THE CREATIVE HABITS OF MIND WHEEL

COLLABORATIVE
INQUISITIVE
DISCIPLINED
PERSISTENT
IMAGINATIVE

SHARING THE 'PRODUCT'
GIVING & RECEIVING FEEDBACK
CO-OPERATING APPROPRIATELY
WONDERING & QUESTIONING
EXPLORING & INVESTIGATING
CHALLENGING ASSUMPTIONS
DEVELOPING TECHNIQUES
STICKING WITH DIFFICULTY
REFLECTING CRITICALLY
DARING TO BE DIFFERENT
CRAFTING & IMPROVING
PLAYING WITH POSSIBILITIES
MAKING CONNECTIONS
USING INTUITION
TOLERATING UNCERTAINTY
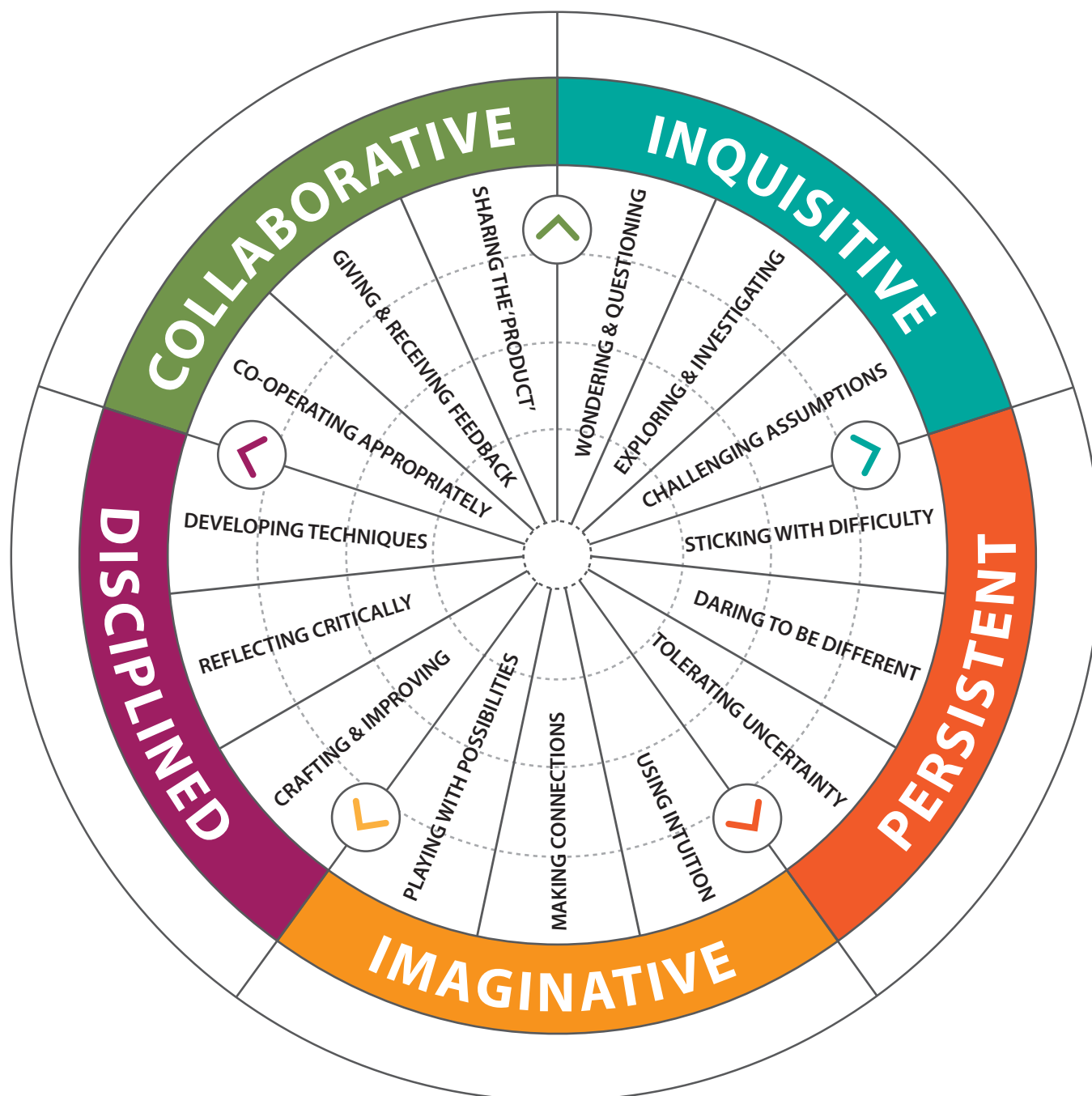
HOW TO USE THE CREATIVITY WHEEL

You can do this exercise over a period of time – perhaps looking at one of the *5 Habits of Mind*.

Shade the segment of the circle that best represents your current ability in each *Sub-Habits of Mind*. The levels of ability grow in strength outwards from the centre of the wheel.

For example, as far as being *imaginative* is concerned, you may feel like your ability to use your *intuition* is just **beginning** whereas you are more **confident** in your ability in *playing with possibilities*. Be honest, reflect carefully and try to think of specific examples of evidence for each sub-habit before you identify your level of ability. Use the blank outer ring of the Creativity Wheel to write down your examples of evidence.

THE CREATIVE HABITS OF MIND WHEEL

GUIDANCE FOR CREATIVE PROFESSIONALS AND TEACHERS ON HOW TO USE THE CREATIVITY WHEEL

- This definition of creativity – The Creative Habits of Mind, comes from the work of Guy Claxton, Bill Lucas and Ellen Spencer of the Centre for Real World Learning at Winchester University (2013) 'Progression in Student Creativity in School: First steps towards new forms of formative assessment' *OECD Education Working Papers No 86.* Paris: OECD Publishing]

- It is a formative assessment tool in that it can help pupils to:
  - develop a shared language of creativity
  - reflect, self assess and value their own creative skills/disposition
  - gather supporting evidence
  - track their progress over time
  - be more self aware of when they are using their creative skills
  - seek opportunities to be more creative; and
  - to identify future learning goals.

- It can help creative professionals and teachers to:
  - have a shared language of creativity across the school community
  - to create a dialogue in the school about the value of developing creative skills
  - consider how to build opportunities for creative skill development in learning
  - develop their practice; and
  - support reflection and goal setting with learners.