

# **Creativity as 'image-making'**

## **: Rethinking of poetic freedom by Michael Oakeshott**

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There is no doubt about the need for creativity which is regarded as one of key competences of human development. Whenever we talk about reforms of curricula and teaching, we contrive to find out strategies to promote creativity under the assumption that it goes far beyond outcome of studying knowledge only and is involved with whole person, moreover, interpersonal and social dimension of our lives.

With understanding a conception of poetry of Michael Oakeshott, the meaning of creativity will be expected to have richer and clearer visions in several ways. Firstly, poetry reminds us the essence of creativity which helps us to adapt ourselves to everyday life not with an outward view(i.e. productivity or usefulness) but with an inward view. The meaning of education can be explained in both ways here- to have sentiments to tell different voices of human inheritance and to make one's utterance (images) in the conversation. Secondly, the conception of poetry helps us to link creativity discourse with liberal learning without alienating any educational tradition existing. Nevertheless, it gives us a certain challenge for innovation which would approve individual styles of participants each(both teacher and students). Thirdly, '*poieisis*'(to create), the origin of 'poetry' reminds us human freedom which reconciles subject with object, thought with matter. Accompanied with Kantian interpretation of 'delight', this ability to capture and please with the present can be thought of some basis of human consensus in a deeper meaning.