Progression in student creativity in school: new report

Creativity is widely accepted as being a desirable outcome of schooling. Yet there are many different views about what it is, how best it can be cultivated in young people and whether or how it should be assessed. And in many national curricula creativity is only implicitly acknowledged and seldom precisely defined. Our new report by Bill Lucas, Guy Claxton and Ellen Spencer presents the findings of a research commissioned by Creativity, Culture and Education (CCE) and the OECD that explores a new framework for formative assessment of student creativity in school.

- A formative assessment tool has been developed and tested by teachers in two field trials in schools in England. It monitors 5 key dispositions of creative minds: inquisitive; persistent; imaginative; collaborative; disciplined.
- Two clear benefits of the assessment tool developed are identified: teachers are able to be more precise and confident in developing young people’s creativity, and learners are better able to understand what it is to be creative (and to use this understanding to record evidence of their progress).
- At its current development stage, the benefit of such a tool seems to be a greater likelihood that learners display the full range of their creative dispositions in a wide variety of contexts.

Please send us your feedback

- Please share with us different types of assessment tools that are used to nurture students’ creativity in the school context in your country.

Other news

- The Innovation Strategy team has co-organised a workshop on “Education for Innovation in Asia: theory, evidence and practice” with Creativity, Culture and Education (CCE) and the Ministry of Education of Singapore (Singapore, 15-16 January 2013). More on this soon.

- Our previous reports can be found on our webpage.

CERI’s Innovation Strategy for Education and Training

The Innovation Strategy for Education and Training of the OECD Centre of Educational Research and Innovation (CERI) explores new approaches to equip people with innovation skills and to support radical innovation and continuous improvement in education systems. It includes two strands:

- Education and skills for innovation
- Innovation and improvement in education

The project has contributed to the OECD Innovation Strategy (2010), a major policy initiative offering a cross-government approach to help countries capture the economic and social benefits of innovation. It also feeds the OECD Skills Strategy (2012), a peer-learning initiative towards improving the supply of, anticipating the demand for, and optimising the use of skills in the workforce to promote economic growth and social inclusion.