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

#becreative
#bewell
#be collective

Themes of Creativity*

Imagination	Attitude	Knowledge	Ownership

INPUT
If providers working with CYP 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
…CYP will engage in OUTPUTS like these increasingly…

Imagination	Attitude	Knowledge	Ownership
Enquiry/questioning; Enterprising & innovating original ideas; Active use of thinking frames/processes or other suitable resources to develop ideas	Peer-to-peer interactions; Application of new learning in new contexts; Eager approach to new challenges	Engaging in gaining new knowledge; Developed awareness of new knowledge and its application	Shared learning; participatory manner; Motivating others to be creative; Collaboration; Communication

CREATIVE OUTCOMES
…enhancing these short term CREATIVE OUTCOMES…

Imagination – What the research says:	Imagination – What does this look like?	Attitude – What the research says:	Attitude – What does this look like?	Knowledge – What the research says:	Knowledge – What does this look like?	Ownership – What the research says:	Ownership – What does this look like?
Problem solving; Playing; Curiosity; Divergent thinking; Possibility thinking; Elaboration; Intuition; Flexible thinking; Originality; Perceive the world in new ways; Make connections; Framing/reframing	Using process – and solutions-focused approaches; Comfortable with role play; New ideas; Tweaking ideas; Actively thinking 'outside the box'; Asking 'what if…?'; Linking learning across different contexts; Reinventing the wheel; Asking questions; Asking 'if we do this, what will happen?'	Openness/open mindedness; Focus; Discipline; Tolerance of ambiguity; Openness to risk-taking, opportunity, experimentation, and potential for failure; Permission to be wrong; Doggedness; Emotional wellbeing; Resilience; Unlearning: out of comfort zone	Responds well to change; 'Have a go' mentality; Responds to others' suggestions; Maturity in accepting mistakes; Actively seeks out new learning; 'Unflappable' in failure; Stays on task for age-appropriate amount of time; Accepts constructive criticism; Gives self and other permission	Expertise/domain-specific knowledge; Preparation/planning; Breadth of interest; Building on prior subject knowledge; Self-knowledge / reflection; Knowledge of creative process; Knowledge through experience; Building knowledge: paying attention (to life) & mindfulness	Accumulates knowledge to input into new activities; What went well? What could have gone better? Explaining how they have done something and why; Interested in a variety of contexts/applications; Plans/prepares appropriately for tasks; An understanding of own strengths and weaknesses; Uses hands on learning approaches	Motivation - intrinsic and extrinsic; Commitment; Communication; Citizenship; Person-centred/-initiated/-led; Passion; From within/self-motivated; Collaboration; Independence; Awareness of others and equity between individuals and groups	Communicates effectively with peers and adults; Actively learns from others; Initiates activity; Demonstrates internal enjoyment, motivation, passion; Works well with others (collaboratively and interdependently); Works well independently; Works with awareness of difference and the need for equity

IMPACTS
…and these long term IMPACTS (once a range of CREATIVE OUTCOMES have been achieved):

By actively enabling CYP to achieve these creative outcomes, providers will be increasing their:
- Employability
- Sense of responsibility, citizenship and social understanding
- Awareness of others and community
- Effective communication skills
- Emotional and social intelligence and skills
- Set of resources and learning to draw upon
- Strategic thinking and leadership skills

What does this look like?
- Offering and applying a breadth of values, competencies, behaviours, practices and intelligences
- Moral code: right and wrong, social justice and a sense of equity
- Reflective practice, empathy, sensitivity to others', developing beyond an egocentric attitude
- Verbal and written communications that reach different audiences, responding to different needs
- Resilient and responsive to change, maturity, wisdom, actively accepting/initiating challenge
- Ever-increasing skills and behaviours, and constantly seeking new learning and knowledge
- Seeing 'the big picture', making important connections, leading people (not managing systems)

*The Creativity Framework is based on research undertaken by Laura Saunders in 2016. All lists are presented in no particular order.

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