

**TEACHING FOR CREATIVITY:
A STUDY IN REFLECTIVE PRACTICE.**

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CERTIFICATE OF AUTHORSHIP/ORIGINALITY

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree except as fully acknowledged within the text.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis itself has been acknowledged.

In addition, I certify that all information sources and literature used are indicated in the thesis.

Signature of Candidate

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ABSTRACT

This thesis relies on a professional lifetime of reflective practice which is ongoing. It proposes a pedagogy derived from the distillation of that experience. The data which is examined in detail comes from classroom processes recorded over a recent period of five years.

The thesis is about the role of creativity in learning and teaching. While it is true that creativity is often included as a desirable quality in a range of educational aims and methodologies, it is rarely emphasised, analysed or linked with learning and language across the curriculum.

Language, in the broad sense of symbolic systems, is a necessary medium or tool for conscious awareness, action and reflection, and therefore for creative learning and teaching. Neuroscience now shows how the linguistic processing necessary for creativity occurs in the brain.

The process of analysing classroom practice, student perceptions and teacher attributes is carried out using a qualitative research methodology.

A simple model and a template for planning and reflection are developed to facilitate reflective practice for educators. It is argued that, under specified conditions, this pedagogy can be used by other teachers; that it is transferable.