

## CREATIVITY IN SCHOOL: INTERPRETATIONS AND THE PROBLEMATIC OF IMPLEMENTATION

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A number of studies have focused on mathematics teacher attitude and belief (e.g. Sztajn, P 1997, Gates, P. 2001); other studies have focused on professional development. Few studies have considered the effect of in-service teachers' attitudes and beliefs on two separate policy initiatives and the possibility of intersecting outcomes.

In 1999 a National Advisory Committee published a report: 'ALL OUR FUTURES: Creativity, Culture and Education'; this has been followed by a whole series of centrally led initiatives to promote creativity and creative teaching in schools. Key features of these initiatives include:

The development of a National Curriculum Project led by the Qualifications and Curriculum Authority (QCA) involving 120 teacher volunteers.

The development of a QCA Website 'Creativity: Find it - Promote it'.

The development of regional Creative Partnership agencies with a remit to link school curricula to external creative organizations.

Further to this in a parallel response QCA have developed a National Curriculum Strategy entitled 'Excellence and Enjoyment' for 5 –14 year olds, and the concept of a gifted and talented strand of students has been promoted, and guidance and policy frameworks again promulgated through QCA.

A part of my work in progress is to firstly explore secondary school mathematics teachers' beliefs and attitudes around concepts of creativity. From this I illustrate the difficulty of generating reforms in professional practice when issues of attitude, belief and efficacy are ignored. Findings will be presented which throw light on the importance in reform scenarios of considering the life history of the individuals concerned as well as the nature of reform and change in professional settings.

I also tentatively explore the intersection of the concept of 'gifted and talented' with teacher concepts of which students are able to be mathematically creative; this raises the possibility / probability of the hi-jacking of creativity for a minority of students.

### References

- Sztajn, P. (1997) Changing teaching and teacher change. PME 21. Vol. 4, 206 - 213.  
Gates, P. (2001) Mathematics teacher belief systems: Exploring the social foundations. PME 25, Vol 3, 17- 24