

Sculpting and Navigating New Creativities for Schools, Teachers and Curriculum Leaders Re-Imagining Future-making Education

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Abstract

This talk will explore several questions which include: What are the problems with the traditional/ dominant view of the narrowly conceived definitions of 'creativity' in education? What is the problem with, and what happens when, the singular figure of humanism ('Man') is replaced by a more plural understanding centred on human-nonhuman relationality? Why do multiple creativities matter, and of which (and whose) creativities 'count'? How do we bring to the fore which creativities we are educating for, as a political, ethical and critical enactment of future-making? In forwarding my argument for pluralizing creativities, I will promote the use (and mobilizing) of research in schools and propose a variety of ways in which we can open a range of possibilities for sculpting and navigating change agendas.



Biography



[Pamela Burnard](#) is Professor of Arts, Creativities and Educations at the Faculty of Education, University of Cambridge where she Chairs the [Arts and Creativities Research Group](#) and runs an online monthly seminar series called '[Performing Research](#)'. She has published widely with 20 books and over 100 articles which advance the theory of multiple creativities across education sectors including early years, primary, secondary, further and higher education, through to creative and cultural industries. Her most recent books include 'Sculpting New Creativities in Primary Education', 'Why Science and Arts Creativities Matter for Future-making Education' and 'Doing Rebellious Research in and beyond the Academy'.

She is co-editor of the journal Thinking Skills and Creativity. Current funded projects include 'Choices, Chances and Transitions around Creative Further and Higher Education'; 'Diversifying Compositional Creativity using AI'; 'Sculpting New Creativities in Primary Education'; and a meta-analysis of the culminative impact of 'Contemporary Urban Musics for Inclusion Networks' (CUMIN). She is a Fellow of the Royal Society of Arts (RSA) and the Chartered College of Teaching, UK.

