



Kuriame  
Lietuvos ateitį  
2014–2020 metų  
Europos Sąjungos  
fondų investicijų  
veiksmų programa



NACIONALINĖ  
ŠVIETIMO  
AGENTŪRA



**What are the connotations of this image for you?**



**THINKING QUESTION**



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# Ministry Consultations: A series of seven topics

Topic Three  
Session 3:  
**Creativity**

21st November 2022



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## Topics Overview

**Session One:** The Journey of Language and Communication in Education (4/11)

**Session Two:** Communication Across the Curriculum (10/11)

**Session Three:** Making Meaning and Creativity (21/11)

**Session Four:** Communication and Competencies (24/11)

**Session Five:** Assessment through communication (28/11)

**Session Six:** Reading and Understanding / Growing Good Practice (30/11)



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**14:00 – 15:45**

**Part 1: Overview of the area we are covering**  
**Part 2: Practical ideas for the classroom**

**CREATIVITY**



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**What are the connotations of this image for you?**



**THINKING QUESTION**





**PRESTRUCTURAL:** I don't understand



**UNISTRUCTURAL:** I have a basic understanding of the topic



**MULTISTRUCTURAL:** I have gathered lots of information on this topic

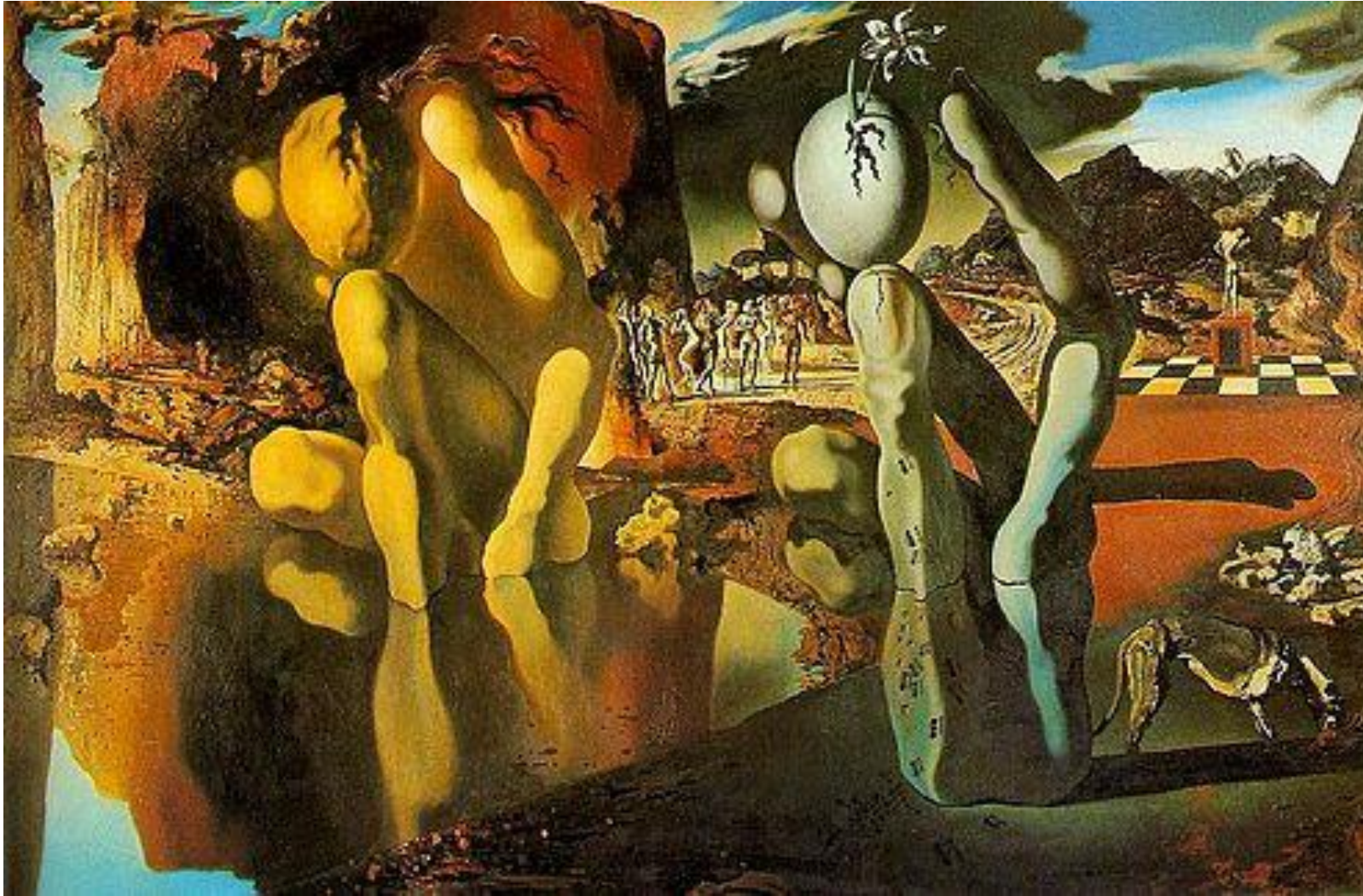


**RELATIONAL:** I can use the information that I have gathered to create extended answers that relate my ideas together



**EXTENDED ABSTRACT:** I am an expert on this topic and I can even generate my own theories/ creations about it

Outcome for all: To interpret this image



## Uni Structural:

What is your initial reaction to this painting?



## Multi Structural

The painting was completed by Salvador Dali, what can you find out about this artist?

The title is 'The Metamorphosis of Narcissus' what can you find out about the meaning of these words?

Many individual images appear to make this painting. What images can you see? How do the images make you feel?



What colours are used in the painting? What style is the painting created in? What can you find out about this style of painting?

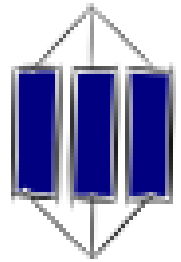


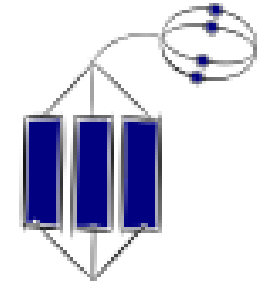
**Relational:**

How does the artist's life link to the images that you can see in the painting?

How does the title link to the images that you can see in the painting?

How does the combination of the artist's life, the title's meaning and your exploration of the images held within change or highlight your initial thoughts about the painting?





## **Extended Abstract:**

In what ways could Dali's painting be said to represent the fears of modern living?

If you removed the ants from the image, how might it change your interpretation?

If the dominant colours were blue and green, how might this change the meaning of the painting?



**PRESTRUCTURAL:** I don't understand



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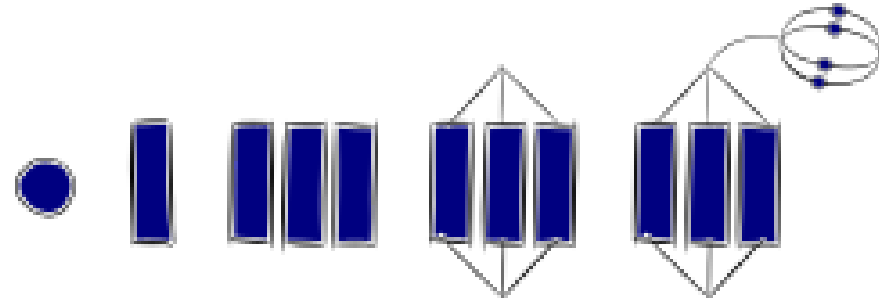
**RELATIONAL:** I can use the information that I have gathered to create extended answers that relate my ideas together



**EXTENDED ABSTRACT:** I am an expert on this topic and I can even generate my own theories/ creations about it

# SOLO taxonomy

- Biggs and Collis (1982)
- The goals of the learning process
- starting from the simplest behaviour to the most complex
- the first ones must normally be mastered before the next ones can take place





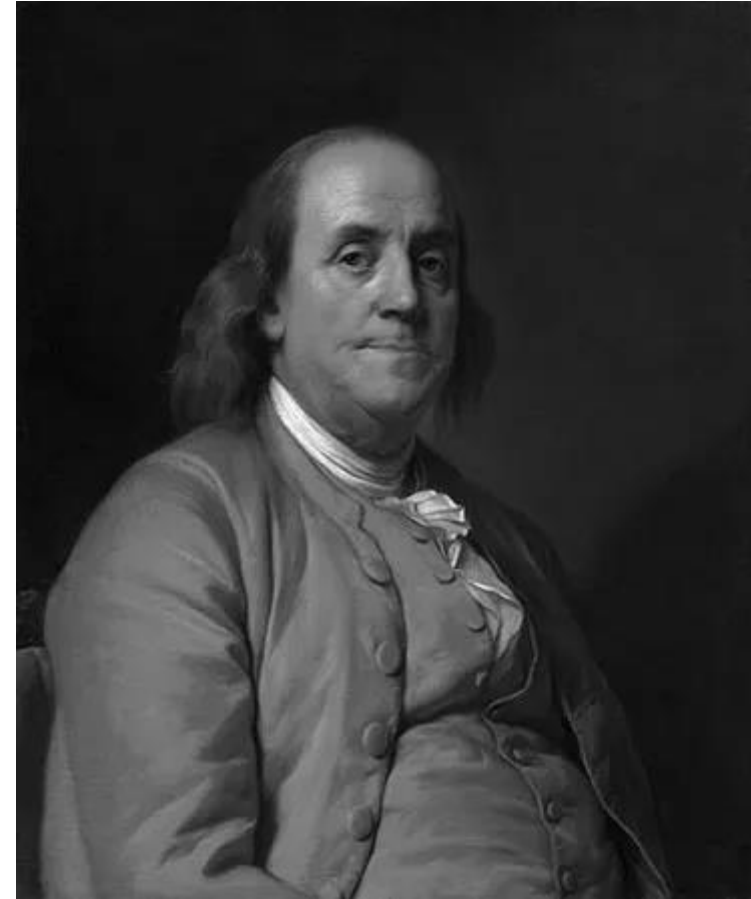
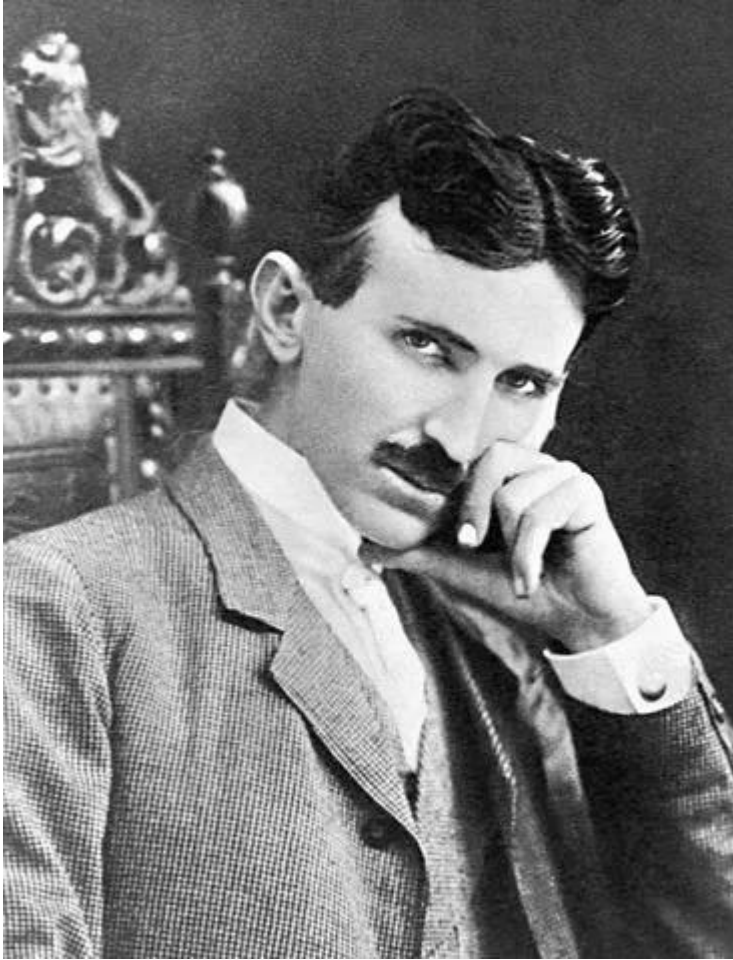
# When we think of creativity...



# What creativity actually is...

Creativity is defined as **the tendency to generate or recognise ideas, alternatives, or possibilities** that may be useful in **solving problems**, communicating with others, and entertaining ourselves and others.

# recognise ideas



A **polymath** is typically defined as a person of wide interests and expertise in various fields of science, humanities, and the arts.

# alternatives



"In 1984 the Macintosh. It didn't just change Apple. It changed the whole computer industry.

"In 2001, we introduced the first iPod and it didn't just change the way we listened to music. It changed the entire music industry."

2007: Introducing "An iPod, a phone and an internet communicator. An iPod, a phone -- are you getting it?"

"These are not separate devices. This is one device. And we are calling it iPhone.

"Today Apple is going to reinvent the phone."



# solving problems



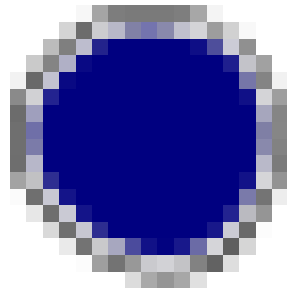
Educating our students to be  
polymaths that can solve the  
problems of the future.



Man<sup>g</sup>lish

# PRESTRUCTURAL

Macbeth was a man who got  
shot by Shakespeare.



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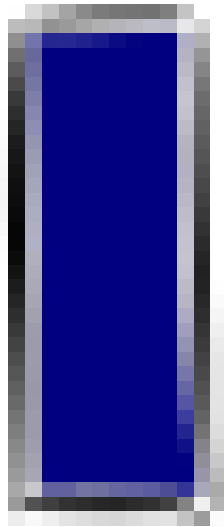
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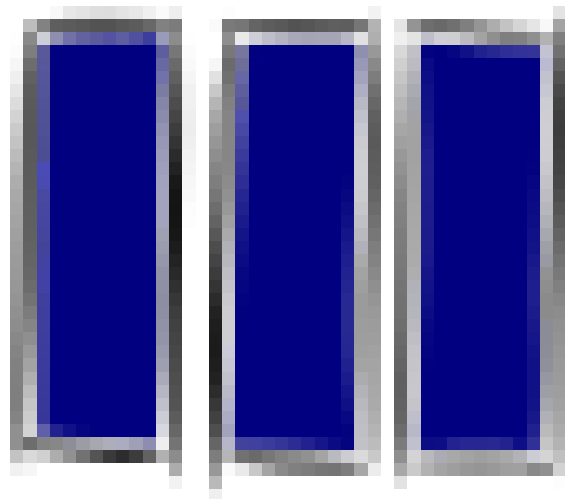


# UNISTRUCTURAL

Macbeth is about a murderer king. He meets three witches on a heath and they manipulate him into killing the king to become king himself.



# MULTISTRUCTURAL



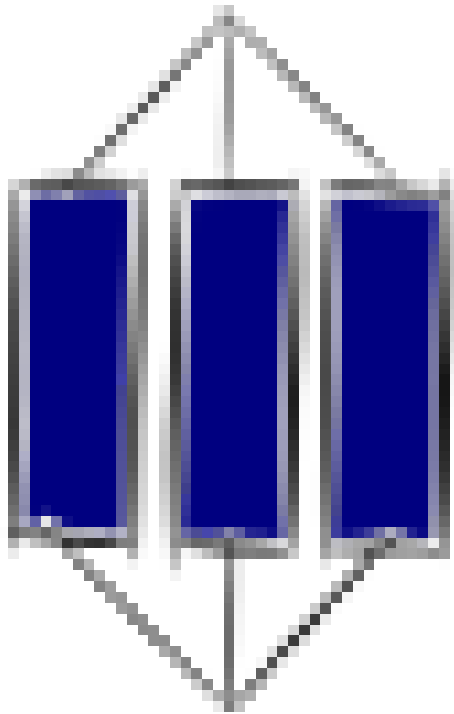
William Shakespeare was born during the reign of Queen Elizabeth I.

Macbeth was ruled by a strong woman, his wife, Lady Macbeth.

Macbeth is the story of a murderer.

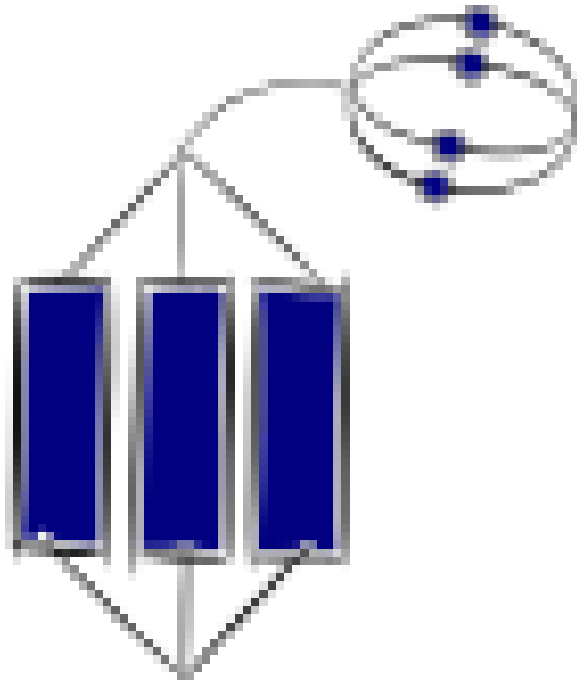
Lady Macbeth uses strong language: “unsex me here”.

# RELATIONAL



Lady Macbeth uses strong language “unsex me here”. Although she appears to be a lady, this use of language states otherwise; women were seen as less than men when Shakespeare was alive. By stepping out of her natural position, Lady Macbeth causes chaos. The Jacobean society that would have watched this play would know this to be wrong.

# EXTENDED ABSTRACT



Lady Macbeth uses strong language “unsex me here”. Although she appears to be a lady, this use of language states otherwise; women were seen as less than men when Shakespeare was alive. By stepping out of her natural position, Lady Macbeth causes chaos; the Jacobean society that would have watched this play would know this to be wrong. **In my opinion, Lady Macbeth acts as a cleverly concealed warning from Shakespeare for women to know their place.**

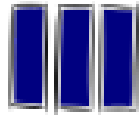
## TEACHER SAYS

## PUPIL RESPONDS



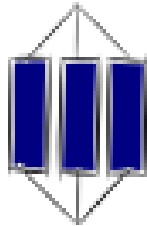
Your answer is unistructural; what do you need to do to improve?

I need to find out more things to include about the topic



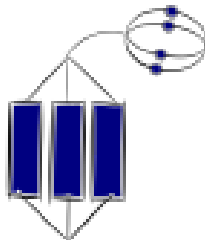
Your answer is at multistructural; what do you need to do to improve?

I need to relate my ideas together rather than just list them



Your answer is at relational; what do you need to do to improve?

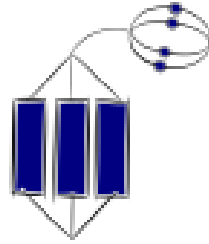
I need to add my own ideas



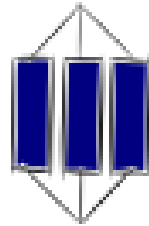
You are showing me extended abstract knowledge

What else can we find out?

# Creating Questions



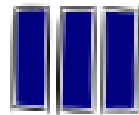
**UNI:** Stick to the basics. Make sure that this is a question that all can engage with.



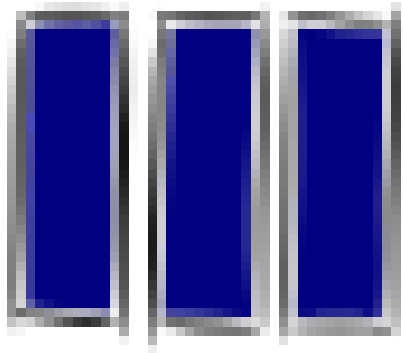
**MULTI:** Concentrate on gathering knowledge that is required for deeper understanding.

**RELATIONAL:** Allow students to assimilate their information.

**EXTENDED ABSTRACT:** Look at the concept from different angles.







- Highlight the importance of gathering more knowledge!
- Use question boards to inspire their curiosity and allow them to investigate.
- Make learning journeys visible so they can look back on their progress and use this experience when facing future struggles.

# Mindsets

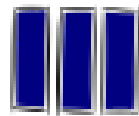
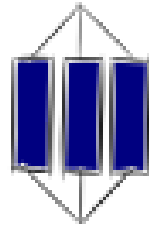
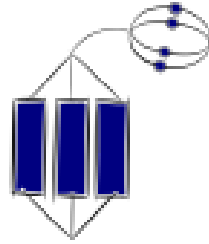
- **FIXED**

- Intelligence is fixed
- You can either do it or you can't
- Talent creates success
- Pass or fail

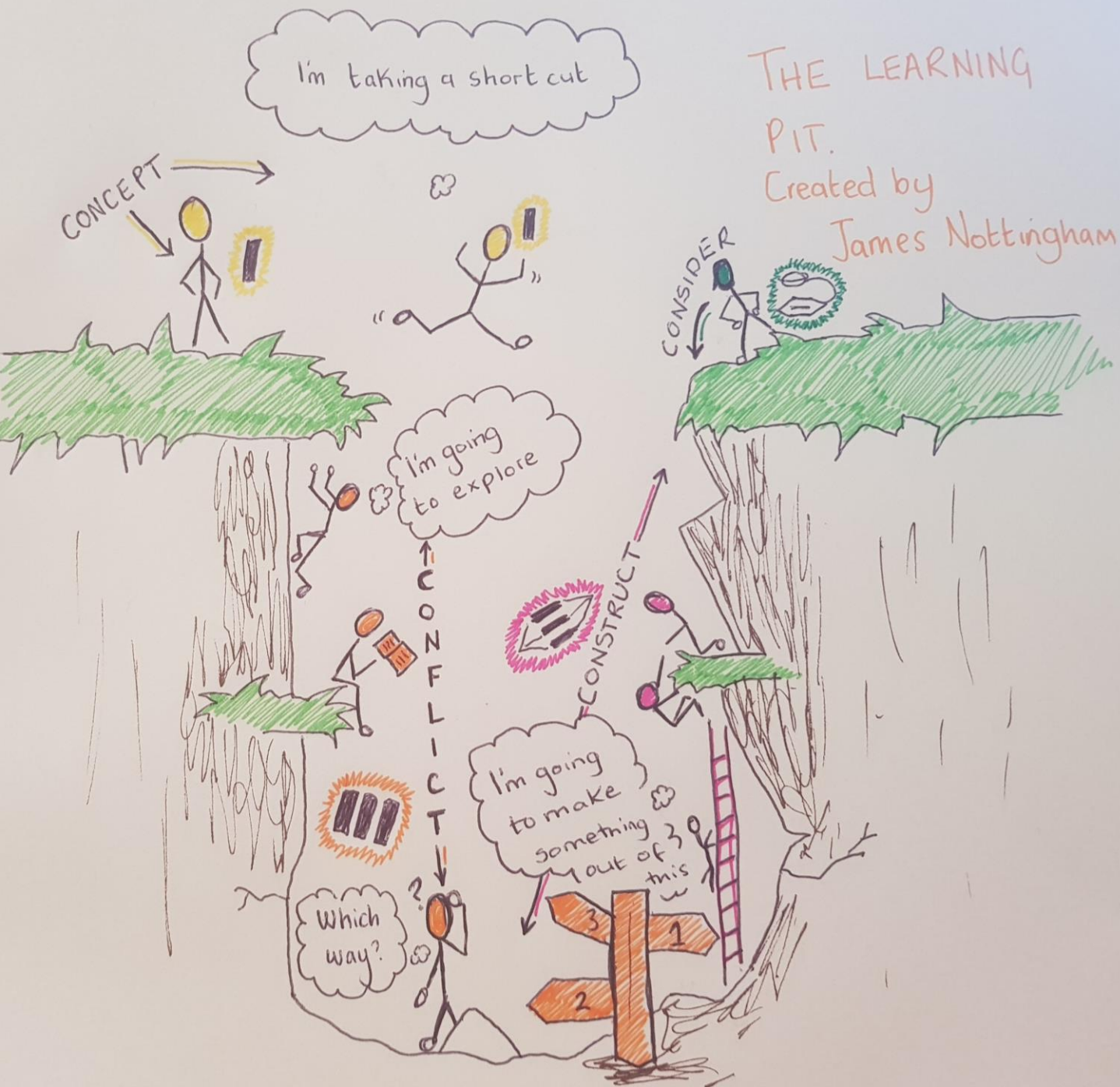
- **GROWTH**

- Intelligence can grow from learning
- You can learn to do it with hard work
- Dedication, learning and hard work leads to success
- Mistakes lead to learning – the journey counts

# Mindsets



- Intelligence can grow from learning
- You can learn to do it with hard work
- Dedication, learning and hard work leads to success
- Mistakes lead to learning – the journey counts



# The Learning Pit

1. Concept
2. Conflict
3. Construct
4. Consider

# Failing Forwards (John Maxwell 2012)

What do you **THINK** you are  
good at?

I am confident; I am a team player; I always have creative ideas; I am always first finished;  
I can't spell; I can't cook; I am forgetful; I am disorganised; I lack confidence; I can't do maths

# Outcome

- **What?** To explore how failure can help us to grow as a learner and in life
- **How?** Reflecting upon our academic progress and making plans to shift our mind set
- **Why?** Your attitude towards failure will determine how it shapes your future success. If you are embarrassed by failure or you try to hide it/ make excuses for it, you do not see the potential for learning held within the situation.



# When you fail, do you...?

## *Failing backwards*

- Blame others
- Repeat the same mistakes
- Expect never to fail
- Expect to fail continuously
- Accept tradition blindly
- Stay limited by past mistakes
- Think you are a failure
- Withdraw effort.

## *Failing forwards*

- Take responsibility
- Learn from each mistake
- Know failure is part of the process
- Maintain a positive attitude
- Take new risks
- Believe something didn't work
- Persevere.

# Reframe your thinking around failure.

## STEP ONE

Using a recent piece of marked work, describe how you feel about the feedback/ grade in one paragraph.

- What was your reaction when you received the feedback?
- What action did you take?
- Review the [‘failing forwards/ backwards’](#) list to help you explore your attitude.

# Reframe your thinking around failure

## STEP TWO

Now look again at your teacher's feedback.

Use the [failing forwards list](#) to remind yourself of the right attitude to take and ask yourself:

- What are they picking out as areas of weakness?
- What are they picking out as areas of strength?
- What do you need to do differently next time?
- What action do you need to take?

# Reframe your thinking around failure

## STEP THREE

### Take action!

- Make a plan to improve
- Mark dates in a planner
- Speak to teachers
- Research
- Revise
- Redo and review!

# Review

- Failing forwards is a habit that you need to get yourself into.
- Doing this task once with one piece of feedback will not change your outcomes.
- Doing this task as a habit of learning will!
- Regularly review your attitude towards your studies and aim to fail forwards towards a successful future.

# SOLO in YOUR Subject

## Planning from Scratch using the SOLO levels

- Choose a topic that you will be covering soon (**If you have a mixture of subjects, choose one person per group to lead this activity**)
- Can you break learning down into the SOLO levels?
- Consider how you might use this to help students to understand the process of learning leading to creativity



# Purpose of the Activity

- To review your understanding of the SOLO process in a familiar subject
- To consider the implications of SOLO in the classroom
- To explore how understanding the process of learning can support students in developing their creativity

# SOLO in YOUR Subject

## Planning from Scratch using the SOLO levels

- Present your chosen subject and how you broke this down into the SOLO levels
- How might this process help students to understand the process of learning and develop creativity?

“If ideas are butterflies,  
notebooks are nets.”



# Tell me more...

What else...?

How do you know...?

What if...?

## ALPHABET REFLECTION

A	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				

# Visible metacognition



## Skills

- 1 Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge



## Monitor

- 2 Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning



## Model

- 3 Model your own thinking to help pupils develop their metacognitive and cognitive skills



## Challenge

- 4 Set an appropriate level of challenge to develop pupils' self-regulation and metacognition



## Talk

- 5 Promote and develop metacognitive talk in the classroom



## Organise

- 6 Explicitly teach pupils how to organise, and effectively manage, their learning independently



## Support

- 7 Schools should support teachers to develop their knowledge of these approaches and expect them to be applied appropriately



# To end lessons...

1. Encourage going beyond the obvious.
2. Elaborate some element through drawings, dramatics, movements, modelling etc.
3. Search for a number of further solutions.
4. Support the desire for future work on the projects.
5. Reflect, review and summarise the information that is learnt.
6. Learn from each other.

## THE CREATIVE HABITS OF MIND ASSESSMENT WHEEL

- [http://www.thomastallischool.com/uploads/2/2/8/7/2287089/the\\_creative\\_habits\\_of\\_mind\\_assessment\\_wheel\\_final\\_june\\_2013\\_colour.pdf](http://www.thomastallischool.com/uploads/2/2/8/7/2287089/the_creative_habits_of_mind_assessment_wheel_final_june_2013_colour.pdf)

