

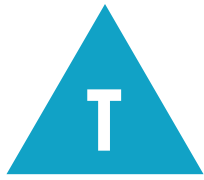


# CREATIVE THINKING

## Competency Profiles

DRAFT

DRAFTDRAFTDRAFTDRAFTDRAFTDRAFTDRAFTDRAFTDRAFTDRAFT



# CREATIVE THINKING

## Competency Profiles

### OVERVIEW



Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality.

The development of creative thinking begins within families as they encourage the play of babies and toddlers before the children enter pre-school or school settings. The capacity for creative thinking expands at every level of life and schooling as individuals increase their range of ideas and concepts to recombine them into new ideas. They gradually build their skills and abilities to develop their creative ideas as expressions, innovations, or products.

Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy.

The Creative Thinking competency profiles highlight three facets of creative thinking that can be observed and documented within educational settings and beyond.

### 1. Novelty and value

Students get creative ideas that are both novel and have value. There are degrees of novelty—an idea may be new to that student or it may be new to their peers; it may be novel for their age group, or it may be novel to a larger community. It may be new in a particular context or absolutely new. The idea or product may also have value in a variety of ways and contexts—it may be fun, it may provide a sense of accomplishment, it may solve a naturally occurring problem, it may be a form of self-expression, it may provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact on the individual student, classmates, a larger group of peers, in one's community, or on a global level.



## SAMPLE “I” STATEMENTS

- I get ideas when I play. My ideas are fun for me and make me happy.
- I can get new ideas or build on other people’s ideas, to create new things within the constraints of a form, a problem, or materials.
- I generate new ideas as I pursue my interests.
- I get ideas that are new to my peers.
- I can develop a body of creative work over time in an area I’m interested in or passionate about.

## 2. Generating ideas

Students may generate creative ideas as a result of free play, engagement with someone else’s ideas, a naturally occurring problem or constraints, or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why students often report that their ideas just “pop” into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas—giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g., by learning a lot about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious and subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g., by doing relaxing or automatic activities).

## SAMPLE “I” STATEMENTS

- I get ideas when I use my senses to explore.
- I build on others’ ideas and add new ideas of my own, or combine other people’s ideas in new ways to create new things or solve straightforward problems.
- I deliberately learn a lot about something (e.g., by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.
- I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.
- I have interest and passions that I pursue over time.

---

### 3. Developing ideas

After students get creative ideas, they evaluate them, decide which ones to develop, refine them, and work to realize them in some way. This process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may also require generating additional creative ideas to come up with solutions to problems along the way.

#### SAMPLE “I” STATEMENTS

- I make my ideas work or I change what I am doing.
- I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them.
- I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.
- I use my experiences with various steps and attempts to direct my future work.
- I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking.

# CREATIVE THINKING COMPETENCY



The Creative Thinking competency profiles emphasize the concept of expanding and growing. They are progressive and additive, as illustrated by the concentric circles in this graphic.



---

# Set of Profiles: Creative Thinking Competency

These profile descriptions include three facets that underpin Creative Thinking Competency: novelty and value, generating ideas, developing ideas. The three facets are interrelated and are embedded within the profile descriptions, which are written from a student's point of view.

---

## PROFILE

## DESCRIPTION

---

 **1**

I get ideas when I play.

I get ideas when I use my senses to explore. My play ideas are fun for me and make me happy. I make my ideas work or I change what I am doing.

 **2**

I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.

I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.

 **3**

I can get new ideas in areas in which I have an interest and build my skills to make them work.

I generate new ideas as I pursue my interests. I deliberately learn a lot about something (e.g., by doing research, talking to others, or practising), so that I am able to generate new ideas about it or the ideas just pop into my head. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.

 **4**

I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers.

I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. I use my experiences with various steps and attempts to direct my future work.

 **5**

I can develop a body of creative work over time in an area of interest or passion.

I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond. I have interests and passions that I pursue over time. I am willing to take significant risks in my thinking. I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking.