Although the argument exits for long that whether creativity can be increased, there seems to be a consensus view within the realm of education that creativity is amenable to teaching (Amabile, 1996; Baer & Kaufman, 2006; Craft, 2000; Cropley, 1992; Esquivel, 1995; Fryer, 1996; James, Lederman, & Vagt– Traore, 2004; Kaufman & Beghetto, 2009; Parnes, 1963; Puc– cio & Gonzalez, 2004; Runco & Chand, 1995; Torrance, 1963; Wilson, 2005).In addi– tion to pragmatic techniques of creativity training programmes, cognitive, social psychologists, and educational researchers have also generated implications for fostering creativity in school teaching (Amabile, 1996; Esquivel, 1995; Feldman & Benjamin, 2006).CPS (the Osborn Parnes Creative Problem Solving process) is another model that has been widely applied and researched (Fryer, 1996).