

INTRODUCTION

Why teach Creative and Critical Thinking Skills

In order to bridge the gap between the real and the ideal (Hartley, Bertram & Mattson, 1999) with regards to the development of critical- and creative thinking, educators need to be trained and provided with the necessary tools and relevant teaching strategies to effectively align their teaching to the requirements of the Curriculum and Assessment Policy Statement (CAPS). However, research indicates that teachers struggle to purposely plan for and blend creative- and critical thinking into their classroom practice (Engelbrecht, 1995; Esterhuizen & Grosser, 2014; Jansen, 1998; McGuinness, 1999; Sternberg & Grigorenko, 2007).

The general aims of the current South African curriculum suggest a “critical approach to learning” where pupils are able to “identify and solve problems and make decisions”, incorporating skills to “collect, analyse, organise and critically evaluate information” (DBE, 2012:4-5). These aims are expected to equip pupils with the necessary skills to approach their learning. If pupils are required “to be able to use critical and creative thinking” as prescribed by the curriculum (DBE, 2012:4), it means that teachers are expected to specifically teach these skills to the pupils. However, research on the implementation of the CAPS by Umalusi (2010-2014) suggests that the curriculum appears to focus on content-driven learning, leaving very little room for teachers to interpret what and how to teach or for the inclusion of important 21st century thinking skills (Booyse, 2016). Erlangsen, 2017, *The latent potential of a professional learning community to develop creative and critical thinking*

