



## **Literacy for creative, innovative and critical futures: Promises and challenges of the moment**

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### **Abstract**

Governments around the world are concerned with preparing young people for a world characterised by social, economic, geopolitical and technological change. In the face of such unpredictability, how we ‘future-proof’ our learners for this exciting but challenging world is the subject of much educational debate. Not surprisingly, creativity, innovation, and critical thinking are centre stage in these debates (DET 2018), yet we know little about how learners acquire these skills, how they relate to different curriculum areas such as Science and English, and the forms of literacy needed to participate in creative, innovative, and critical classrooms. In this presentation, I draw on educational research undertaken at the University of Wollongong to shed light on some of these questions and consider (a) what expert teachers and teacher educators say about creativity and innovation in their subjects (b) the ‘new’ literacies demanded of students in school and university assessments (Nielsen et al 2018) and (c) the challenges of teaching such future-oriented skills. I will conclude with some suggestions about how we might build on some powerful understandings about literacy and curriculum that teachers and teacher educators in our region already share (Rose & Martin 2012; Derewianka & Jones 2016, Jones et al (forthcoming)) in order to meet some of these challenges. In doing so, we will be better placed to support our young people to become successful and engaged citizens of the future.

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