

# The Role of Creative Pedagogy in Primary School Teaching and Learning

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### Abstract

*The exigencies to implement novel pedagogical methods with creativity at its core, are rapidly changing the foundations of primary education. With new discoveries being made in the area of child psychology, instruction and learning have turned to creativity to aid the teachers and students to make classroom learning lucid, succinct and interesting. Traditional methods of teaching and learning no longer can suffice to do justice to the modern curricula that is based on scientific evidences of a student's grasping power and the most effective manner in which the subject matter is transmitted to the students by considering the various intellectual capacities of the students. Creativity hones intellect and the ultimate objective of modern education is to identify and nurture the innate skills of each student and make them think, rather than make them acquire knowledge by rote. Creativity in pedagogy is a stimulus that makes both, students and teachers, equal participants in the learning process. Teachers are the catalysts that promote creativity through positive interaction and young minds in the classroom adopt to them by learning the subject by their own logic through trial and error.*

**Keywords:** Creativity, Teacher, Student, Curriculum, Pedagogy

### Introduction

Mark Selkrig and Kim Keamy (2017) observed that educators in many countries fail to define what exactly does creative teaching and learning comprise of, while being unanimous in their understanding that it involves both, teachers and students. A creative pedagogy is not a manner of instruction. Neither is it a standard methodology that needs to be followed. Creativity cannot be taught or learned.

It is to "look at teaching as a problem-solving activity and to adopt a growth mindset" (Dweck, 2007). With their developing consciousness, children begin to trust their innate skills to learn and each student's ability for acquisition of knowledge is dissimilar. To bring about a synchrony among all the participants of a classroom of different intellectual capacities while preserving their inborn and independent way of learning is creative teaching.

The aim of creative teaching is to make students self-reliant and to teach them to think. For that to realize, teachers have to be given complete control of the classroom to implement the methodology they deem fit to stimulate young minds to make students learn in a manner that makes them receptive to the knowledge they receive and gives them the freedom to question, disagree and put forth their own opinions and making decisions.

The need and role of creative education can be aptly summed up with the transformation it can bring about in the consciousness of those who practice it with the primary objective being adding value to creative thinking. Creativity is described as the ability to develop processes or achievements that are both new, relevant, and valuable, while adjusting to the context in which they occur (Long, 2014; Runco 2013). The encouragement provided to students by teachers to stimulate their minds by giving them food for thought is a major element of creative teaching as teacher's refrain themselves from giving solutions or take upon themselves to do the thinking for the students.

### **The Significance of Creative Teaching in Primary Schools**

The advantages of creativeness from the point of view of a trained and certified teacher are manifold. "Creative teaching can be defined as a process of knowledge construction that is unique and meaningful in the context of learning (Rinkevich, 2011)." To help primary students to utilize their power of innovativeness in learning and grasping the subject matter, by gaining a total insight to it without the educators' interference, is the primary endeavor of a teacher. To do so, the teachers have to adopt creative pedagogy that makes the student interested in the ongoings of the classroom, and

by doing so, learns to focus and interact with the other students and teachers.

For teachers, to transmit knowledge in a succinct and lucid manner and at the same time giving primary students the freedom to interpret it, is a paramount trait of creative teaching. Though creativity in a classroom can flourish with teacher's assistance and guidance, the aim should be to achieve the goals of the activity for each student in their own preferred manner. "Embracing creativity in the classroom is a great way to challenge the notion of static learning: the idea that there's merely one correct way to solve a problem or come to a solution. Whilst one plus one will always equal two, there are a multitude of ways to teach that concept" (Daff, 2020). Creative teaching has no fixed boundaries or methods. Teachers have the option to explore the boundless potential in a student and to harness it so that the innate skills and talents take root and bring out the very best in the student for their success. To make the classroom environment fertile for new ideas to grow by providing challenging tasks and ideas to students that activate a flowing stream of consciousness in them to produce positive results in their leaning is the prime motivation for creative teachers.

The modern era of education has brought effective and practical pedagogies with it, but more importantly, it has included in them the tools that promote creative learning. With it's help, the emotional and mental capacities of the student are broadened and strengthened, making the child confident to pick their own methods of trial and error to learn. Jean Piaget's observation that, "Children should be able to do their own experimenting and their own research. Teachers, of course, can guide them by providing appropriate materials, but the essential thing is that in order for a child

to understand something, he must construct it himself, he must re-invent it. Every time we teach a child something, we keep him from inventing it himself (Play and Development: A Symposium, 1972), provides the basis for this argument. It is creative learning that infuses the learner with curiosity, imagination and aids them in choosing one option out of the many that they have in their mind. Rhodes, (1961) structure to classify different methodologies to creativity, known as the “four Ps of creativity”: styles on the level of the Person, the Product, the Process, and the Press.

Young children are very receptive to new information and quick to grasp it provided that the environment is conducive. To ensure the holistic development of the student with the help of creative learning at a very young age, teachers should offer them freedom to communicate, express their feelings and emotions and include activities that are fun and at the same time encourage them to put their thinking cap on. As much as creativity is known to boost creative thinking and improve the focus span, it is the opportunity given to students to discover their innate abilities that makes them eager to look forward to school.

### **Creative Methods in Classrooms**

If creativity is abstract, how can it be given form by teachers and students? Does a particular manner of creative teaching uncork the dormant abilities of the intellect in all students? Do all students prefer creative learning? These thoughtful questions need answers that put to rest the doubts of the skeptics and the torchbearers of traditional pedagogy as “the tension between scripted curriculum and creative teaching reflects the opposition between centralized efforts to make practice uniform and decentralized initiatives to

engage teachers in local participatory solutions” (Dow, 1991; Tyack & Cuban, 1995). The aim of creativity is to elicit a response from both, teachers and students, that complements the required outcome from a lesson after stimulating the thought process. Having discussions to use divergent and convergent thinking, implementing the incubation model and taking the aid of emotions for understanding, generates a plethora of opinions from the students which the teacher has to guide to the right conclusion.

For the teacher to not interfere in the classroom activity of a student and to correct them only after it’s completion after a logical explanation creates a very positive atmosphere in the classroom and encourages the students to not hesitate in experimenting with their learning. Therefore, creativity in education awakens the curiosity and grasping powers of student’s as “shared knowledge can improve individuals’ capabilities of forming new knowledge, refining old knowledge, as well as synthesizing more knowledge in the future” (Yeh et al. 2012). As creative learning involves teamwork and every individual opinion is valued, student’s find it thoroughly engrossing and rewarding.

### **The Effects of Creative Learning on Student’s Holistic Development**

It is evident that with the introduction of creative learning in primary schools, that there is a clear “evidence for the impact of creative learning environments on pupil attainment, confidence, resilience, motivation, problem-solving, interpersonal skills and school attendance (Davies, Collier, et al., 2013). Schooling, in the current era, is more than excelling at academics. With monumental discoveries in the field of child psychology, educationists have taken decisive steps to have a curriculum that expands the horizon of young

minds with creative pedagogy. This has resulted in primary schooling becoming a platform for students to showcase their inherent skills and talents in a wide range of fields.

The practice of uninhibited communication between the teacher and the student forms the fulcrum for understanding emotions, developing confidence, piquing curiosity, raising interest, utilizing various thinking patterns and learning problem-solving skills, enabling the student to form an identity of their own. It is noteworthy that “these practices are effective because they directly impact on the students’ sense of competency, autonomy and relatedness. They provide the sense of agency and motivation from which sustainable learning is generated (McLellan, R., Galton, M., et al., 2012). The exploration of creativeness in a student is a work of patience which ultimately reaps rich rewards and prepares them to be future-ready for the challenges ahead.

### Conclusion

Educationists have now realized the impact, scope and value of creative teaching and learning in primary school education. The emphasis is on to empower students with skills that are absolutely paramount not only in academics but also in life. The teaching autonomy granted to teachers provides them the liberty to experiment with different pedagogies in class that includes teamwork activities and individual transformation techniques for creativity to bloom in young minds. The encouragement for inventiveness begins with the student being given the freedom to be themselves in an atmosphere of motivation and inspiration.

The role of the teacher is to monitor, guide and stimulate the students into an activity; be it learning or otherwise. Teachers and students have to work together if creativity in education needs to succeed. The act of getting a particular task done in multiple ways by as many students while all of them achieve their aim, is when creativity is truly ingrained in the students. With static learning hardly having any prominence in the skill and talent dominated era of today, the ideal form of teaching and learning is to embrace creativity for the benefit of an entire generation.

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