

Centre for Urban Education

**Creative Learning for Creative Cities:
Unlocking the assets of the Urban Environment**

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The Creative City –Education for the 21st Century- Manchester- from ‘Cottonopolis’ to ‘Ideopolis’



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What is Education in the 21st Century for?

- facilitating a young person's growth, mentally, spiritually, and morally?
- helping the individual child get the best job they can and/or creating a skilled workforce for the future?

“ 60% of the jobs kids in school today will do, have not yet been invented ”

Nomura Research Institute (NRI)
Tokyo 2003



Characteristics of the Creative Learner

Curiosity

Taking confident decisions

Tolerance of ambiguity

Taking risks

Not concerned with right or wrong

Listening to other people

Not belittling

Patient/non-argumentative

Lots of ideas/not one

Spotting surprises

Trying different ways



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Manchester
Metropolitan
University

Creative Learning - The Creative Partnerships Model

External input - creative practitioners, artist, scientists engineers, architects

Facilitation- 'Creative Agent'

Starting from school needs-Self Evaluation & Creative School Development Framework

Engagement and participation of the young people- ideas, development, evaluation

Professional Learning Programmes - teachers, creative agents, practitioners
Systematic- The learning environment, staff , curriculum

Reflection and evaluation- enquiry & evidence- impact and change

Connections, networks, - schools, teachers, academics, artists, city leaders, cultural organisations



Case Study: Developing Intercultural Understanding- Oldham



The Centre for Urban Education, (CUE) –“Asset- Flow”

Leadership Lectures

Student Action Teams

Teacher recruitment and retention programme/
Learning Outside the Classroom

Higher Futures for You

Manchester Academies- public sector and business
sponsors



Creative Learning for Creative Cities- Key Questions

How do we translate policy into real, concrete action?

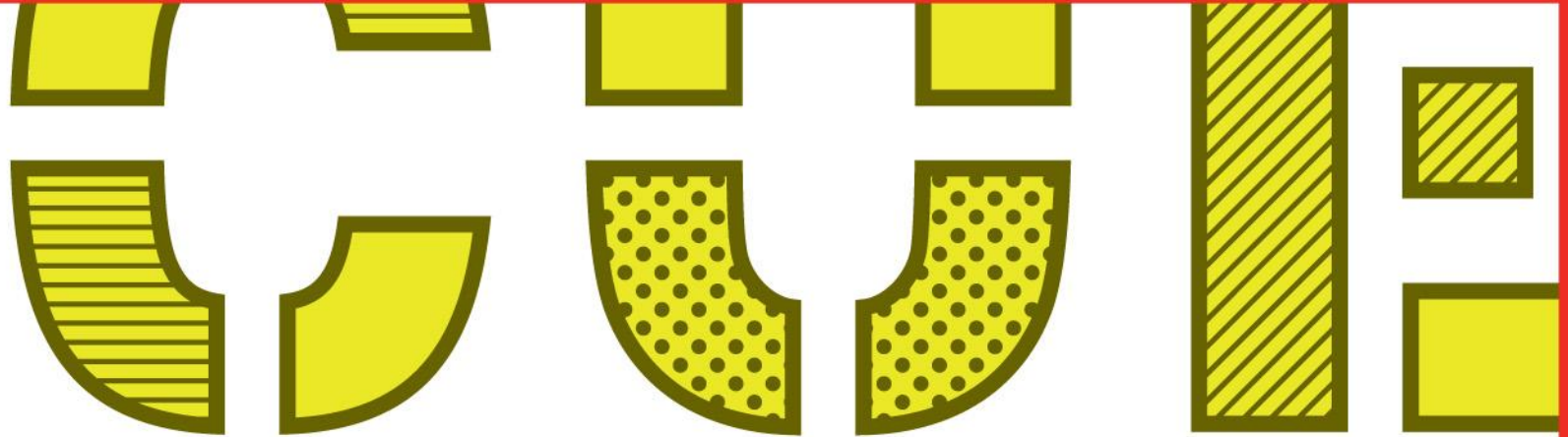
How do we target resources to where there is most need?

How do we develop teachers as knowledge brokers and learning facilitators?

How do we build an inclusive learning community?

How do we make the curriculum a dynamic framework for learning?

How do we recognise and assess creativity?



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