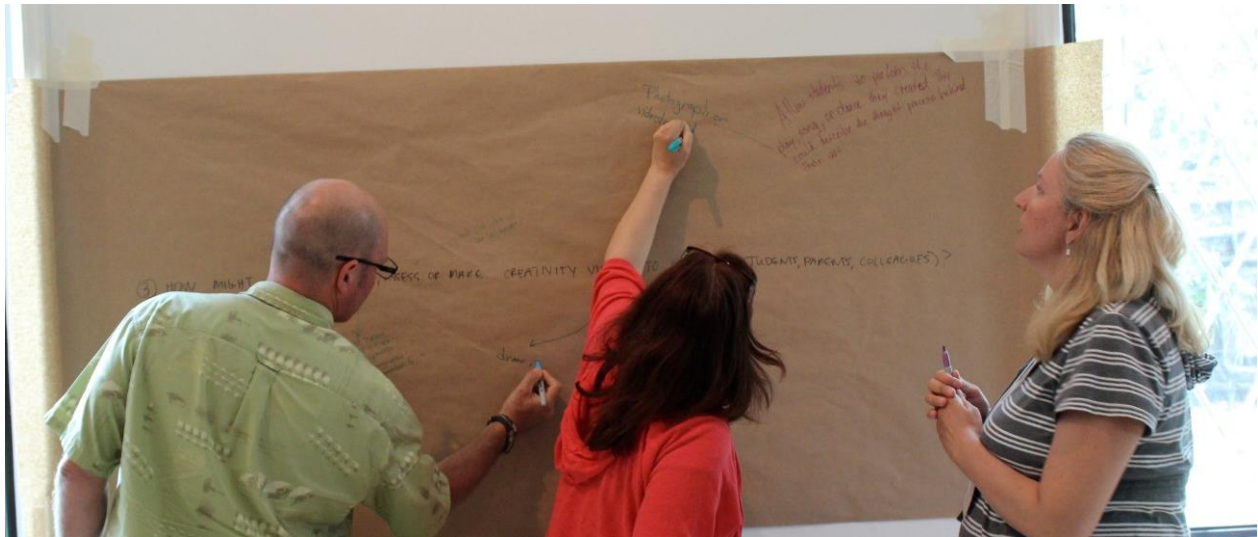


Practitioner Perspective: Educators' Insights and Puzzles for Fostering Creativity



Teachers and administrators participating in the Columbus Museum of Art's Teaching for Creativity Institute investigated three central questions using the Chalk Talk protocol. This protocol, which can be found on the website for the National School Reform Faculty, makes space and time for members of a group to unearth insights and puzzles, and respond with differing perspectives, around a topic of the facilitator's choosing – in this case, questions central to fostering and assessing creativity. For the purposes of this experience, educators investigate the following variations on the guiding questions of the Institute:

What does creativity look, sound, and feel like?

What are the behaviors and conditions that support creativity?

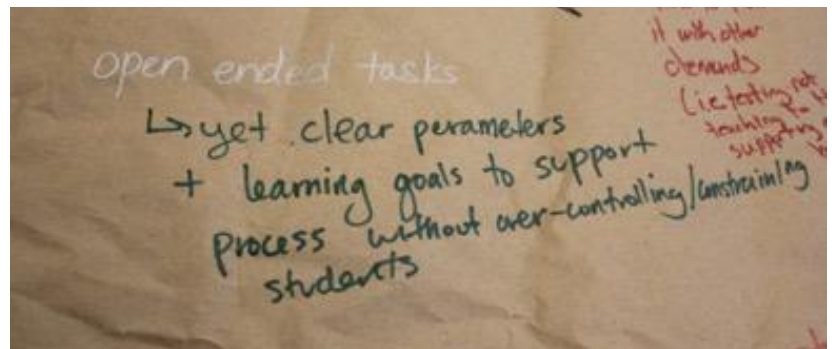
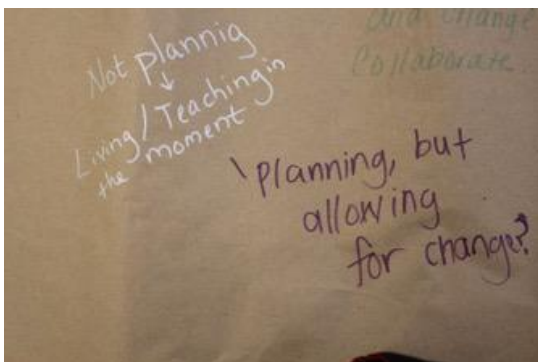
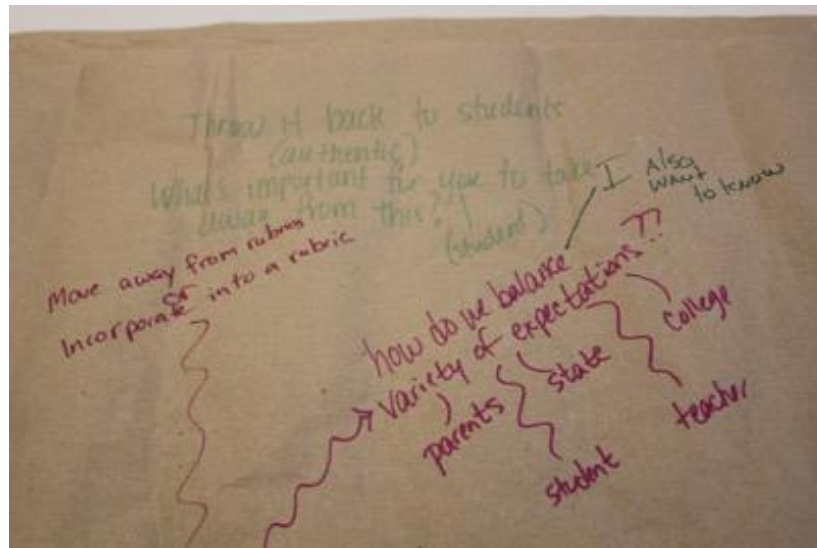
How might we illuminate, assess, or make creativity visible to others? (i.e. students, parents and colleagues)

Our aim at CMA was for participants to make connections and consider new possibilities of what the creative process might look like by providing the space and time to expand and reflect upon the thoughts of others. While the primary learners are the participants themselves, the visual conversation this experience prompted were rich with learning. For that reason, CMA educators analyzed the documentation of the protocol, organizing responses into themes that reflected the most pressing, reoccurring questions and puzzles as well as some innovative ideas participants contributed.

Predominant themes include: balancing open-ended opportunities with helpful parameters, reimagining routines, tools, and resources; deepening engagement with parents, colleagues, and community; encouraging a flexible and permeable classroom space; and supporting failure and fear in the creative process.

The following images were pulled directly from the Chalk Talk and represent a diverse selection of ideas from participants around these themes. As you look through them, consider what is relevant for your own practice. What questions or ideas do their responses raise for you?

Balancing Open-Ended Opportunities with Helpful Parameters



Reimagining Routines, Tools, and Resources

rests
or make some things limited — or used in new ways
variety of materials

materials, or limiting materials to create new challenges
time to explore,
positivity

variety of supplies
not labeling tools w/ a specific purpose
open

classroom design
that provides options
of types of workspace

I've seen product used as a digital portfolio. Very effective!
Portfolio or Documentary (visual or) ← Show process (and) Not the product
embedding QR codes into artworks process
↓ yes! And value
all stages of

Deepening Engagement with Parents, Colleagues, and Community

opening your door and allowing people (students, parents, teachers, etc.) to see what students are doing along the way, not just at the end

USE EXPERTS — and invite them
in your SCHOOL and community
Be willing to be an expert - collaborate! 😊
afraid

e.g. students
invite them to participate — YES!
The POWER of a personal invite!!
and make them feel welcome when they show up!

Open House =
"What does creativity look like in the classroom?"
Not curriculum night but "what does learning look like in the classroom night?" -
Have parents try hands-on creative activities

Classroom Community — shared understanding between teachers, students, parents) of what a community is & what it looks like lived out, daily, in the classroom.
How long does it take to build this culture?
question

☆ spark conversations between parents & their children because they like to hear their kids talk more than their kid's teachers ☆

Encouraging a Flexible and Permeable Classroom Space

Messy → on purpose!
Controlled (focused?)
chaos

Flexible thinking
Open Environment
Freedom
Positive
Supportive
accepting of differences
Student create your own rules in classroom

Teach students to "search" for creativity among their peers & document it through video, photographs, written narrative, etc. → Creative Scavenger Hunt @ School or in Community

Documentation!
Pictures! []
Videos! []
embedding QR codes into artworks, etc.
Help? when? How?
- all stages of process, failures + successes
- no, homework, social media
- Students engaging in documentation, etc.
Art shows, art nights, events

students?
create partnerships across disciplines / institutions / districts
and show how creativity relates to all disciplines

Supporting Failure and Fear in the Creative Process

Diversity in
Culture + Thought

Modeling how to continue
questioning and wondering...
Use what you know now
and change it!
Collaborate...

Celebrate
Mistakes!
— discuss
what was
learned by
making them
↓
Yes!

* willing to take
calculated risks
* innovative / trailblazing
↓
What do you
mean by ^{responsible} calculated?
risks

By Failure?
modeling failure
and ~~what~~ what we do next!