

Creativity In Educational Development

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I make a number of assumptions in my presentation. Firstly, like Enrico Coen I assume that 'creativity is a developmental process and development is a creative process' and the two concepts are inextricably linked. This locates creativity in any significant developmental change process but perceptions of what creativity is and how it manifests itself in the thinking and practices of individuals will be the subjective preserve of every developer. In my presentation I will offer perspectives on creativity through the work of the *developer* who supports change and innovation at the organisational level and the *teacher* who attempts to innovate and bring about significant change in their own practice environment.

I also make the assumption that the world needs people who can utilise their thinking, knowledge, capabilities and values in creative and imaginative ways to solve the problems they work with everyday, add value to the things they care about and live a meaningful and fulfilled life. If the moral purpose of higher education is to enable learners to prepare themselves for the complexities and challenges of their future life, then surely enabling learners to develop their creative potential must be an important part of this purpose.

Universities have an essential role to play in helping and enabling people to recognise, develop and use their creativity - both as employers and as providers of educational opportunity. But in a world of performance management it is not easy to create the conditions that enable creativity to flourish. Studies of the conditions that encourage people to be creative in everyday work identify a dozen factors and nourishers that are likely to foster a climate within which people are more likely to be creative. Discussion might focus on the relevance of these factors to the everyday world of developers working in universities.