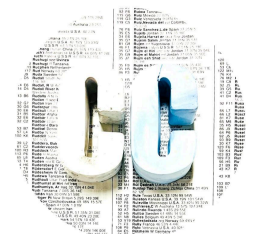


Pupil interviews Autumn/Winter 2023/24 - 10 summary points by Kat Pugh based on Nick McIvor's report

1. Creativity is effectively fostered when **grounded in existing knowledge**, and an activity is introduced which requires students to **make connections or solve problems grounded in this knowledge**, which then **generates more knowledge or more questions** about the knowledge.
2. Creativity is **not** effectively fostered when the activity is **fun but doesn't really connect to the knowledge or skills** being developed.
3. Learning that fosters creativity **might be fun but it might not be**. Not all great learning or great creativity is fun. Learning being difficult is also ok, even if students don't realise this at the time.
4. Students can recognise how they or others are developing their creativity where they've been **provided with language** which helps express this.
5. **Persistence and consistency in the teaching** also fosters creativity; ie activities which foster creativity being ones that are **done regularly, with discipline**, over weeks or months or years. One-off "creative" lessons may have minimal impact on learning.
6. A **safe, boundaried, trusting learning environment** can foster creativity. **Boundaries, structure and clear instructions** do not limit creativity, rather, they help students know what they have **agency** over and feel safe to use this agency.
7. Creativity is fostered through activities which provide the right balance of **structure and boundaries** with **uncertainty and openness**. This allows for safe mistakes.
8. Where learning can be **gamified**, creativity is fostered. Gamifying can take a lot of planning and organising. Any good game needs both structure and uncertainty.
9. Involving students in situations or problems to solve where there is **apparently very little at stake** fosters creativity; **again this is about safety and trust in the teacher**.
10. Creativity is fostered when **the learning starts where the students are**: make sure the content, knowledge and skills are within the reach of the learners. For KS4 and KS5, this also means not moving too far from what is recognisably exam-relevant. **Fostering creativity and making the learning exam-relevant are not mutually-exclusive**.



1. Activities need to be motivating:

- **Intrinsic motivation** (making the activity itself inherently rewarding) can be achieved by:
 - Making an 'ordinary looking' task into a puzzle, quiz, or other kind of game
 - Basing the task on something the pupils enjoy *and have the capacity to do already* such as drawing, building a model or making up some writing
- **Extrinsic motivation** (linking the task to an external benefit) can be achieved by:
 - Merit points/house points etc
 - Linking the task to forthcoming assessments

NOTE: In terms of motivation, nearly all of the effective tasks reported by upper secondary school learners were directly linked – by the pupils – to examinations.

2. Activities need to be carefully constrained:

- By the task instructions e.g. create an animal that would survive in this environment
- By the resources e.g. you can only use the equipment in the tray, you must do all your working on the whiteboard

NOTE: the most successful activities were presented by the teacher in way that ensured they were building on existing skills, and with clear enough constraints to ensure that everyone was able to start immediately.

3. The learning environment needs to feel safe

- Where pupils reported creative thinking they often implied – and sometimes explicitly stated – a high degree of trust in their teachers
- A lack of fear around making mistakes or being judged by those around them was consistently reported as significant.
- This sense of security can operate at the level of a specific activity, an individual lesson, a class, or (perhaps) even a school.

