



Finding the golden thread — accommodating creativity and innovation in the curriculum

Designing and implementing an effective and engaging creative curriculum that stimulates innovation across your school is no mean feat. In this article for Curriculum briefing **Philippa Cordingley** offers six core principles for crafting a creative curriculum to provide an agenda for action you can take to embed creativity in all subject areas in your own school, using case examples throughout to show how schools have used this as a framework for innovation

Principles for implementing a creative curriculum

Principle 1: contextualise curriculum and T&L experiences and link learning in school with learning at home and in the community

Principle 2: create curriculum experiences that involve learners actively in identifying and building on their existing knowledge, understandings and skills

Principle 3: structure groupwork for interdependence by teaching effective group talk skills and planning tasks that use and reinforce such skills

Principle 4: foster a less compartmentalised approach to the curriculum to promote conceptual development

Principle 5: plan for challenging all pupils from the start

Principle 6: align curriculum and professional development to build capacity and secure excellence in subject knowledge

Skills of creative teachers

The teachers' (and learners') ability to connect sometimes wildly different ideas and phenomena The capacity to whip up exciting learning experiences from even quite constrained circumstances and resources The ability to envisage a whole that is bigger than the sum of its parts, to maintain a focus on big learning journeys while focusing forensically on small steps on the way

“It involves creating the conditions and frameworks for informed innovation within the constraints imposed by working with significant numbers of different people with different starting points, in rigid, physical and time spaces and with finite resources”

This is an extract from a longer article written by Philippa Cordingley and published by Optimus Education in Curriculum Briefing Volume 10 No 2 2012 ([available here](#))