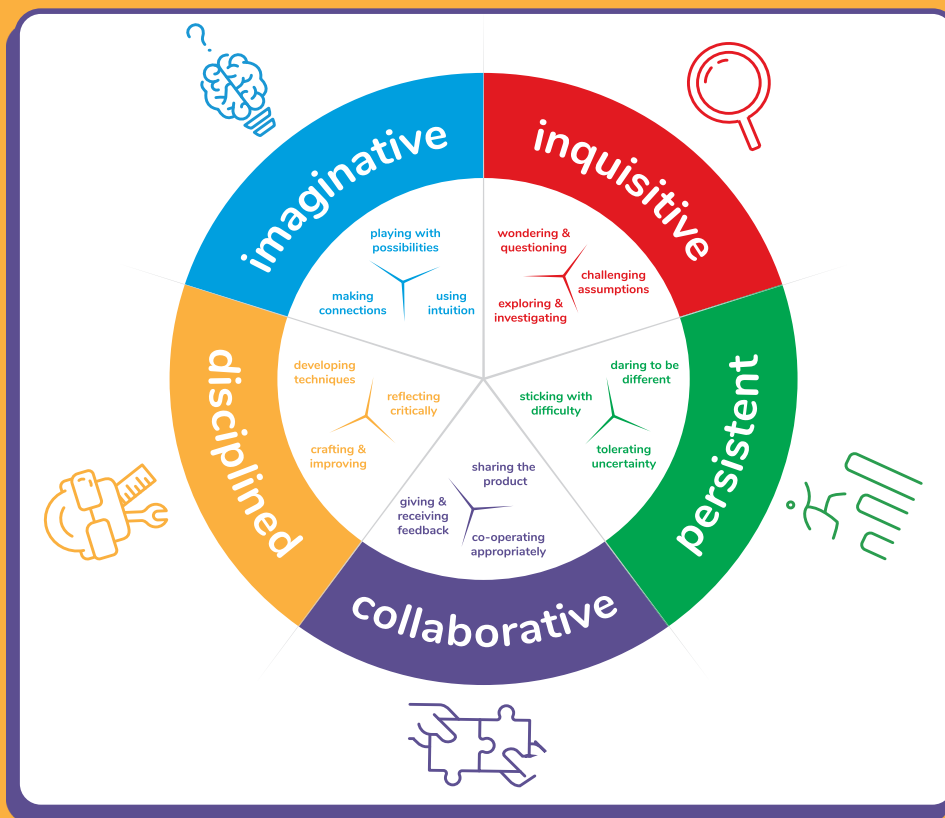


What is creativity?

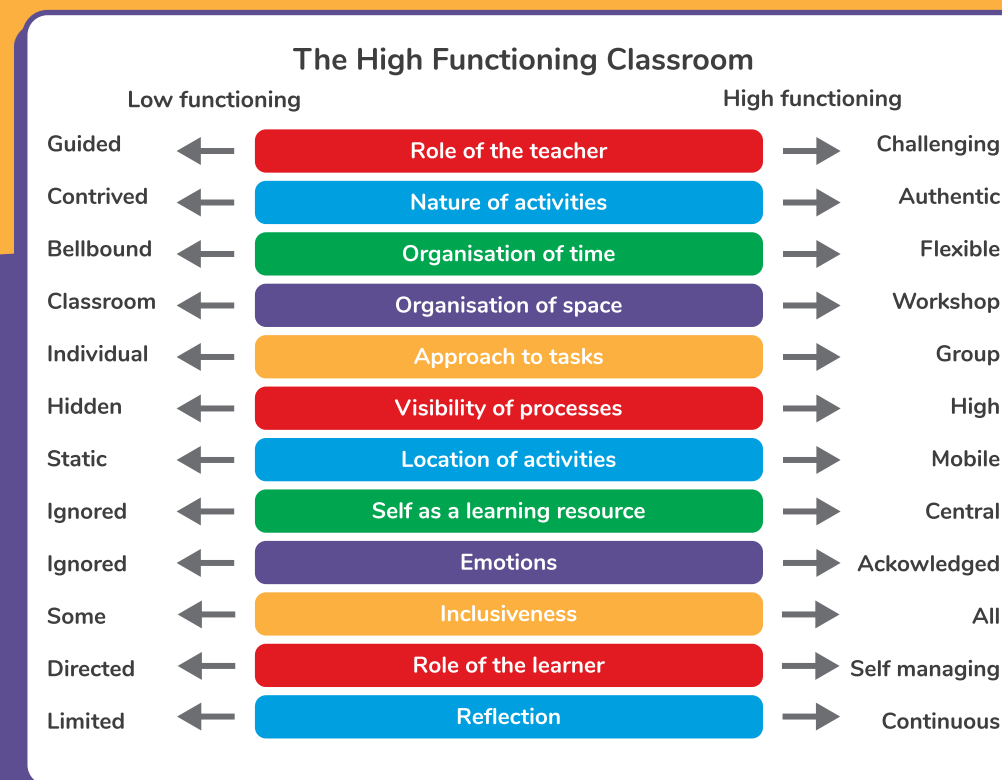
Creativity is no longer the prerogative of a few geniuses, but a skill that can help us all meet the challenges of the 21st century. The old answers are clearly not working, so creative thinking that is both new and useful is needed more than ever. It is a way of thinking that combines divergent and convergent approaches, is domain-specific and can be effectively developed within the school curriculum.

The Creative Dispositions Model developed by Lucas, Claxton and Spencer is based on five main elements that teachers can use to enhance students' creativity through classroom tasks. The model gives students the opportunity to better understand the world, find new solutions to complex problems and persevere in overcoming obstacles. It also fosters the skills that enable students to act responsibly, make independent decisions and shape their own future by effectively using the resources of their community.



The High Functioning Classroom

Creative Partnerships has developed an innovative pedagogical approach known as the "high functioning classroom". This approach encourages teachers to transform their classroom practices and create a learning environment that offers students constant challenges. The lessons relate learning to real-life situations while engaging students physically, socially, emotionally and intellectually. Students' own experiences, observations and questions are at the heart of the process, enriching the learning experience.



Creative Partnerships programme

The Creative Partnerships Programme is the Hungarian adaptation and further development of the international Creative Partnerships initiative, which has been operating in Hungary since 2015. The programme aims to explore creative approaches to teaching and learning, with a particular focus on stimulating curiosity, developing imagination, fostering collaboration, promoting disciplined thinking, and increasing perseverance. These are the five pillars of creativity on which the programme builds to help teachers, in partnership with artists, to develop 'high functioning classrooms' where learning is linked to real-life situations. The lessons create a challenging, active learning environment in which students are engaged physically, socially, emotionally and intellectually. The students' own experiences, observations and questions are at the centre of the lessons, enriching the learning experience and promoting more effective teaching. The programme also aims to increase teachers' motivation and methodological tools and to develop students' creative skills. The programme is particularly targeted at the 3rd grade and above and offers new and inspiring ways of learning for all participants.

Art of Learning programme

The programme is unique in that it is a unique international pioneer in exploring the role of art and culture in education. It is specifically designed for children in grades 1-3, focusing on the development of executive functions such as self-control, flexibility of thinking and working memory. Using an innovative working method of creative partnership, the programme helps children to adapt, concentrate and acquire knowledge more effectively through a variety of topics. As a result, they not only improve their academic performance, but also acquire essential skills that will be valuable throughout their lives.

Who is who in the programme?

Creative professional

- a professional from an artistic background, who helps students acquire a different type of knowledge and skills. Working with teachers in the classroom week after week, artists set new expectations that clearly challenge students.

Teacher

- actively supports and participates in joint planning, implementation and evaluation processes, incorporating curricular elements and teacher skills into the collaboration.

Participating class

- active participation in creative lessons week after week.

School coordinator

- helps and supports the work of the teachers involved in the programme, responds to emerging needs, facilitates communication between the school and the artist.

Artist coordinator

- knows the local context, helps to create and design projects that are relevant to the curriculum and local issues.

Researcher

- manages, implements and evaluates the input and output measurements of the programme, and communicates the results to the participating partners

Control class

- a group of children with characteristics similar to those of the class participating in the creative programme, but not participating in the programme itself. Their progress is used as a benchmark for evaluating the impact of the programme.

Programme owner

- is responsible for the operation, training, delivery, technical content and monitoring of the programme

International Network for Creative Pedagogies

-It is a platform for the exchange of knowledge and experience, channelling the latest experiences from the international scene.

About us

At the Creative Learning and Education Foundation, we work to help creativity find, unleash and develop in the world of school and work. By implementing creative methodologies and training programmes, we ensure that participants are motivated and innovative in their ideas to support their own learning and work environment. To achieve all these goals, Creative Learning and Education Foundation brings together educational researchers, artists and educators who are committed to educational renewal and have a wide range of professional experience in the field of creative learning. We offer mainly school-based programmes (Creative Partnership and Art of Learning), but also other services:

Art pedagogy programmes

In collaboration with contemporary galleries and art projects, we offer a series of creative student workshops that explore learning content, subject knowledge and social issues through exhibited artworks in a collaborative creative process with students.

Trainings

We offer a wide range of training, to a variety of groups, from children looking for a great learning experience, to parents wanting to communicate more effectively, to corporate professionals looking for a creative working environment.

Films

Our series of films, *The Secret of Good Education*, aims to use the available scientific facts in an easily digestible but steadfast way (without compromising on scientific facts or quality) to help those interested (teachers, parents, students and everyone else) to navigate the complex world of education.

Book

In our book *Creative Learning*, the authors present a whole new way of learning and being at school. Teaching and learning processes and knowledge are deepened by means of the development of creativity — using art as a mediating tool. The method is integrated into current educational practice as demonstrated by the schools participating in the programme.



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Webpage



Films



Book



Feedback from participants in the programme



“We were amazed at the place of the arts in the classroom. The most attractive part of the programme is that teachers can work with artists who bring a different perspective to the classroom.” -
/School principal/

“This has been the most inspiring year of my 25-year teaching career”
/teacher interview/

“I didn’t feel like we were learning literature but somehow I got *Lúdas Matyi* in my head, it was more like learning by playing”
/student in the programme/

“I never thought that Feri, would be able to absorb so much, especially with *Lúdas Matyi*, that he would do the job well. So far he hasn’t been interested in anything and has never contributed constructively to the lessons, I was very surprised.”
/teacher interview/

“When it was an online creative class, at home the whole family sat on the other side of the laptop and listened to what was going on, it was so different from the other classes”
/parental feedback/

Evaluation methods

•English version starts on page 57

Impact-analysis *



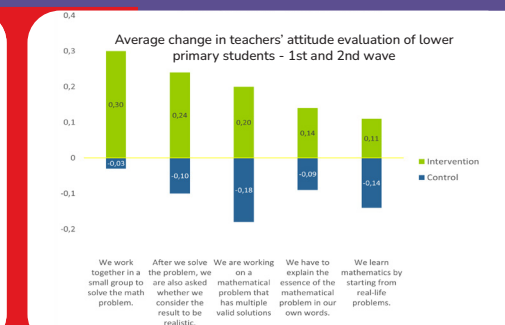
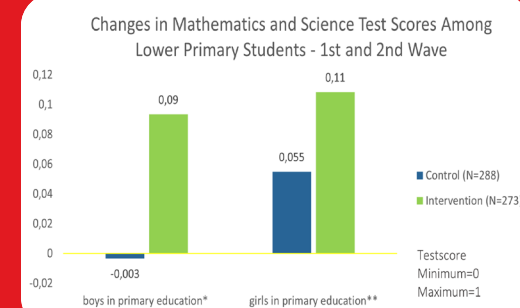
Our programmes are continuously monitored and evaluated using qualitative and quantitative methods. The impact of the intervention is measured using a quasi-experimental method involving control groups. We measure children’s competencies, creativity, social skills through input and output measures, and conduct classroom observations where we also monitor teachers’ progress.

Impact studies show that...

The programme has also made a noticeable positive difference to students’ academic performance, behaviour and motivation. The majority of students have improved intrinsic motivation, autonomy and self-efficacy.

Teachers were able to apply what they had learned from creative professionals to their own practice.

In schools, the use of space and time has been transformed, and activities have become bold and visible, giving pupils a choice. Collaboration in school has been strengthened, fear of failure reduced and freedom to experiment increased.



CREATIVITY IS NOT THE PRIVILEGE OF ARTISTS, BUT THE KEY TO A BETTER LIFE FOR ALL CHILDREN AND ADULTS



CREATIVE LEARNING & EDUCATION

