



Australian Government

CHCECE018 Nurture creativity in children

Release: 3

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Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Minor changes to formatting to improve readability. Correction of errors. Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Combination of content from CHCFC507A and CHCFC508A. Significant changes to elements and performance criteria. New evidence requirements for assessment, including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to nurture creativity in children.

The unit applies to educators who work with children in a variety of education and care services.

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

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Foster creativity

1.1 Select and promote the use of a range of open-ended,

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through the physical environment

natural and found materials and make them available to children

1.2 Choose and promote the use of a range of materials to encourage creative expression and make them accessible to children

1.3 Introduce children to a range of examples of creative expression in art, architecture, inventions, music and dance, and promote the use of creative expression

2. Foster creativity through the human environment

2.1 Support children to feel a sense of ownership and responsibility for equipment and materials

2.2 Role-model creativity by improvising with equipment and materials

2.3 Encourage children to pursue their own original ideas, interpretations and expressions

2.4 Invite children to ask questions and assist them to find their own answers

2.5 Engage children in talking about their creations and ask them open-ended questions

2.6 Share enthusiasm for creative work with children

2.7 Encourage children to respect and appreciate the creative effort of their peers

3. Foster creativity through a learning framework

3.1 Allow time for children to be creative and encourage efforts to extend over days or weeks

3.2 Teach children techniques when using materials and equipment

3.3 Plan and create opportunities for children to collaborate creatively with each other

3.4 Involve children in critical reflection and solving real problems

3.5 Display children's work in meaningful ways

3.6 Design a flexible framework that can respond to children's interests as they arise

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4. Provide experiences

4.1 Identify and provide a range of experiences used to nurture creativity

4.2 Provide opportunities for children to practise developing skills in music, movement, construction, visual art and dramatic play in both indoor and outdoor environments

5. Evaluate experiences

5.1 Use a range of methods to evaluate children's learning from the implemented creative experiences

5.2 Reflect on the evaluations and make ongoing modifications to the curriculum to stimulate interest and involvement in creative activities

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- *Oral Communication* – in order to facilitate creative discussions and play with children aged birth to 6 years.
- *Reading* – in order to access and apply relevant pedagogical principles from an approved learning framework.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

The range of experiences used to

- music

nurture creatively must include:

- movement
- construction
- visual art
- dramatic play

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCECE018 Nurture creativity in children

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- planned and provided at least three programs or active learning environments that foster creativity in for children of varying ages, including:
 - creative experiences initiated by children
 - dramatic and imaginative play opportunities
 - creative approaches to routines
 - opportunities for each child to develop self-expression and skills
- facilitated the active participation of at least three children of varying ages through encouragement, appropriate interactions and communications

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- stages of children's development, in planning and delivering a range of appropriate activities to stimulate an interest and love of learning in children
- music, movement, construction, visual art and dramatic play sufficient to engage children and assist them to implement their ideas
- aesthetic, safe, interesting, challenging environments to encourage curiosity, experimentation, active learning, literacy and choice
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs)

2015/AQTF mandatory competency requirements for assessors.

Links

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