

## Teacher Education Advancement Network Journal – Creativity Issue

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The Teacher Education Advancement Network is very pleased to present its third issue of the TEAN journal. This issue is dedicated to Creativity and offers a varied selection of papers from a wide range of different approaches to this fascinating topic. We will be publishing further papers on this theme in subsequent issues of the journal, so papers concerning creativity, and indeed any relevant theme on teacher education, are most welcome.

Walter Humes, visiting professor at the University of Stirling opens this issue with a challenge to us to consider the relationship between creativity and wellbeing as educational aims. Is this relationship supportive or does a state of tension exist between the two? He offers several important implications for teacher education suggesting strongly that teacher educators need to take up the inherent challenges for the sake of future generations.

We then offer four papers from teacher educators explaining ways in which they have approached Creativity in small scale research projects with the aim of enhancing their and their students' practice. Brigitte Boylan, Michael Foley and Nigel McTernan from the University of Cumbria examined the impact of university taught sessions on Graduate Teacher Programme (GTP) trainees. Although results of the programme were most successful as evidenced by retention rates of teachers who had completed the programme over their first six years in the profession, tutors were concerned that the repertoire of teaching strategies that their trainees possessed was narrow. They looked particularly at the use of Philosophy for Children and Concept Cartoons to address this issue.

Rachel Lofthouse, Sophie Cole and Ulrike Thomas from Newcastle University carried out a case study of cross-curricular approaches. They were concerned that,

although secondary student teachers on PGCE courses need classroom techniques and practised routines, there is a danger that again this can be too narrow and limiting. They discuss an interesting example of a successful cross-curricular approach in which Art and Geography PGCE students reflected on their experiences of a collaborative event designed to break down subject barriers while exploiting the potential of subject specialism.

Shelley Tracey from Queen's University, Belfast asks us to look at the spaces in which creativity occurs and to consider the role of the educator in facilitating these spaces. She presents a study of an experiential Masters module, Creativity in Practice for Educators, suggesting a quilting metaphor to represent the complexities within the data collected. The main findings suggested that students' explorations of creativity and learning enhanced their awareness of these processes and of their own creativity.

We now turn our attention to the teaching of Shakespeare in the primary school. Diane Warner from the University of Cumbria explains how student teachers were encouraged to use creative approaches to do this and to use a Shakespeare play to teach children about racial and ethnic diversity. The outcomes of her research project suggested that the process helped students to begin developing their own confidence to teach in a way which helps children take part in life in an understanding and self-confident way and contribute positively to their school and communities.

The final paper in this Creativity issue explores the challenges that professional educators encounter as they endeavour to engage learners creatively. Elizabeth Smears from Liverpool John Moores University is joined by her colleagues Sue Cronin and Barbara Walsh. They suggest to us that there is a useful connection to be explored between 'voice' and creativity and to suggest that there is currency in the re-visioning of this relationship in the light of professional development. Using an innovative approach and writing style, this paper poses some interesting questions for the reader and provides a thought-provoking end piece to this issue.