

Creative teacher and creative curriculum

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EVOCAATION:

Why do teachers need to be creative?

Why teachers need to be creative:

- For combining knowledge, experience and available tools when planning
- For involving all children in teaching, thinking about various strategies, hypothesing, testing, reflecting...
- For responding children needs and ensuring progression
- For collaborating with other teachers, finding new solutions

Creative Teacher and his/her roles:

- The critical reflector
- The carer
- The communicator
- The facilitator
- The observer
- The assessor
- The creator

(Rose and Rogers, 2012)

How can we learn to be creative

- **Be creative yourself** – practicing „being creative“ even as a hobby, personal interest, regular exercises, focus on process of creating and reflect on it. Cooperate with others, share your experience.

*„By being creative outside of your role,
you will remain inspired and motivated within it.“*

(Mohammed, R., p. 99)

How can we learn to be creative

- **Do not be afraid to get inspiration:** copy someone else's ideas at the beginning
- **Practice various roles:** explorer, artist, judge...
- **Become a researcher:** collect teaching ideas
- **Think in many different ways:** play with possibilities, use alteration (reveal new possibilities and perspectives), translate (from one form to another – e.g. Kandinsky translated classical music into paintings)
- **Become a noticer:** creative people are „expert noticers“ and observers



What are my strengths and what are my weaknesses? Share and explain why you think so.



Creative curriculum

- **Recognises children`s creative lives** - it is playful, incorporates games
- Embodies children voices and **build on their experience**
- Creates **holistic experience**
- Create **meaningful and open-ended opportunities** that foster curiosity, wonder, experimentation, exploration and creativity
- Create space for **sustained shared thinking** (SST)
- Promotes **reflection**.
- **Engage with families** and community

How is “creative teaching” visible in the classroom?



How many words can
you write in 90 s?

H

T

A

L

M

I

O

Y

I

D

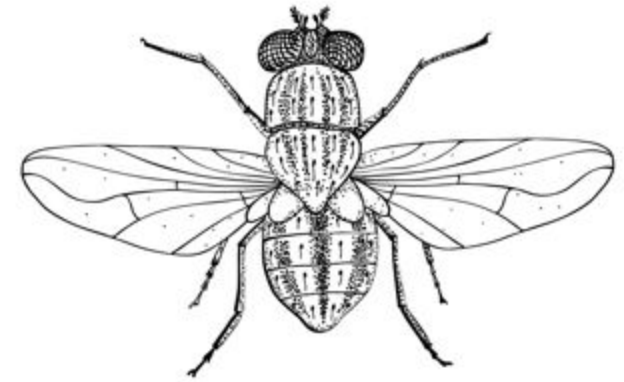
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Open-ended tasks and questions:

Dice and Dixit

1. What **can you see** in the picture? Try to observe all the details.
2. Say **3 adjectives** that come to your mind when you see the picture.
3. If it was a **painting in a gallery** what name would it have?
4. If it was an **illustration in a book**, what happened before this moment?
5. If it was an **illustration in a book**, what happened after this moment?
6. Is there anything you **would like to change**? Why?

Pictures and key words before reading



SWEET POTATO, SPIDER, FLY, FRIENDS,
DROUGHT, THIN, FAT, IDEA

READING WITH PREDICTION

	What will happen?	What happened?
FIRST PART		
SECOND PART		

READING WITH PREDICTION

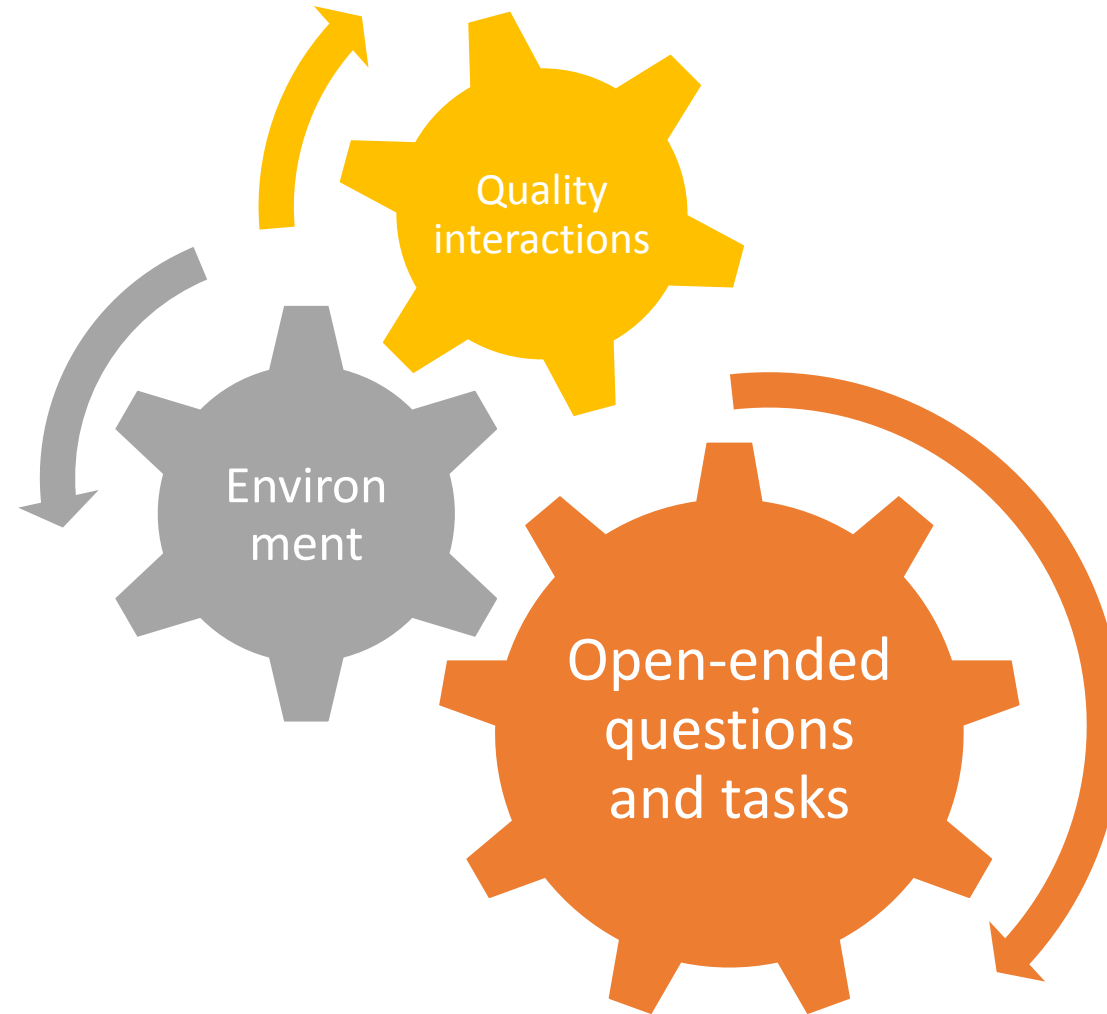
	What will happen?	What happened?
FIRST PART		- The spider and the fly were friends - Terrible drought came- no food - The spider had sweet potatoes and the fly came to see him and she was very thin.. - But the spider did not want to share – HE HAD AN IDEA!
SECOND PART		

Cvičení na propojování



She is.../must be...
She can/can't...
She is going to...
She

How is “creative teaching” visible in the classroom?



Quality interactions

- sustained shared thinking (SST)
- development of communication skills through peer interaction
- exchanging ideas and opinions, giving arguments

Sustained shared thinking

1. Questions in a discussion that encourage children to talk about their own experiences with a topic could include:

- “What is a similar experience that you have had, or someone you know has had?”
- “What were you feeling at the time? What were you thinking?”
- “What did you do and why?”
- “Was there something else you could have done? Why did you choose not to do it?”

2. Questions that help them understand others' viewpoints, experiences and reasons for doing certain things could include:

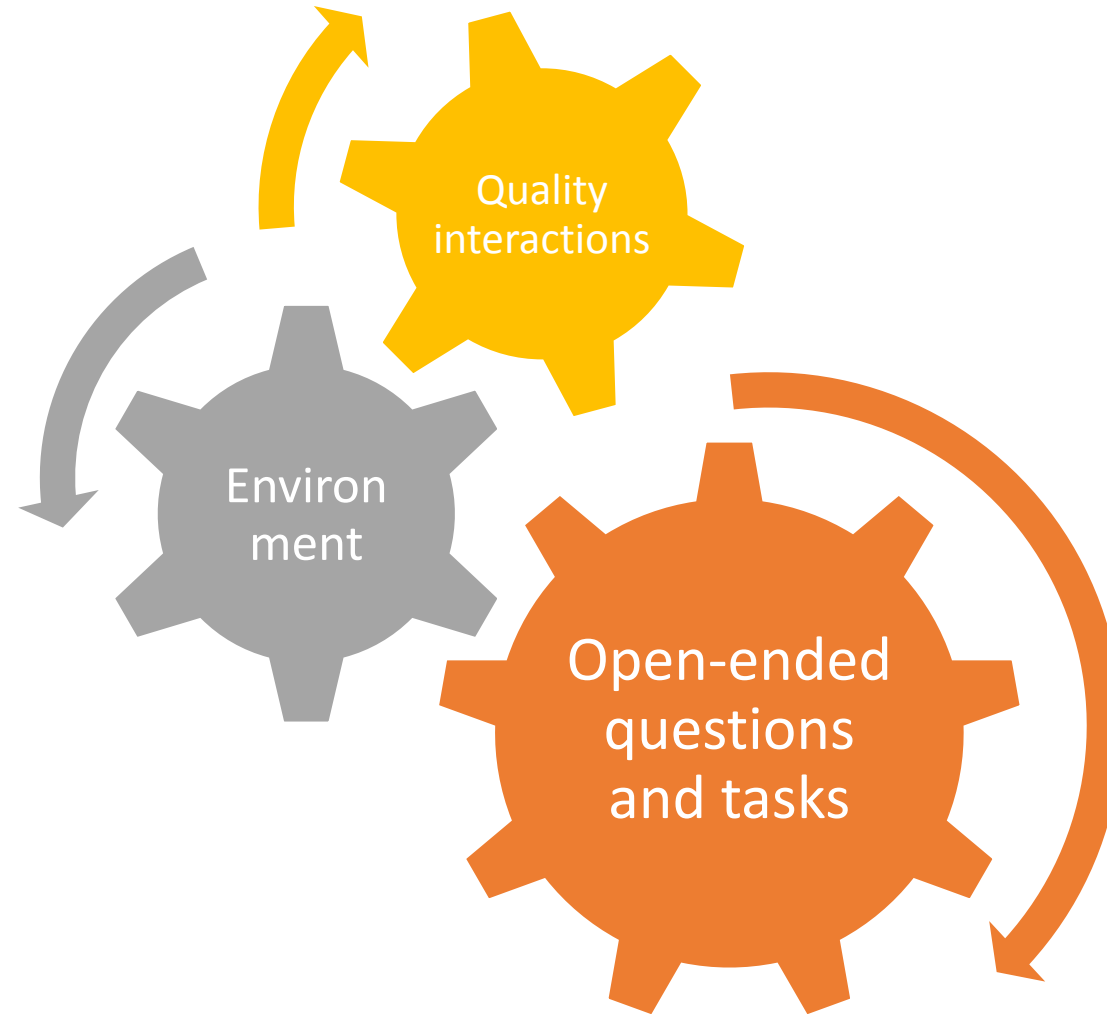
- “How do you think the other person felt about this and why?”
- “What might they be thinking about?”
- “Why might someone do something differently and why?”
- “Do these people have other options and what are they?”
- “Why do you think other people do something that way?”

3. Transforming questions that invite children to take action or to reflect further could include:

- “What would I want to change?”
- “What could be better?”
- “How can I improve it?”
- “Who can help me and what can they do?”

Child-Centered Democratic Preschool Classrooms.
Step by Step. Open Society Foundation London:
2019, p. 145-146.

How is “creative teaching” visible in the classroom?



Environment

- Open-ended materials
- Active learning opportunities
- Flexible seating
- Children feel ownership and responsibility for their environment
- Letting children make choices

Environment

- Open-ended materials - environment “as a third teacher”
- Active learning opportunities
- Children feel ownership and responsibility for their environment
- Letting children make choices

Activity centers can be
an answer for these
needs

Integration of Curriculum through Play in Learning Centers

Example by Step by Step Approach

- Language and Literacy Centers
- Maths Manipulative Centers
- Social Imaginative Play Centres
- Science Discovery Centers
- Visual Art Centers
- Block Center or Sand and Water Center

Activity Centers in Preschool

Both Sand and Water Table

Animals and insects (plastic)	Cups	Funnels
Colanders	Dishes and pots	Measuring cups
Corks	Flowers and plants (plastic)	Measuring spoons

Sand Table

Biscuit cutters	Shells	Sticks
Garden tools	Shovels	Stones
Muffin and cake tins	Sifters	Strainers
Molds	Small trucks, cars, tractors	Sieves
Rocks		

Water Table

Boats	Fish (plastic)	Spray bottles
Bottles	Fishing rods	Straws
Soap for bubbles	Food coloring	Tubes
Dolls to bathe	Items that sink and float	Water wheels
Egg beaters	Sponges	Whisks
Eye droppers		



Language and Literacy Centers

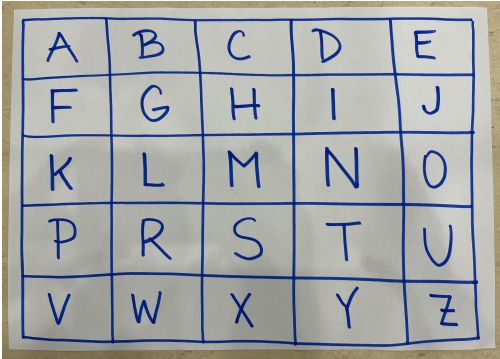
1. What can we have in such a center to promote a creative environment?
2. What kind of activities can we suggest to kids?



Language and Literacy Centers



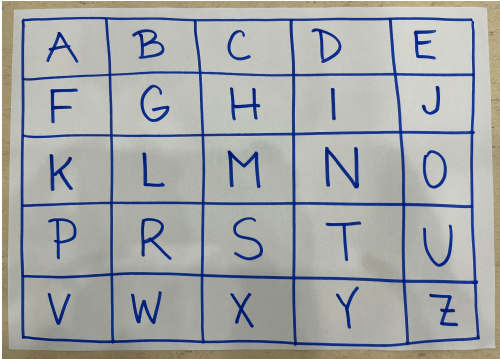
Items	✓
'In and out' office trays	
Letter charts	
Writing materials	
Children's dictionaries	
Hole punchers	
Yarn	
Items to make books	
Plants	
Colored pencils	
Colored markers	
Chalk and chalkboards	
Crayons	
Letter stencils	
Different kinds of stencils	
Alphabet stampers	
Magazines	
All kinds of paper	
Stapler	
Pencil sharpener	
Scissors	
Paper clips	
Rulers	
Fasteners	
Erasers	
Writing slates	
Stationery and envelopes	
Date stamp	
Stamp pads	
Letter and language games	
Letter charts or placemats	
Journals	



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Maths Manipulative Centers



Items

A variety of objects, including at least three natural materials organized in bins or baskets. (Try to avoid brightly colored plastic items.) Children will use these materials to count, sort, and classify. Examples of materials include:

- Shells
- Pine cones
- Rocks
- Wooden shapes
- Buttons

Dice

Shapes and number stencils

Woodcraft beads

Bucket of buttons

Manipulatives, such as:

- Small blocks (e.g. attribute blocks)
- Table toys (e.g. tangrams)
- Puzzles

Clock/toy money (for older group)

Pegs and pegboards

Geoboards

Shapes and color sorters

Sorting trays, such as:

- Small baskets
- Muffin tins

Measuring tools, such as:

- Rulers
- Tape measures
- Scales

Games, such as:

- Memory/Concentration
- Dominoes
- Number Bingo

Charts/Easel

Maths-related theme books

Science Discovery Centers

Life Sciences		
Aquariums and terrariums		
Feathers, bones, teeth, fur		
Shells		
Birds' nests		
Snake sheddings		
Dead bugs		
Plants, seeds, bulbs, leaves, wood, bark		
Fossils		
Pictures of the planets, animal life cycles		
Earth Sciences		
Crystals		
Soil		
Rocks		
Hammers		
Rakes		
Physical Sciences		
Magnets		
Items for checking magnetism e.g. paper clips, beans, etc.)		
Torch		
Color paddles, kaleidoscopes		
Colored cellophane		
Colored transparent plastic containers		
Prisms		
Funnels, straws, strainers		
Snow		

Items
Earth Sciences <i>continued</i>
Things to dissolve (sugar, salt, flour, food coloring)
Liquid and dry soap
Pulleys
Mortars and pestles
Water wheels
Sponges
For observations
Sensory table (or tub)
Magnifying glasses
Binoculars
Thermometers
Weather charts
Hour glasses and clocks
Scales
Rulers, measuring cups and spoons
Microscopes (carefully supervised)
Scoops
Different containers
Ladles
Jars with different smells
Plastic tweezers, tongs and spoons
Eye droppers
Egg beaters/wire whisks
Plastic tubing
Containers
Large and small clear bottles
Display boxes
Buckets
Coffee tins
Plastic bags
Plastic cups for mixing



Visual Art Centers

Items	✓	Remarks
Paints and brushes		
Unexpected materials that can be used for painting. Examples include: • Shop-bought feathers • Rubber band brushes • Toy car tyres • Animal toys • Spatulas		
A variety of collage materials, including at least three natural materials. Examples include: • Pine cones • Shells • Acorns • Seeds • Shop-bought feathers • Sticks • Beads • Old keys • Buttons • Fabric • Yarn		
Old magazines, calendars or greeting cards		
Corks		
Wallpaper		



Visual Art Centers



The Block Center

we usually start with blocks and gradually offer more materials (e.g. pieces of cloth)



Sand and Water Center (indoor and outdoor)

Both Sand and Water Table

Animals and insects (plastic)	Cups	Funnels
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Creative curriculum should include:

- Building on prior knowledge
- Working with predictions
- Giving choice
- Ensuring sensory experience
- Using range of sources (online resources, books, parents, people from the local community)
- Integrating music, drama education techniques and creative movement
- Collaborative teaching
- Linking learning with children`s real life



Bringing inspiration from
the Language Center to
the Block Center.

Possible activities in Language and Literacy Centers

Our brainstorming

- make a book about yourself
- make a magazine
- “write” a postcard / lettre to the character from the book we read
- listen to a story (headphones) and try to illustrate it
- play with the lettres (ABC box)
- prepare a presentation about your favourite book
- make a movie on the story book we read

Social Imaginative Play Centres

