

## PROMOTING CREATIVITY IN

### SCHOOL DEVELOPMENT

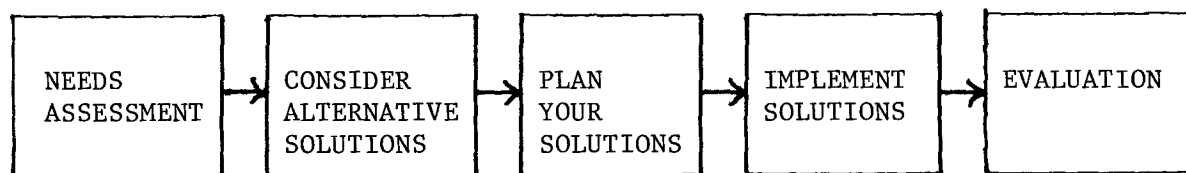
#### 1. INTRODUCTION:

School development is an important process whereby teachers gather information, ascertain needs and implement solutions to meet these needs. Often, these solutions are unimaginative because they are based on vertical, sequential thinking based on stereotyped traditional patterns.

Creativity is a process, Dr. Edward De Bono suggests, which involves the escape from the grasp of old ideas and the generation of new solutions.

Innovation in school development is a skill which may be developed through a knowledge of 'lateral' thinking, a positive attitude and use of certain techniques. These are summarised in this paper.

#### 2. A SCHOOL DEVELOPMENT MODEL



Techniques for developing creative solutions are applicable here.

#### 3. USING TECHNIQUES TO STIMULATE CREATIVITY

##### PROCESS:

##### 1. Escape:

Attention is shifted from old ideas to search for alternative ways of doing things.

##### METHOD:

##### 1. Recognise current ideas by:

- (a) Recognise the dominant idea.
- (b) Recognise tethering ideas.
- (c) Challenge either/or solutions.
- (d) Challenge boundaries and assumptions that curtail thinking.

##### ORGANISATION:

- Set out in a word or phrase.
- List those subordinate ideas which are assumed to be concluded.
- What other solutions are available?
- What will happen if we set aside this boundary? assumption?

PROCESS:

METHOD:

ORGANISATION:

2. Changing Ideas by avoiding old ideas:

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|---|--|
| (a) Ask why?  | ● This question may cause defensiveness.               |
| (b) Rotate attention onto various aspects of the problem.                       | ● Break the problem into parts and focus on each part. |
| (c) Change the entry point into the problem.                                    | ● Start at the end and work backwards.                 |
| (d) Set a minimum quota for solutions.  | ● Four or five solutions.                              |
|   | ● Use tree charts.                                     |
| (e) Break ideas into their components or group components into harder concepts. |  |

2. Provoking new ideas:

- Separate production of ideas from their evaluation.
- Use ideas to trigger new ideas.
- Make unjustified leaps.
- Generate directions instead of following them.

1. Generate new ideas from within:

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|---------------------------------|--|
| a) Reversal technique.          | ● State your idea in the negative to generate ideas. |
| b) Distortion and exaggeration. | ● Exaggerate to promote new ideas.                   |

2. Generate ideas from outside:

- |                           |  |
|---------------------------|--|
| a) Random word technique. |  |
| b) Analogy.               | ● Develop an analogy to stimulate ideas.   |
| c) Exposure               | ● Put yourself in a different environment. |
| d) Cross fertilisation    | ● Get in people with different expertise.  |
| e) Problem switching.     | ● Change to another problem.               |

4. ATTITUDE

An attitude which suspends judgement and accepts the desirability of "intermediate impossibilities" is essential. The use of the word 'PO' is useful as a symbol for suspending judgement.

5. FURTHER INFORMATION