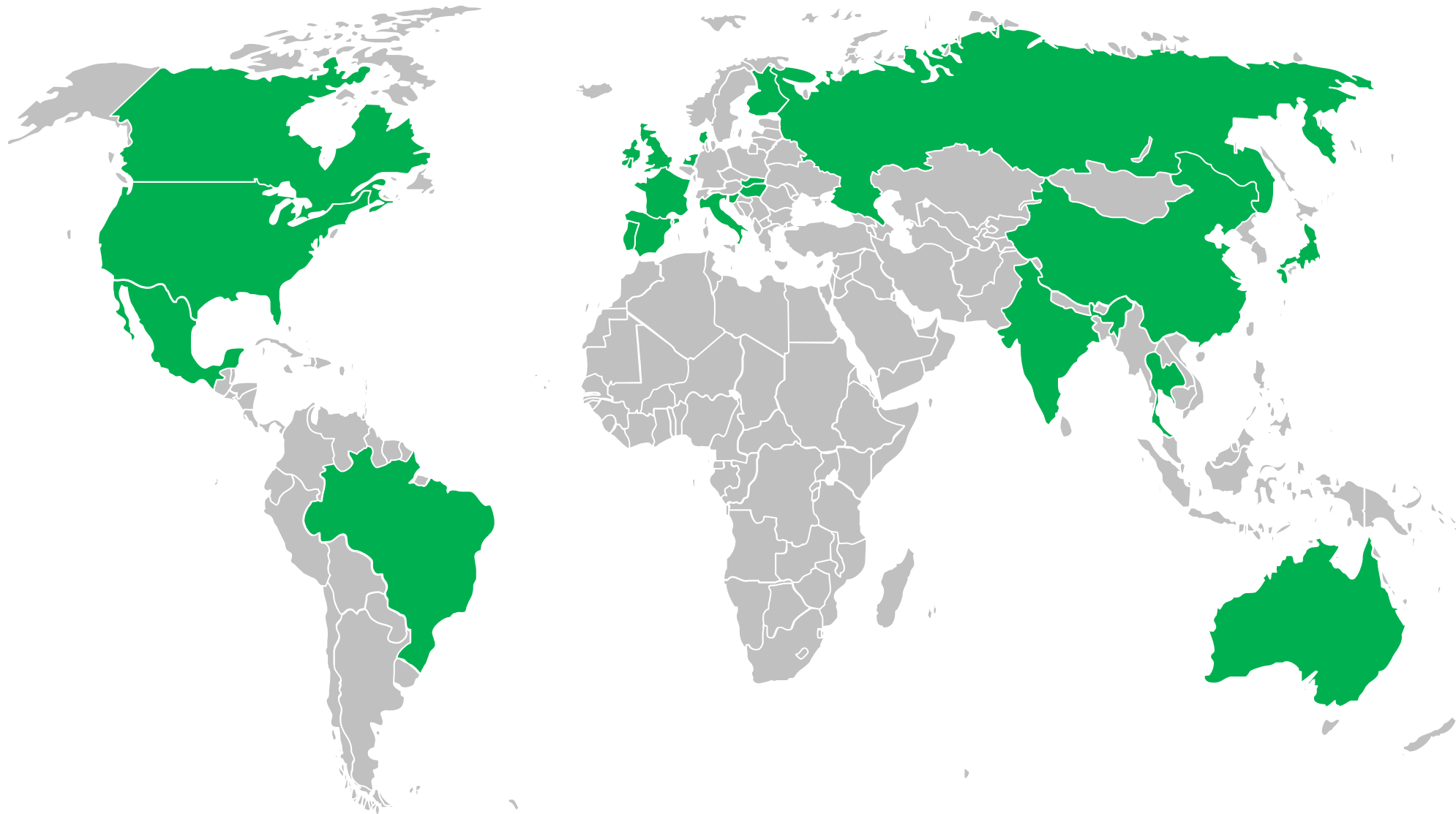
Australia, Brazil, Canada, Denmark, England (UK), Finland, France, Hungary, India, Ireland, Italy, Japan, Korea, Mexico, Netherlands, People's Republic of China, Portugal, Russian Federation, Slovakia, Slovenia, Spain, Thailand, United States, Wales (UK)

When teachers placed explicit attention on fostering student creativity, they perceived a number of positive effects

Percentage of teachers reporting that trying to foster and assess students' creativity and critical thinking in the last six months had a positive effect on…

	■ Not at all or little	□ Some	□ Very much

... students' motivation and engagement with the subject: 16 | 39 | 45

... promoting the creativity and critical thinking skills of the students: 16 | 54 | 30

... students' enjoyment of class activities: 17 | 36 | 47

... students' autonomy as learners: 21 | 55 | 24

... class climate: 26 | 36 | 37

... students' understanding of the subject: 33 | 43 | 25

The OECD role

Can provide			
Workshops and materials	**International exchange**	**Advice and collaboration**	**Certificates/badges**
> Materials developed with teachers, to be adapted locally > Some professional development and ad hoc sessions	> Possible exchange with teachers in different countries (language dependent)	> Support and a community of experts > Monitoring tools and guidance if needed (i.e. short before and after survey)	> Possible certification of successful completion (can be connected to LinkedIn)

Course overview

Unit 1

Introduction to creativity

Autumn 2 2025

Unit 2

Learning design for creativity

Spring 1 2026

Unit 3

Teaching and delivery for student creativity

Spring 2 2026

Unit 4

Assessment and student creativity

Summer 2026
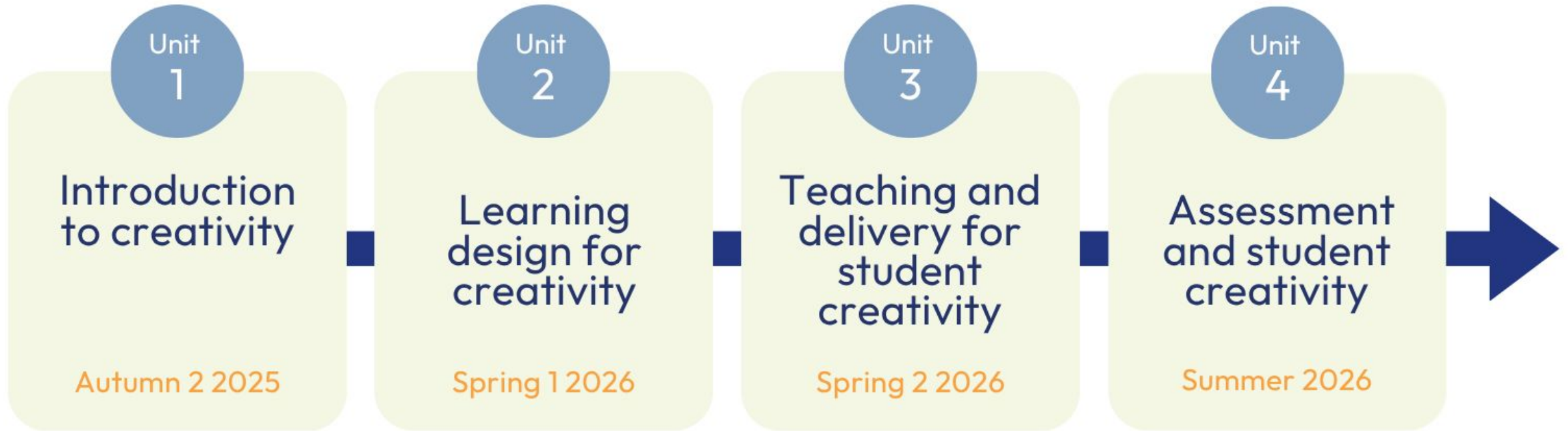
The units will be delivered using a hybrid method of self study and online sessions. Each unit will be delivered in order with pathways for teachers and leaders delivered separately.

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Course overview
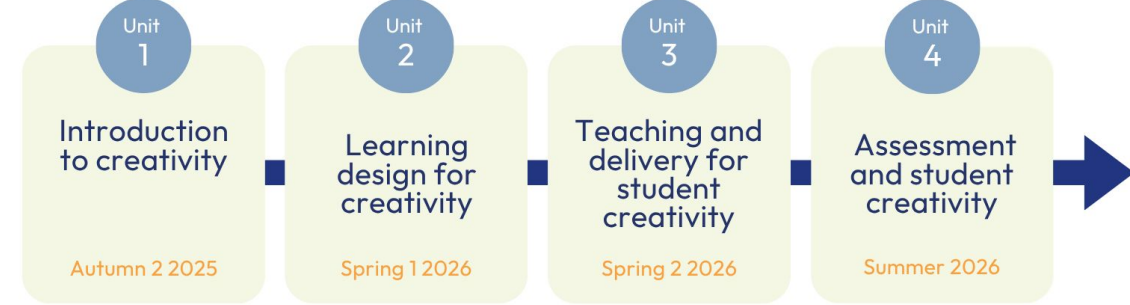
How will the course run?

- Units will be released and are to be completed in sequence

- Live sessions are a very important element to the course design and will enable a network to be developed. You must commit to attend at least 50% of live sessions

- Some additional content can be completed on a self-selection basis depending on needs and interests and these will be marked as 'optional'

- In between sessions there may be 'gap tasks' to complete in a workbook before the next session.

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Time commitment- teacher
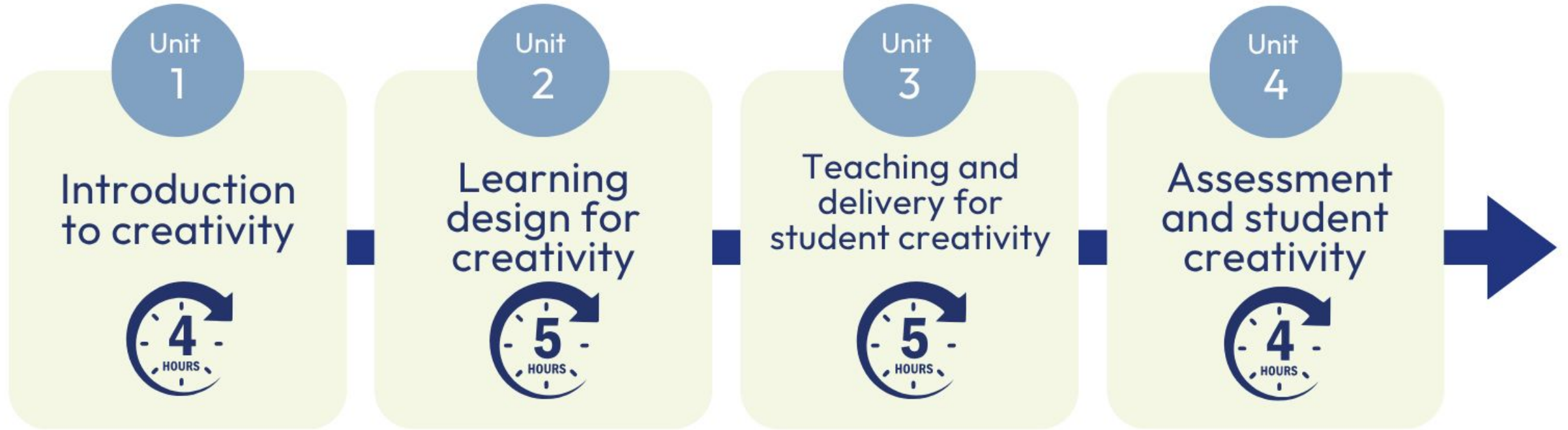
Unit 1

Introduction to creativity

4 HOURS

Unit 2

Learning design for creativity

5 HOURS

Unit 3

Teaching and delivery for student creativity

5 HOURS

Unit 4

Assessment and student creativity

4 HOURS

The units will be delivered using a hybrid method of self study and online sessions.

These are generous time allowances for each unit but do not include the optional additional study.
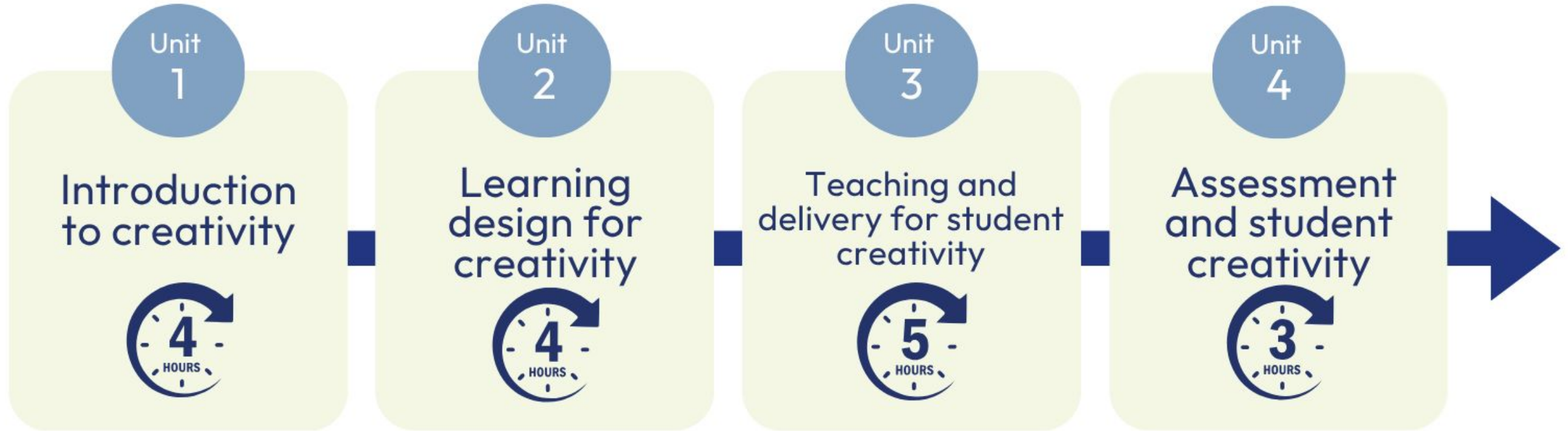
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Time commitment- leader

Unit 1 — Introduction to creativity — 4 HOURS

Unit 2 — Learning design for creativity — 4 HOURS

Unit 3 — Teaching and delivery for student creativity — 5 HOURS

Unit 4 — Assessment and student creativity — 3 HOURS

The units will be delivered using a hybrid method of self study and online sessions.
These are generous time allowances for each unit.

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Optional units additional time commitment

Optional module Unit 1– Progressing in creativity

90 DAYS

Optional module Unit 4 – Feedback and progression

45 MIN

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Timeline

Each unit has:
- a pre task
- a live session
- self-led study
- a reflective task
- optional units.

Timeline

Unit 1- Introduction to Creativity					
Autumn 2 2025					
03 Nov 2025	10 Nov 2025	17 Nov 2025	24 Nov 2025	01 Dec 2025	08 Dec 2025
Pre unit task (30 mins)					
	Live session 13th November 4-5pm				
	Self led activities and reflections (2 hours 30 minutes)				
					Optional module Live 8th December 3:30-4:30

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Timeline

Unit 2- Planning and learning design for creativity					
Spring 1 2026					
05 Jan 2026	12 Jan 2026	19 Jan 2026	26 Jan 2026	02 Feb 2026	09 Feb 2026
Pre unit task (10 mins)					
	Live session 15th January 3.30-5pm				
	Self led activities and reflections (3 hours)				

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Timeline

Unit 3 -Teaching and delivery for student creativity				
Spring 2 2026				
23 Feb 2026	02 Mar 2026	09 Mar 2026	16 Mar 2026	23 Mar 2026
Pre unit task (60 mins)				
	Live session 5th March 4-5pm			
	Self led activities and reflections (3 hours 45 minutes)			

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Timeline

	20 Apr 2026	27 Apr 2026	04 May 2026	11 May 2026	18 May 2026	Half Term break	01 Jun 2026	08 Jun 2026	15 Jun 2026	22 Jun 2026	29 Jun 2026
Unit 4 - Assessment and student creativity											
Summer 2026											

Pre unit task (60 mins)

Live session
19th May
4–5.30pm

Self led activities and reflections (3 hours 45 minutes)

Optional module
Live 4th June
4–4:45

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Rethinking Curriculum- Fostering Creativity

Delivery options

How can you be involved?

Fostering creativity in primary schools- 2025-26

Groups of schools

Individual school

Join the Chartered College online cohort group and receive:
- online unit live sessions once per term
- online reflective logs
- online self-led study.

Join as local delivery group and receive:

- unit materials each term to deliver the unit for your group
- OECD training sessions for facilitators
- the option to deliver all sessions live or hybrid and join online self-led materials
- online reflective logs.
- the potential to host other individual schools in locality.

Providing feedback into international study

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Who can be involved

- ❏ Primary
- ❏ England
- ❏ A leader and a teacher from each school
- ❏ Commitment to the whole course
- ❏ Groups of schools who would like to deliver at a local level
- ❏ Members of the Chartered College of Teaching will be given priority

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Unit 1

Introduction to creativity

Unit 1: Introduction to creativity

This unit invites participants to think about creativity in education:

- What is it?
- Why is it important?
- What does it look like in a particular school subject?
- What does it have to do with you, your students and your teaching?

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Unit 1: Introduction to creativity

On completion of unit 1 participants will be able to:

Communicate an in-depth understanding of why creativity is so important to students and societies and relate that to students in their own school.

Articulate what student creativity does and does not look like in their classroom, specific subject and school.

Identify ways to use the OECD rubrics for creativity in practice and understand their relation to other models, skills and approaches to creativity.

Recognise the relation between creativity, subject knowledge and learning and apply this to future planning and teaching for creativity.

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Any questions?

Apply now

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