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**The Teacher and instructional creative programs and his/her effect on his/her students’ creative thinking**

Activating and preoccupying the brain in dealing with life issues leads to fruitful results. Human beings use their brains and think in order to understand or plan so as to solve a problem or make a decision. The more creative this thinking is, the better the results of this process are. How can a creative teacher raise his/her students’ creative thinking then?

Focusing on achieving higher and more meaningful metacognitive levels of knowledge helps learners form consciousness. It also helps them retain acquired skills and utilize them in higher problem solving efficiency through weighing options and suggesting alternatives. So what are the thinking skills that should be incorporated in curricula?

Cohen mentions the existence of four higher thinking processes: problem-solving, decision-making, critical thinking and creative thinking. A creative teacher chooses the most feasible practice to enable the growth of his/her students’ knowledge. Recent years have witnessed a trend of incorporating teaching thinking skills in instruction (Arafa, 2002). Accordingly, the embedded curriculum is built on thinking, enabling students to learn thinking strategies through lesson texts. This way, their learning and thinking abilities raise considerably and they find more joy and desire in learning. Various patterns of thinking skills in instructional contexts , enable students to activate various kinds of thinking in their lives: comparing and contrasting, prediction, analysis and interpretation and decision-making.