

<b>UNIT CODE</b>	<b>CHCECE043</b>
<b>UNIT TITLE</b>	<b>Nurture creativity in children</b>
<b>APPLICATION</b>	<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 both 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>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Early Childhood Education and Care
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<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.	<p>2.1 Identify opportunities that nurture creativity, based on children's interests and cultural backgrounds.</p> <p>2.2 Structure and document opportunities and intentional teaching strategies that assist children to explore the arts.</p> <p>2.3 Research and organise resources required for creative activities.</p> <p>2.4 Select and promote the use of diverse natural and found materials and make them available to children.</p> <p>2.5 Identify and use opportunities to make sustainable resources.</p>
3. Nurture creativity through teaching and learning.	<p>3.1 Provide time for children to be creative and encourage efforts to extend over days or weeks.</p> <p>3.2 Teach children how to use and care for materials and equipment according to the nature of the activity.</p> <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 stakeholders to regularly evaluate children's participation in experiences and document outcomes according to service guidelines.</p> <p>5.5 Use evaluation outcomes to inform future practice.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION

Writing skills to:	<ul style="list-style-type: none"> <li>document information and observations according to organisational procedures.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>interact with and engage with children to build rapport.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>determine appropriate strategies to support children's individual needs.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>use digital media to research and document experiences.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Pending
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for CHCECE043 Nurture creativity in children.</b>
<b>PERFORMANCE EVIDENCE</b>	<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"> <li>plan and implement at least three experiences for children between the ages of birth to six years that individually or collectively involve all of the following: <ul style="list-style-type: none"> <li>construction</li> <li>digital technologies</li> <li>dramatic play</li> <li>imaginative play</li> <li>movement</li> <li>music</li> <li>visual art</li> <li>language and storytelling</li> <li>science, technology, engineering and math (STEM)</li> </ul> </li> <li>document evaluation outcomes for each of the three experiences.</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ requirements of the following National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> <li>○ educational program and practice</li> <li>○ health and safety</li> <li>○ physical environment</li> <li>○ relationships with children</li> </ul> </li> <li>■ current research about the role of the arts and creativity in society and the value of process as well as product</li> <li>■ role of arts and creativity in diverse cultures</li> <li>■ ways in which art is represented in different cultures</li> <li>■ range of art forms and artists</li> <li>■ why encouraging creative freedom is important for children</li> <li>■ techniques, skills and maintenance requirements in the creative areas at a level sufficient to assist children implement their ideas</li> <li>■ 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"> <li>○ construction</li> <li>○ digital technologies</li> <li>○ dramatic play</li> <li>○ imaginative play</li> <li>○ movement</li> <li>○ music</li> <li>○ visual art</li> <li>○ language and storytelling</li> <li>○ science, technology, engineering and math (STEM)</li> </ul> </li> <li>■ ways to structure experiences in the above areas that encourage and support: <ul style="list-style-type: none"> <li>○ active learning</li> <li>○ aesthetic values</li> <li>○ children's agency</li> <li>○ culturally aware and sensitive</li> <li>○ curiosity</li> <li>○ literacy</li> <li>○ safety</li> </ul> </li> <li>■ critical reflection: <ul style="list-style-type: none"> <li>○ what is critical reflection</li> <li>○ why and how educators use critical reflection</li> <li>○ what makes for meaningful critical reflection</li> </ul> </li> <li>■ evaluation methods for reviewing children's learning and educator's practices throughout the artistic process.</li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none"> <li>■ the following aspects of the performance evidence must be directly observed by the assessor on at least one occasion: <ul style="list-style-type: none"> <li>◦ provision of one experience</li> </ul> </li> <li>■ remaining performance evidence may be collected through authenticated third-party reports</li> <li>■ observation and third-party reports must be supplemented by other forms of evidence</li> <li>■ interactions with children must be supervised by an approved early childhood educator.</li> </ul> <p>Skills related to the planning and evaluation aspects of performance may be demonstrated outside of the service.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ curriculum documentation</li> <li>■ resources that support the specific opportunities for creativity</li> <li>■ information technology</li> <li>■ National Quality Framework: <ul style="list-style-type: none"> <li>◦ National Quality Standard</li> <li>◦ the relevant approved learning framework</li> </ul> </li> <li>■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> <li>◦ educational program and practice</li> <li>◦ health and safety</li> <li>◦ physical environment</li> <li>◦ relationships with children</li> </ul> </li> <li>■ children in a regulated education and care service in Australia.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide