

Do schools kill creativity? By Sir Ken Robinson	
<p>Creativity and Education</p> <p>Education Challenges</p> <p>Stories Illustrating Creativity</p> <p>Being Wrong and Creativity</p> <p>Hierarchy of Subjects</p> <p>Academic Inflation</p> <p>Rethinking Intelligence</p> <p>Human Ecology</p>	<ul style="list-style-type: none"> • The speaker underscores the importance of creativity in education, placing it on par with literacy. • Expresses concern about the traditional education system and its limitations. • Highlights the prevalence of human creativity in conference presentations. • Addresses the uncertainty about the future and the extraordinary capacities of children. • Discusses the challenge of educating children for a future that is difficult to predict. • Notes the disconnect between the skills taught in schools and the rapidly changing world. • Shares anecdotes about a little girl drawing God and a humorous Nativity play incident to emphasize children's inherent creativity. • Argues that a fear of being wrong stifles creativity. • Criticizes societal and educational systems for stigmatizing mistakes. • Examines the global hierarchy of subjects, emphasizing the undervaluation of arts in education. • Discusses the trend of requiring higher degrees for employment, leading to academic inflation. • Calls for a radical rethinking of intelligence beyond traditional academic measures. • Advocates recognizing diverse forms of intelligence. • Proposes a new conception of human ecology, emphasizing the richness of human capacity. • Encourages a shift in the fundamental principles of education. • Emphasizes the need to prepare children for an unpredictable future. • Advocates for nurturing creativity alongside academic abilities. • Concludes with a quote from Jonas Salk on the importance of the human imagination. • Encourages using creativity wisely and nurturing it in children for the challenges ahead.
<p>The speaker advocates for placing creativity on par with literacy in education, expressing concerns about the limitations of traditional systems – stigmatizing making mistakes. In his talk, he highlights the importance of human creativity, uncertainties about the future, and recognizing children's extraordinary capacities. He discusses challenges in education and emphasizes the need to bridge the gap between taught skills and the evolving world. He concludes his talk with a plea to nurture creativity in children for a future that demands both imaginative thinking and academic proficiency.</p>	