

# #becreative

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



*#jpdd*

*#becreative*

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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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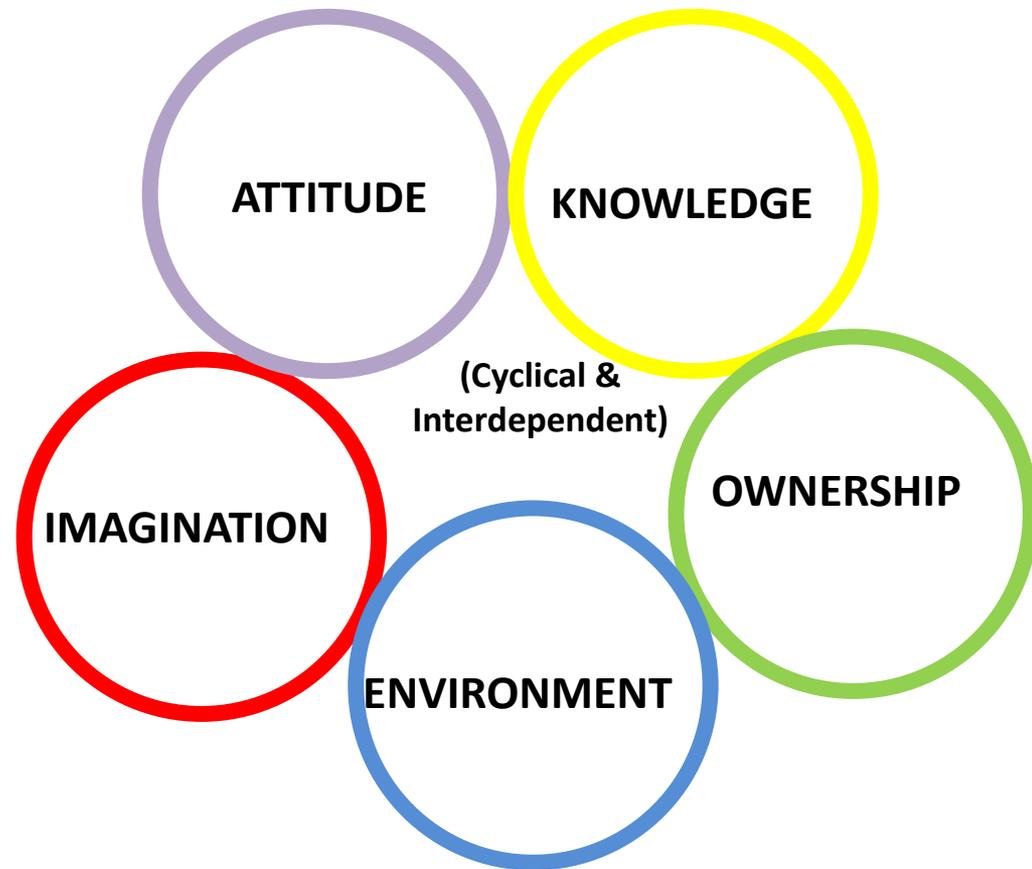
## Research

- February 2016
- [https://prezi.com/x3j0k7\\_bx9by/creativity-our-future-city-2016/](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

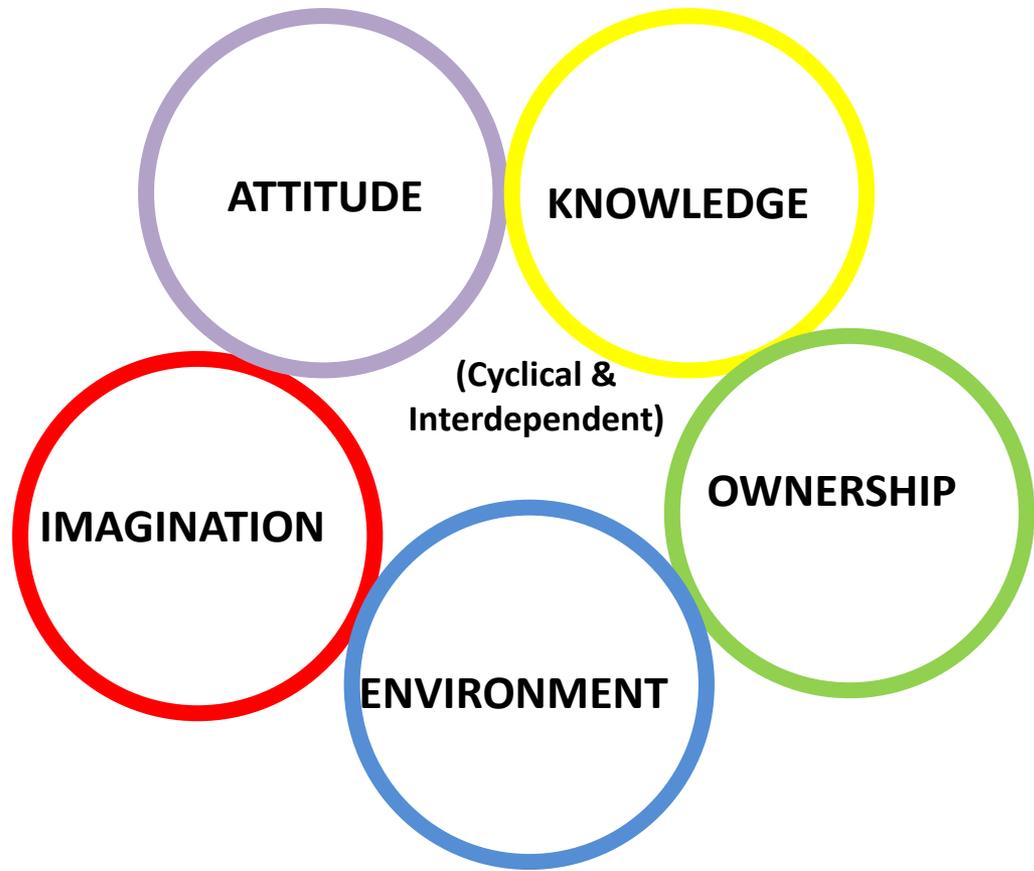


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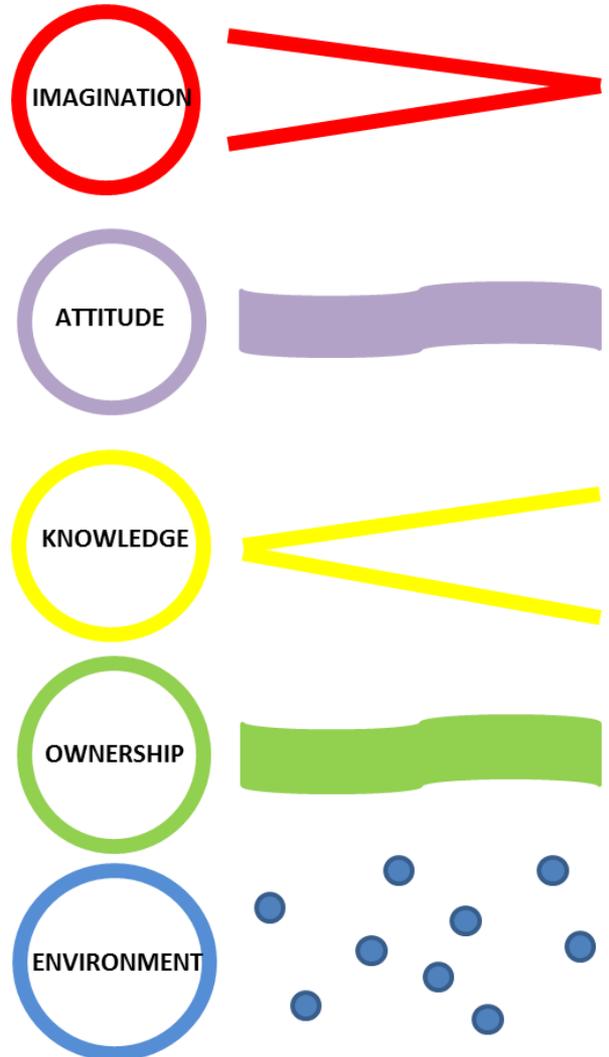
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# #becreative: Introduction & Rationale



TIME →



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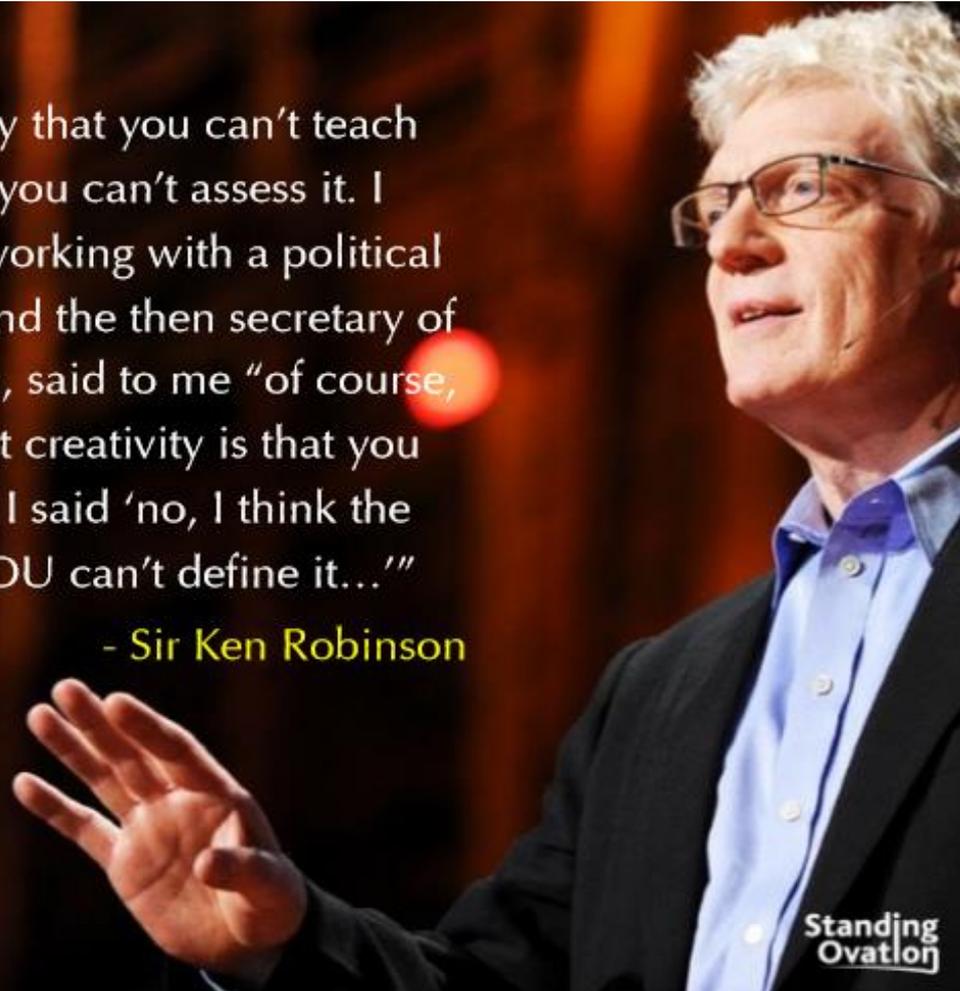
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# #becreative: Introduction & Rationale

"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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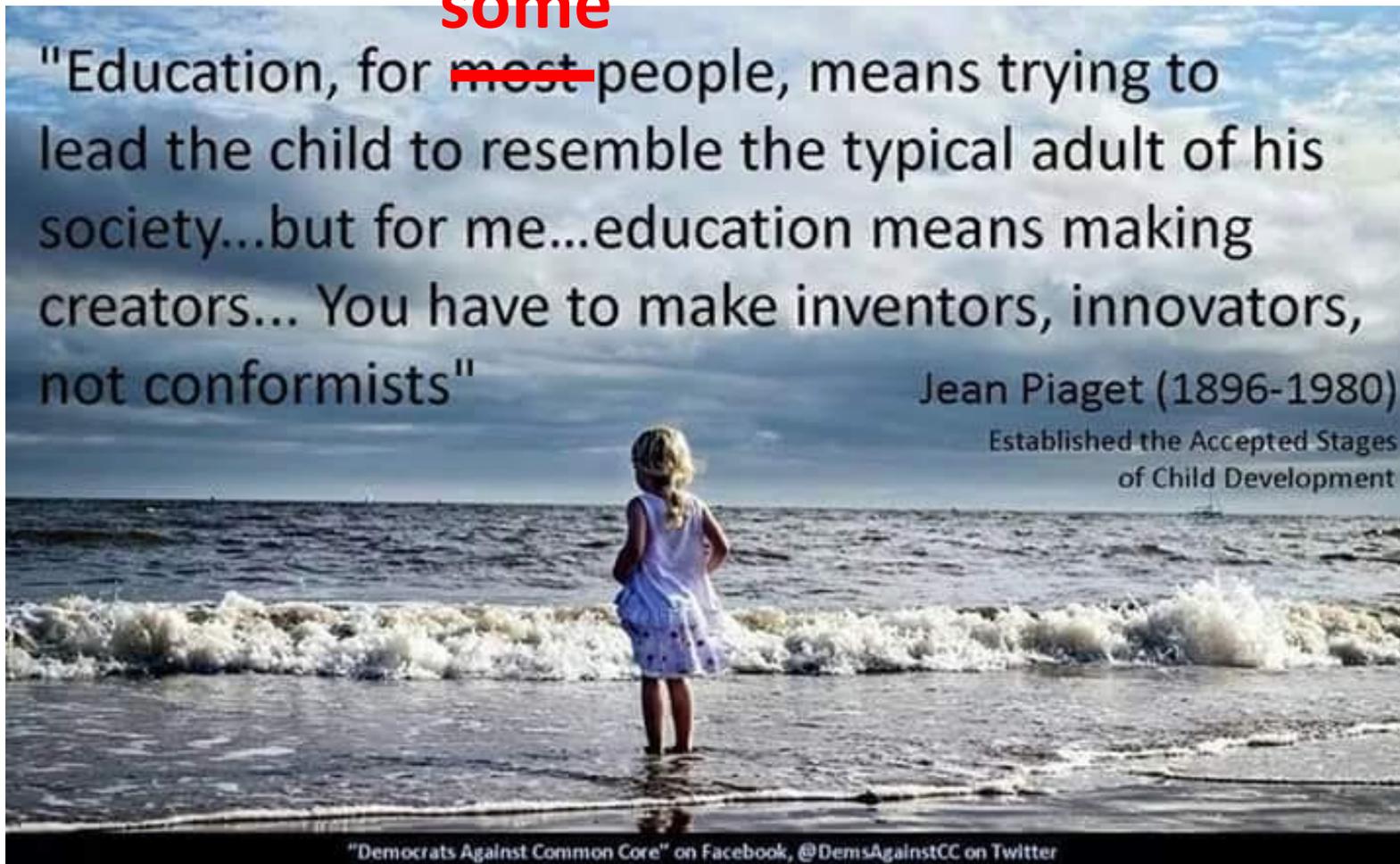
# #becreative: Introduction & Rationale

**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?

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

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Leader of Change  
Supporter of People

\*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/](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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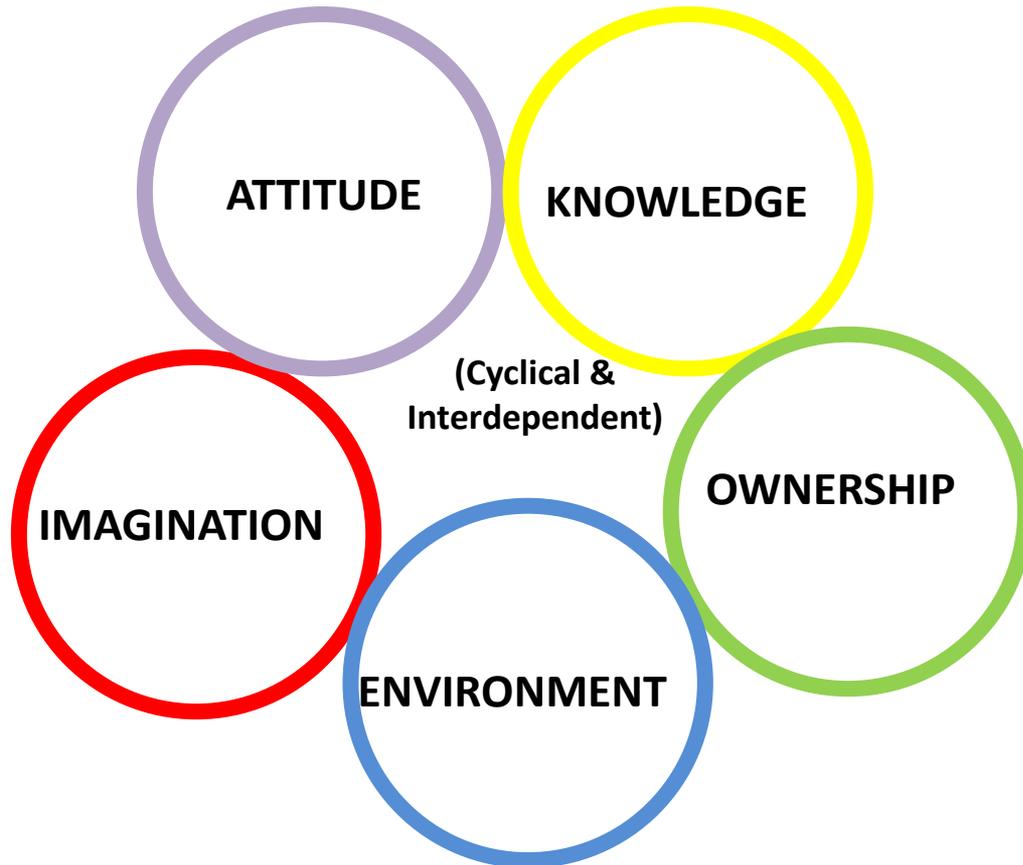
# #becreative: Themes of Creativity

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

#becreative  
#bewell  
#be collective

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

| Themes of Creativity* |          |           |           |
|-----------------------|----------|-----------|-----------|
| Imagination           | Attitude | Knowledge | Ownership |



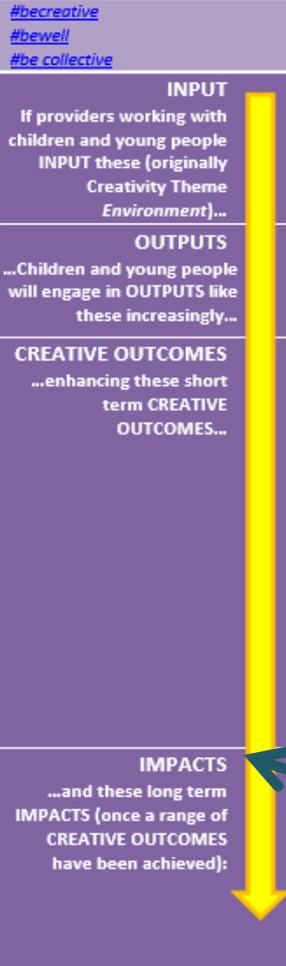
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# #becreative: Structure & Process

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



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

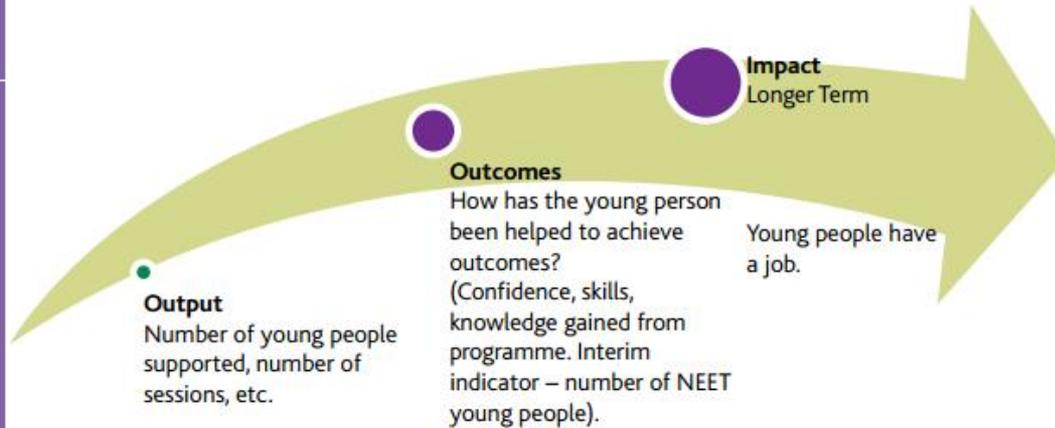


Diagram reproduced from *Producing an Outcomes-based Specification, Part 5: A Practical Guide to Commissioning Services for Young People*, NYA January 2012.

Over time

Feedback loop: cyclical

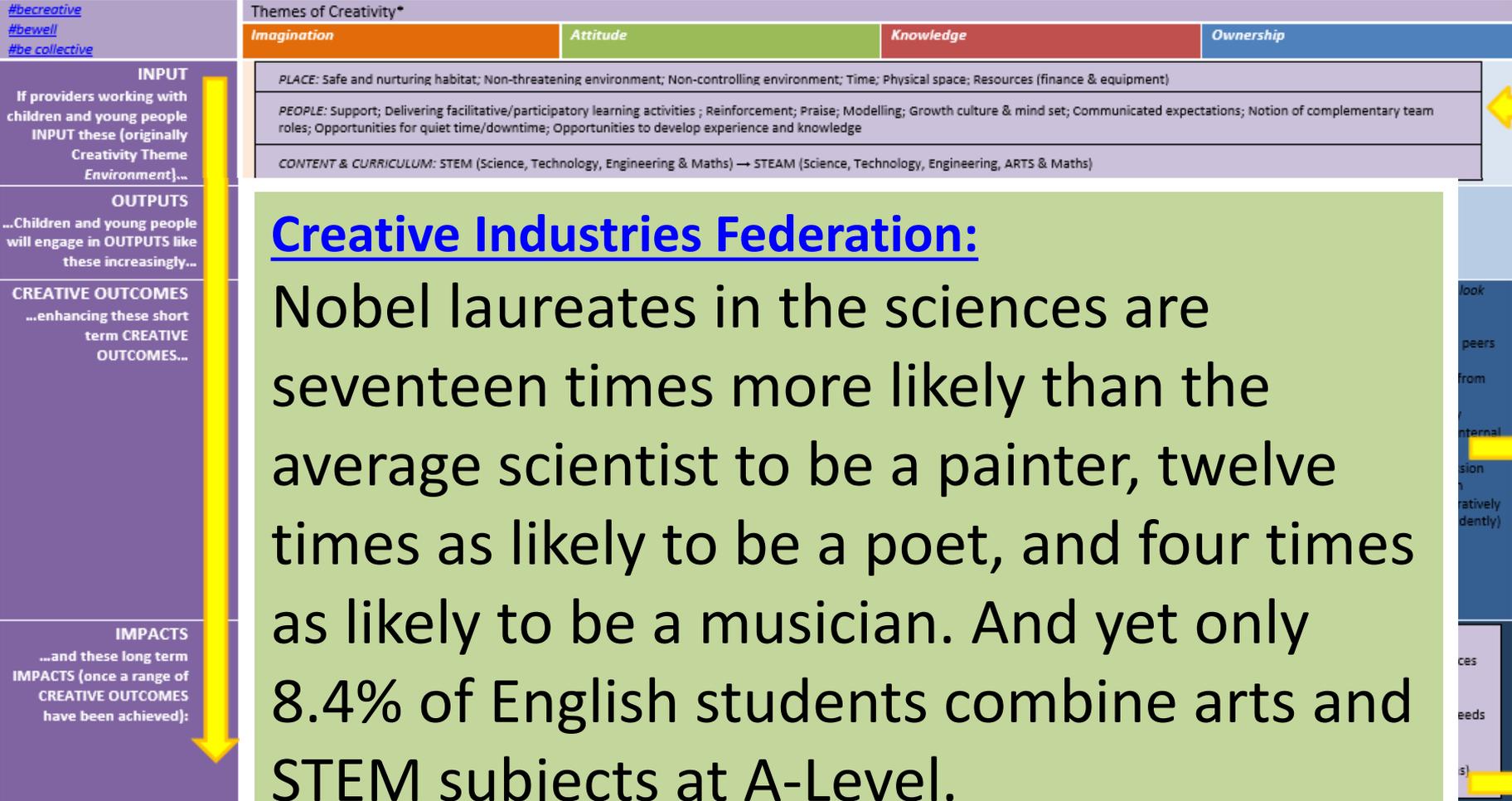
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# #becreative: Input (Environment)

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



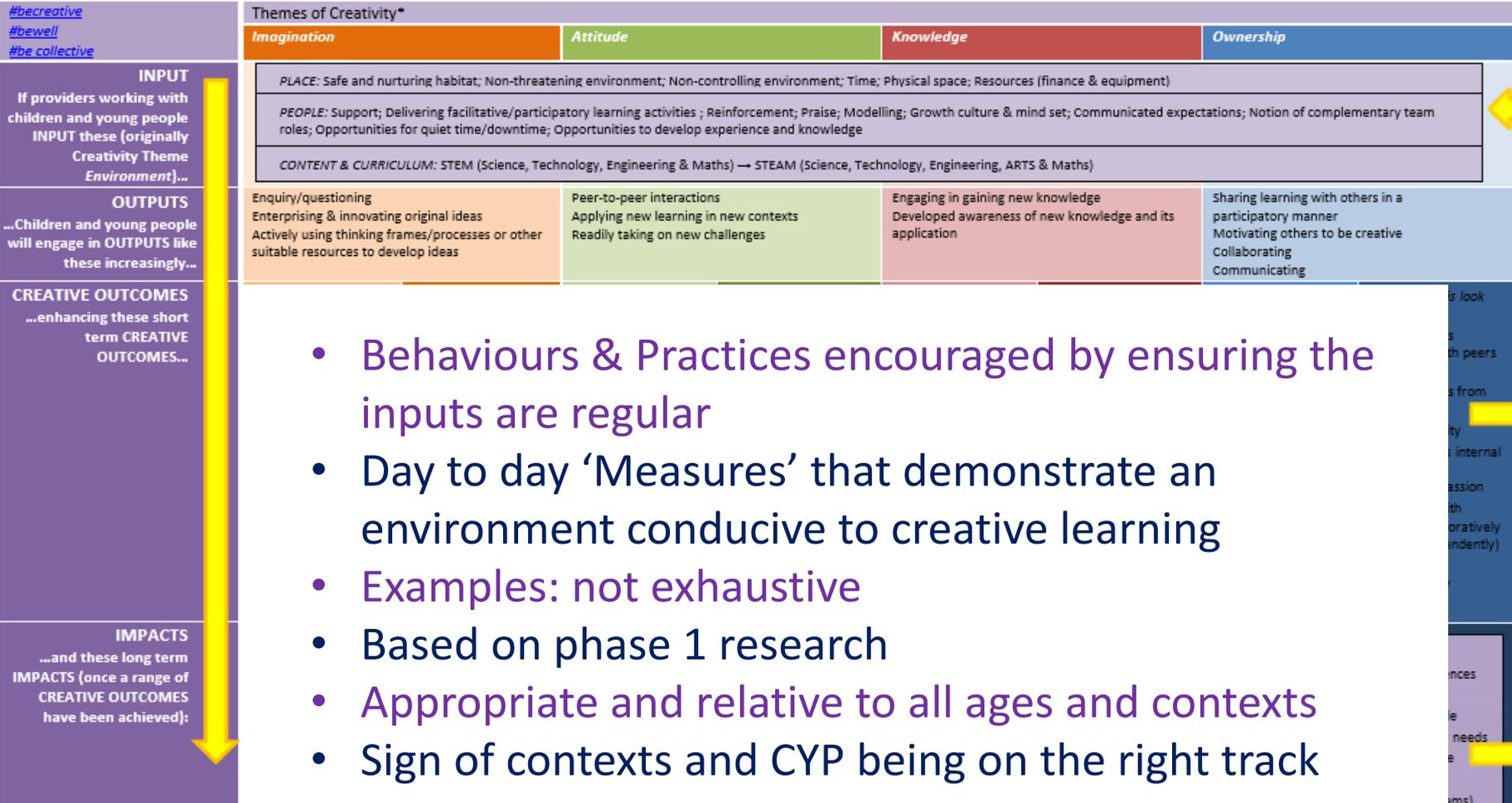
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# #becreative: Outputs

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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# #becreative: Creative Outcomes

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

| #becreative<br>#bewell<br>#becollective   | Themes of Creativity*   |  |   |   |   |  |  |  |
|---|---|--|---|---|---|--|--|--|
|   | Imagination   |  | Attitude  |   | Knowledge   |  | Ownership  |  |
| INPUT<br>If providers working with children and young people INPUT these (originally Creativity Theme Environment)... | 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)  |  |   |   |   |  |  |  |
| OUTPUTS<br>...Children and young people will engage in OUTPUTS like these increasingly...                             | Enquiry/questioning<br>Enterprising & innovating original ideas<br>Actively using thinking frames/processes or other suitable resources to develop ideas  |  | Peer-to-peer interactions<br>Applying new learning in new contexts<br>Readily taking on new challenges  |   | Engaging in gaining new knowledge<br>Developed awareness of new knowledge and its application   |  | Sharing learning with others in a participatory manner<br>Motivating others to be creative<br>Collaborating<br>Communicating   |  |
| CREATIVE OUTCOMES<br>...enhancing these short term CREATIVE OUTCOMES...   | <i>What the research says:</i><br>Problem solving<br>Playing<br>Curiosity<br>Divergent thinking<br>Possibility thinking<br>Elaboration<br>Intuition<br>Flexible thinking<br>Originality<br>Perceive the world in new ways<br>Make connections<br>Framing/reframing                                | <i>What does this look like?</i><br>Comfortable with role play<br>New ideas<br>Tweaking ideas<br>Actively thinking 'outside the box'<br>Asking 'what if...?'<br>Linking learning across different contexts<br>Reinventing the wheel<br>Asking questions<br>Asking 'if we do this, what will happen?' | <i>What the research says:</i><br>Openness/open mindedness<br>Focus<br>Discipline<br>Tolerance of ambiguity<br>Openness to risk-taking, opportunity, experimentation, and potential for failure<br>Permission to be wrong<br>Doggedness<br>Emotional wellbeing<br>Resilience<br>Unlearning: out of comfort zone | <i>What does this look like?</i><br>Responds well to change<br>'Have a go' mentality<br>'response to others' suggestions<br>Maturity in accepting mistakes<br>Actively seeks out new learning<br>'Unflappable' in failure<br>Stays on task for age-appropriate amount of time<br>Accepts constructive criticism | <i>What the research says:</i><br>Expertise/domain-specific knowledge<br>Preparation/planning<br>Breadth of interest<br>Building on prior subject knowledge<br>Self-knowledge / reflection<br>Knowledge of creative process<br>Knowledge through experience<br>Building knowledge: paying attention (to life) & mindfulness | <i>What does this look like?</i><br>Accumulates knowledge to input into new activities<br>What went well? What could have gone better?<br>Explaining how they have done something and why<br>Interested in a variety of contexts/applications<br>Plans/prepares appropriately for tasks<br>An understanding of own strengths and weaknesses<br>Uses hands on learning approaches | <i>What the research says:</i><br>Motivation - intrinsic and extrinsic<br>Commitment<br>Communication<br>Citizenship<br>Person-centred/-initiated/-led<br>Passion<br>From within/self-motivated<br>Collaboration<br>Independence | <i>What does this look like?</i><br>Communicates effectively with peers and adults<br>Actively learns from others<br>Initiates activity<br>Demonstrates internal enjoyment, motivation, passion<br>Works well with others (collaboratively and interdependently)<br>Works well independently |

## Practices/behaviours:

- OFC #becreative goals 1, 2 & 3
- Crucial for contexts to continue the Input practice as a habitual, cultural approach
- Becoming embedded culture

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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?

|   |  |  |  |  |
|---|--|--|--|--|
| <p><i>#becreative</i><br/><i>#bewell</i><br/><i>#be collective</i></p> <p><b>INPUT</b><br/>If providers working with children and young people INPUT these (originally Creativity Theme Environment)...</p> <p><b>OUTPUTS</b><br/>...Children and young people will engage in OUTPUTS like these increasingly...</p> <p><b>CREATIVE OUTCOMES</b><br/>...enhancing these short term CREATIVE OUTCOMES...</p> <p><b>IMPACTS</b><br/>...and these long term IMPACTS (once a range of CREATIVE OUTCOMES have been achieved):</p>  | <p>Themes of Creativity*</p> <p><i>Imagination</i>      <i>Attitude</i>      <i>Knowledge</i>      <i>Ownership</i></p>  |  |  |  |
|   | <p>PLACE: Safe and nurturing habitat; Non-threatening environment; Non-controlling environment; Time; Physical space; Resources (finance &amp; equipment)</p> <p>PEOPLE: Support; Delivering facilitative/participatory learning activities ; Reinforcement; Praise; Modelling; Growth culture &amp; mind set; Communicated expectations; Notion of complementary team roles; Opportunities for quiet time/downtime; Opportunities to develop experience and knowledge</p> |  |  |  |
| <p>• <i>#becreative3: INCREASE MEANINGFUL WORK EXPERIENCE, VOLUNTARY PLACEMENTS AND OPPORTUNITIES TO GAIN QUALIFICATIONS, AND TO PROVIDE ADVICE &amp; INFORMATION ABOUT THE CREATIVE INDUSTRIES AND ROUTES TO EMPLOYMENT</i></p> <p>• Cyclical</p> <p>• Interdependent (as with OFC Creativity model)</p>   |  |  |  |  |
|   |  |  |  |  |
| <p>By actively enabling children and young people to achieve these creative outcomes, the research says providers will be increasing their:</p> <ul style="list-style-type: none"> <li>• Employability</li> <li>• Sense of responsibility and citizenship</li> <li>• Awareness of others and community</li> <li>• Effective communication skills</li> <li>• Emotional and social intelligence and skills</li> <li>• Set of resources and learning to draw upon</li> <li>• Strategic thinking and leadership skills</li> </ul> <p>What does this look like?</p> <ul style="list-style-type: none"> <li>• Offering and applying a breadth of values, competencies, behaviours, practices and intelligences</li> <li>• Moral code: right and wrong, social justice</li> <li>• Reflective practice, empathy, sensitivity to others', developing beyond an egocentric attitude</li> <li>• Verbal and written communications that reach different audiences, responding to different needs</li> <li>• Resilient and responsive to change, maturity, wisdom, actively accepting/initiating challenge</li> <li>• Ever-increasing skills and behaviours, and constantly seeking new learning and knowledge</li> <li>• Seeing 'the big picture', making important connections, leading people (not managing systems)</li> </ul> |  |  |  |  |

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Theory (evidence base)

Practices/behaviours

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# #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?

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

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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/](https://prezi.com/x3j0k7_bx9by/creativity-our-future-city-2016/). All lists are presented in no particular order.

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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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## 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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# #becreative: Extended References

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



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