Connecting Creativity and Wellbeing: Implications for Practice across Primary and Secondary Education Sectors

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Artists experience of Flow: Intrinsic Motivation & Happiness

Theory of Intrinsic motivation

Flow = Happiness

Motivation and the Componential Framework of Creativity

Social factors can impinge upon creativity, particularly through motivation.

Amabile (1983, 1996)
Creative Learning as Process rather than Outcome

‘Possession of a specialised discourse, together with a capacity to reflect and critique and to offer abstract analysis’ (Sefton-Green, 2008)

Flexibility of the mind (Kelly, 2002)

Creative Learning as Process of Developing Expertise

Expertise as proficiency, deployment of deep processing strategies, engaging in problem finding (Alexander, 2003)

Expertise as improvisational but strategic (Atkinson, 2000)

Expertise as teachable to ‘circumvent some basic information-processing limits’ through enhanced ‘anticipation based on predictive advanced cues’. (Ericsson, 1996)

Deliberative practice (Berliner, 2001)

Contingent on motivation to practice for extended periods (Ericsson, 1996)
Creative Partnerships Approach: Pedagogy

- Default pedagogy
- Creative approaches
- Creative skills
- Exploratory pedagogy
- Negotiated pedagogy

Thomson, Jones & Hall (2009)

**Signature Pedagogies**

Thomson, Hall, Jones & Sefton-Green (2012)
Creative Partnerships Approach: Ethos

- Additionality
  - Considerate
  - Convivial
  - Capacious

Bragg & Manchester, 2011
Bragg, Manchester & Faulkner, 2009
Wellbeing & Motivation: Self-Determination Theory

Autonomy

Competence

Relatedness

Intrinsic Motivation

The conditions and processes that facilitate persistence, performance, healthy development, and vitality (Deci & Ryan, 2008)

Autonomy supportive environment

Intrinsic Motivation

Eudaimonic Well-being
Multiple Approaches to Wellbeing: Disciplinary Lens

**Economic**
Importance of happiness
(Layard)

**Philosophical**
The good life
(Aristotle: Nicomachean Ethics)

**Sociological**
Social capital
(Putnam)

**Development Studies**
Capabilities Approach
(Sen / Nussbaum)

**Psychological**
Positive psychology movement
Conceptualising Wellbeing

Hedonic
Feeling well

Eudaimonic
Functioning well
Hedonic Pleasures are not enough

**Figure 5**

*Has Economic Growth Advanced Human Morale?*

- **Personal Income (in 1995 dollars)**
- **Percentage Very Happy**


*Note.* While inflation-adjusted income has risen, self-reported happiness has not. Income data from the U.S. Commerce Department, Bureau of the Census (1975), and Economic Indicators. Happiness data from General Social Surveys, National Opinion Research Center, University of Chicago. See Footnote 1.
Psychological Wellbeing

Figure 1: Components of self-reported well-being

Well-being

‘Hedonic’ Subjective well-being

Affective
Positive affect
Negative affect

Cognitive
Life satisfaction
‘Domain’ satisfactions

‘Eudalmonic’ Psychological well-being

For example
- Self-acceptance
- Environmental mastery
- Positive relationships
- Autonomy
- Purpose in life
- Personal growth

Reproduced from The Good Childhood Report 2013
Revisiting the Intrinsic Motivation Bridge

Supportive Pedagogy & Ethos → Intrinsic Motivation

Creative Learning Process

Eudaimonic Wellbeing
Phase 1: 40 schools

- 20 primary / 20 secondary
- 20 Creative Partnerships / 20 matched non CP
- Wellbeing survey Y3 / Y6 / Y8 / Y10 (N=5231)
- Preliminary Interview(s) with key staff

Phase 2: 9 schools

- 5 primary (3 CP / 2 Non CP) / 4 secondary (3 CP / 1 non CP)
- Staff / student / CP interviews
- Observation
- Documents
Revisiting the Intrinsic Motivation Bridge

Wellbeing, motivation and Creative Partnerships

Creative Partnerships
- Strong pupil voice
- Cross curriculum
- Learning community
- Informal pedagogies

Flexible curriculum
- Positive feedback
- Elements of choice
- Behaviour management

Intrinsic motivation
- Improved self-esteem
- Improved self-efficacy
- Sense of autonomy
- Willingness to take risks

Feelings of wellbeing in
- Health
- School Enjoyment
- Relationships etc.
Implications given National Concerns about Young People’s Wellbeing

- Need to develop autonomy-supportive environments in schools

- Need to scale-up work to whole-school approach, particularly to have impact in [larger] secondary schools

- Need for CPD for practitioners to take on the pedagogical approaches adopted by CPs (e.g. through lesson study)

- Potential to address health issues given close link between wellbeing and health