

UNIT CODE	CHCECE043
UNIT TITLE	Nurture creativity in children
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate experiences that nurture creativity in children through construction, digital technologies, dramatic play, imaginative play, movement, music and visual art.</p> <p>This unit applies to educators who develop and implement learning experiences in the context of an approved learning framework in regulated children's education and care services in Australia. Work is undertaken independently, but according to the philosophy of the service.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Understand the role of the arts in development and learning.	1.1. Explore the role of the arts in early childhood development and learning. 1.2. Understand the concept of creative freedom and its positive connection to development and learning. 1.3. Identify the connection between creativity and different learning dispositions. 1.4. Provide opportunities for children to be exposed to a range of art forms and artists from diverse cultures. 1.5. Provide experiences that allow children to be exposed to Aboriginal and/or Torres Strait Islander peoples' art forms and artists.
2. Create experiences that nurture creativity.	2.1. Identify opportunities that nurture creativity, based on children's interests and cultural backgrounds. 2.2. Structure and document opportunities and intentional teaching strategies that assist children to explore the arts. 2.3. Research and organise resources required for creative activities. 2.4. Select and promote the use of diverse natural and found materials and make them available to children. 2.5. Identify and use opportunities to make sustainable resources.
3. Nurture creativity through teaching and learning.	3.1. Provide time for children to be creative and encourage efforts to extend over days or weeks. 3.2. Teach children how to use and care for materials and equipment according to the nature of the activity.

	<p>3.3. Plan and create opportunities for children to collaborate creatively with each other.</p> <p>3.4. Encourage children to use creativity to overcome challenges.</p> <p>3.5. Use flexibility to respond to children's interests and needs.</p>
4. Nurture creativity through engagement with children.	<p>4.1. Support children to feel a sense of value and responsibility for equipment and materials through encouragement and modelling.</p> <p>4.2. Use strategies that model creativity by improvising with equipment and materials.</p> <p>4.3. Encourage children to pursue their own original ideas, interpretations and expressions.</p> <p>4.4. Invite children to ask questions and assist them to find their own answers.</p> <p>4.5. Engage children in talking about their creations and ask them open-ended questions.</p> <p>4.6. Model and share enthusiasm for creative work with children.</p> <p>4.7. Show respect and seek permission from children regarding their creative work.</p> <p>4.8. Encourage children to respect and appreciate the creative effort of their peers.</p>
5. Evaluate experiences.	<p>5.1. Monitor children's role in creativity through observation and critical reflection.</p> <p>5.2. Identify and use opportunities to gather feedback from colleagues, families and children.</p> <p>5.3. Use and expand on children's ideas in relation to creativity.</p> <p>5.4. Collaborate with others to regularly evaluate children's participation in experiences and document outcomes according to service policies and procedures.</p> <p>5.5. Use evaluation outcomes to inform future practice.</p>

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Writing skills to:	<ul style="list-style-type: none"> document information and observations according to service procedures.
Oral communication skills to:	<ul style="list-style-type: none"> interact and engage with children to build rapport.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> determine appropriate strategies to support children's individual needs.
Technology skills to:	<ul style="list-style-type: none"> research and document experiences using digital media.
UNIT MAPPING INFORMATION	Supersedes and is not equivalent to CHCECE018 Nurture creativity in children.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE043 Nurture creativity in children
--------------	----------------------------------------------------------------------

PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> • plan and implement at least three experiences for children between the ages of birth and six years that collectively involve all of the following: <ul style="list-style-type: none"> ◦ construction ◦ digital technologies ◦ dramatic play ◦ imaginative play ◦ language and storytelling ◦ movement ◦ music ◦ science, technology, engineering arts and maths (STEAM) ◦ visual art • document evaluation outcomes for each of the above planned experiences.
-----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> • requirements of the following National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ◦ children's health and safety ◦ educational program and practice ◦ physical environment ◦ relationships with children • current research and theories about the role of the arts and creativity, including: <ul style="list-style-type: none"> ◦ the value of process as well as product ◦ arts and creativity in diverse cultures ◦ forms of artistic expression ◦ the importance of creative freedom • techniques and skills in the creative areas at a level sufficient to assist children implement their ideas • maintenance of resources and equipment used in creative experiences • types of creative opportunities in the following areas, how to match these to children's interests, and the appropriate types of resources required, including re-cycled, re-purposed or re-used: <ul style="list-style-type: none"> ◦ construction ◦ digital technologies ◦ dramatic play ◦ imaginative play ◦ language and storytelling ◦ movement ◦ music ◦ science, technology, engineering arts and maths (STEAM) ◦ visual art • ways to structure experiences in the above areas that encourage and support: <ul style="list-style-type: none"> ◦ active learning
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> ◦ applying aesthetic values ◦ fostering children’s agency ◦ culturally awareness and sensitivity ◦ fostering curiosity ◦ developing literacy ◦ ensuring safety ● critical reflection: <ul style="list-style-type: none"> ◦ what is critical reflection ◦ why and how educators use critical reflection ◦ what makes for meaningful critical reflection ● evaluation methods for reviewing children’s learning and educator’s practices throughout the artistic process.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in a regulated children’s education and care service in Australia:</p> <ul style="list-style-type: none"> ● the following aspects of performance evidence must be directly observed by the assessor: <ul style="list-style-type: none"> ◦ provision of one experience ● remaining performance evidence may be collected through authenticated third-party reports ● observation and third-party reports must be supplemented by other forms of evidence ● interactions with children must be supervised by an approved early childhood educator. <p>Skills related to planning and evaluation may be demonstrated outside of the service, but must be based on work in a regulated children’s education and care service in Australia.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ● curriculum documentation ● resources that support the specific opportunities for creativity ● information technology ● National Quality Framework: <ul style="list-style-type: none"> ◦ National Quality Standard ◦ the relevant approved learning framework ● service standards, policies and procedures for: <ul style="list-style-type: none"> ◦ children’s health and safety ◦ educational program and practice ◦ physical environment ◦ relationships with children ● educators for collaboration ● children up to six years of age in a regulated education and care service in Australia. <p>Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.</p>
<p>LINKS</p>	<p>Companion Volume Implementation Guide</p>