



Australian Government

CHCECE043 Nurture creativity in children

Release: 1

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Modification History

Release 1. CHCECE043 Nurture creativity in children supersedes and is not equivalent to CHCECE018 Nurture creativity in children.

Application

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.

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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Early Childhood Education and Care

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

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.
 - 3.3. Plan and create opportunities for children to collaborate creatively with each other.
 - 3.4. Encourage children to use creativity to overcome challenges.
 - 3.5. Use flexibility to respond to children's interests and needs.

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

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

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Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>