

Assignment “Encouraging creative and innovative thinking in schools”

A. Evaluate how Skills Builder website can be useful for teachers concerning encouraging and innovative thinking in schools

The Skills Builder website helps teachers understand what creative skills like imagination actually are and how they can help students develop them. For example, imagining is about thinking of things that don't exist yet and not just sticking to what's familiar. This makes it easier for teachers to plan activities that focus on creativity instead of just hoping it happens. The ideas found on the website can be used in lots of subjects and help students think more openly and creatively. It gives simple ways to assess creativity, so teachers can see students progress and support them better. Overall, the website is useful because it makes creativity clearer, easier to teach, and easier to track, helping teachers encourage innovation in a more structured way.

B. describe where you are as a creative person now and where you would like to be.

1. Explore the **Skills Builder website**, we mentioned on last seminar. Focus only on the part that concerns creativity: <https://www.skillsbuilder.uk/universal-framework-steps/creativity-step-1-imagining>. Go through all 16 steps. Write down how this tool (criteria, steps, methodology) can be useful for developing creative and innovative thinking in schools and how you could use it as a teacher (at least 1800 signs).

After exploring the Skills Builder website and going through the steps, I can see that this framework is really practical for helping students develop creative and innovative thinking. The methodology is structured but flexible, guiding learners from imagining ideas to sharing, expressing, and refining them while encouraging reflection and iteration. Each step builds on the last, starting with imagining possibilities and then moving to sharing and expressing ideas, generating multiple solutions, combining different concepts, identifying opportunities, and finally defining success and learning from outcomes. This step-by-step approach helps students break down complex creative processes into manageable actions, which can reduce anxiety around being creative and make innovation more accessible and enjoyable.

As a teacher, I could use these steps in various classroom activities. For example, I could design projects where students first brainstorm freely without judgment, then work in groups to combine ideas and improve them, and finally present their solutions, reflecting on what worked and what didn't and how they could approach it differently next time. The framework also emphasizes collaboration, active listening, and constructive feedback, which are key skills for creative teamwork and for building a supportive learning environment. Additionally, using the criteria from the framework, I can assess students progress in creativity more objectively, not just based on the final product but on their process, adaptability, willingness to take risks, and ability to learn from challenges.

Overall, integrating this framework into lessons would not only make creativity a more concrete skill for students but also encourage a growth mindset, resilience, and a more experimental approach to problem-solving.

2. Then write a **self-reflection** about you as a creative person. You can use 16 steps mentioned above in Skills Builder. Questions that may help you: Which skills have I always had? Which particular skills have I improved during this course? Which skills would I like to acquire/practice next year? Why is it important in my future profession / in my life / in the 21st century? How will I do it? What can help me to develop this particular skill? (at least 1800 signs)

Reflecting on myself as a creative person, I realize that I have always been good at imagining possibilities and coming up with ideas, even if they sometimes seemed a bit unusual. I enjoy thinking outside the box and exploring different ways to approach problems, which fits well with the first steps of the Skills Builder framework. During this course, I noticed that I have improved in expressing and sharing my ideas more confidently. Before, I sometimes hesitated to speak up in group activities or to present my thoughts, but now I feel more comfortable explaining my ideas clearly and listening actively to others perspectives. I have also learned to combine different concepts and generate multiple solutions to a problem, which helps me develop more flexible and innovative thinking. For example, during a group project, I was able to merge my ideas with those of my classmates, which led to a solution that was better than what I could have come up with alone.

Next year I would like to practice reflecting on my creative process more deeply and improving my ability to take constructive feedback, because I know that learning from mistakes and adapting ideas is important for growth. I also want to focus on generating ideas under pressure, since sometimes I get nervous when there's a time limit or high expectations. Developing these skills is very important not only for my future profession, where problem-solving and innovation are highly valued, but also in everyday life, because being creative helps me approach challenges with confidence and resilience. I also think reading, exploring different perspectives, and collaborating with others will help me improve my creativity.

By actively practicing these steps from the Skills Builder framework, I hope to become a more confident and adaptable creative thinker. I believe that creativity is one of the most important skills in the 21st century, because it helps people solve problems, innovate, and adapt to constantly changing environments. Developing my creativity will not only help me in my studies and future career but also in daily life, allowing me to approach situations with flexibility, curiosity, and confidence. I feel motivated to keep learning and experimenting, knowing that creativity is a skill I can develop with practice and reflection.