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This unit learning guide relates to the following National Qualifications:

CHC50113 Diploma of Early Childhood Education and Care
CHC50213 Diploma of School Age Education and Care

Designed by
Childcare Resources Australia

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How To Use This Learning Guide

In this Learning Guide, you will find the information you need to develop the skills and knowledge to become a confident, professional Educator. To help you transfer your skills into practice, we have provided a range of links to videos and other website resources and recommend you take time to look at these. All CRA Learning Guides link to the National Quality Frameworks (NQF) for each unit. This includes the National Regulations, Standards and Approved Frameworks you will need to use as an Educator working in regulated Children’s Service in Australia. We recommend you have these available on your computer or print out a copy so they are available at all times.

On the following page, are a list of icons you will see throughout the Learning Guides to direct you to important and additional information. They will help support your understanding of the topic.
Learning Guide Icons

**Reading Time!**
When you see our reading icon, go to the document specified and read to expand your knowledge of the topic.

**Recommended Videos**
When you see our video icon, you can watch great resources online. If the link does not work, (as website links will change over time) we have provided the full name of the video and location so you can do a web or YouTube search.

**Reflection**
Our reflection icon gives you a chance to think about your own experiences or about a question posed. This help will help you to link new knowledge to your past experiences and encourage reflection of your current practice.

**Helpful Websites**
When you see our computer icon, you will be asked to go to the specified link for additional information.

**Your Turn!**
When you see our pencil icon, you can write in your Learning Guide or on another piece of paper. The exercises are for your learning only and are not part of the assessment.

**Check Your Ideas!**
When you see our memo icon, you can compare your ideas, from completing activities, with ours. These provide some feedback to you help assess your understanding of the topic.
Tips For Successful Study!

1. Active Reading
   Don’t just read - you will fall asleep; it’s very relaxing, you know!
   a) Read the Learning Outcomes first
   b) Read “Welcome to the unit” second
   c) Read the assessment task.
   These will tell you what you need to learn and why it’s important. As you read, your brain will notice what you need. You may even think “hey, that’s the answer to question 4!” or “this is the type of Educator I want to be!”

2. Set yourself goals
   “Today by 11am, I will have read up to Chapter 2” or “I will have completed the first two questions in my assessment!” Set a clear, realistic goal for the time you have to study. Write down your goal. Tell everyone you are unavailable and turn off your phone and social media! Try and finish each session on a positive.

3. Reward yourself
   Reward yourself for reaching a goal. This does not need to involve cake as we are going to reward ourselves a lot! It could be a walk to the park, a break for a cuppa, going shopping or just time off. Whatever says to you: “Well done! You have achieved”.

4. I’m not getting this!
   If you are not understanding something it’s being something frustrating. 
   Good! It means you are learning something new. Sometimes your views of life may be challenged! It means you are moving out of your comfort zone, growing and stretching in your knowledge and skills. At this time you may even feel scary. It can sometimes feel easier to run away however this is only a temporary solution! It’s ok. Think back to a time when you didn’t know how to do something and then you achieved it i.e. riding a bike, driving a car etc. How great did you feel when you could do it? You can do this.

   Here are some ideas to help:
   - Ease up on yourself. It’s ok not to know everything – you are learning! Particularly if you are changing careers and you were an expert in your past field. In December, you will be learning and building on your past skills but the information may be new to you.
   - Watch a video related to the topic whilst having a cuppa - this can help your understanding. Relaxing helps you learn.
   - Leave that bit and move to another bit! This is particularly important if stuck on a question. You can always come back to that one.
   - Sleep on it. We process information at night whilst we sleep. You may find when you wake up the next day, it will all make sense!
   - Contact your trainer for help. You are not alone and they are there to help.

5. I should be spending time with others
   If you have enrolled in a course it’s because you have a bigger goal and made a decision. How will achieving your goal benefit others in your life? Achieving your goals will contribute to the happiness of yourself and others. Most of all, studying in front of others, including children, models lifelong learning, resilience and provides a positive role model for their own learning.
Welcome To The Unit

CHCECE018 Nurture Creativity In Children

What is creativity? Is it the ability to be covered in paint, making sculptures or writing poetry or is it a different way of thinking?

In this unit we will investigate creativity and how it is developed. We will look at your role as an Educator in nurturing children’s creativity through your intentional teaching including the physical environment, the implementation of a range of play experiences and your interactions.

For this unit you will need:
- Early Years Learning Framework
- Early Years Learning Framework Educators Guide
- National Quality Standards

Happy Learning!

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Links to NQF
• NQF Standards
  • Quality Area 1 Educational program and practice
  • Quality Area 3 Physical Environment
  • Quality Area 5 Relationship with children
  • *Education and Care services National Regulations*
    • Programming

Links to Frameworks
• Learning Outcome 4: Children are confident and involved learners

Links to Policies
• Curriculum and program
• Interactions with children
• Intentional teaching

UN Rights of the Child
• Article 31
  • Children have the right to relax, play and to join in a wide range of leisure activities.
• Article 28
  • Children have the right to an education.
Learning Outcomes

On completion of this unit you will be able to do the following:

Unit: CHCECE018 Nurture Creativity in Children

1. Foster creativity through the physical environment
   1.1 Select and promote the use of a range of open-ended, 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 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

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
Chapter 1

What Is Creativity?

Common Myths About Creativity

- Creativity is related only to the arts such as painting, music or theatre.
- Creativity is rare, only shown in the chosen few.
- Creativity is only shown in ‘special’ or ‘gifted’ people.
- Creativity involves being messy, crazy or letting go!
- Creativity is about having unique or radical ideas never invented before.
- You are born with ‘it’ and it can’t be fostered!
- You can only teach creativity if you are creative yourself.

What Is Creativity?
Creativity can be defined as:

- The invention of something new or using something old, in a new way.
- Process of having original ideas of value (Azzam 2013).
- Inventiveness, imagination and originality in behaviour.
- It involves a different way of thinking.
Creativity is a way of thinking!

It is a functional part of everyday living. It involves skill, knowledge, control, imagination and innovation.

Creative people see a range of options in life!

The Early Years Learning Framework refers to creativity as a “disposition which is useful for life that is important for each child to develop.”

Chances are, you were under the shower, jogging, painting, cleaning the house, playing music, or just going for a walk. Creative ideas occur when we change our emotional state.

“A creative process may begin with a flash of a new idea or with a hunch. It may just start as noodling around with a problem, getting some fresh ideas along the way. It’s a process, not a single event, and genuine creative processes involve critical thinking as well as imaginative insights and fresh ideas” (Azzam, 2013)

Your Turn!

Can you think of a time when you had a great idea or a flash of an idea which helped to solve a problem? Where were you? What were you doing?
Our World’s Most Creative People: Past And Present

When thinking of creative people, we instantly think of famous inventers such as Thomas Edison, Einstein or artists such as Monet, Van Gogh, Picasso or researchers Marie Curie and Alexander Flemming. However, we all have the possibility of being creative. Here are some of the people today who have shown creativity at its best.

**Tryphena McShane**
Australian artist, sculptor, and writer. Mixed her father’s ashes into a portrait painting of her father, for her mother.

“My Mother was just bereft, so I did this portrait with paint mixed with his ashes, so he could come home and always be with her.”

**Jerry Seinfeld**
American comedian and actor.

Like many comedians, he observes and questions the human behaviours we all take for granted.

**Lady Gaga**
American recording artist, activist, record producer, businesswoman, fashion designer, philanthropist, and actress.

Known for re-inventing herself!

**Jack Andraka**
15 year old who invented a cancer test 10X more sensitive & 26,000X cheaper than current tests.

His creativity was also shown in his ability to get noticed. He just emailed all the top researchers in the world until someone listened and gave him space in their lab to test his theory!

**Shigeru Miyamoto**
Often referred to as the “father of modern gaming”. Games include Super Mario. He has opened the door for other programmers and game developers in regards to technology and graphics.
Foster Creativity Through The Physical Environment

Fostering creativity through the physical environment means thinking of ways which:

- Support children to explore their own ideas
- Ensures materials and resources are available
- Ensures materials are flexible in their functions

As an Educator, to create a physical environment which supports children’s creativity you will need to consider the following:

- Aesthetics
- Accessibility and positioning of equipment
- Range of equipment
- Types of resources
- Space for children to work and explore
- Range of experiences to support the exploration of ideas
- Time
- Ways of ensuring children’s sense of agency and control over their learning

Aspects of EYLF and MTOP supported in this chapter:

- Learning environments
- Learning through play
- Continuity of learning and transitions
- High expectations for children and equity

Outcome 4: Children are confident and involved learners
Select and promote the use of a range of open-ended, natural and found materials and make them available to children.

A major component of developing creativity is having the opportunity to explore your own ideas, transfer past knowledge to new contexts and the freedom to implement ideas with minimal restriction.

Access to open-ended equipment and materials, positioning and aesthetics are important in supporting the creative process.

**Open Storage and Display**

Open storage allows children to resource their own learning through connecting with people, places, technologies and natural and processed materials.

Open shelving allows children access to a wide range of materials. To achieve this access without creating a cluttered or chaotic environment, a suitable style of storage needs to be selected. Clear-lidded boxes allow children to see what is held in a container and allow the materials to be easily selected. Drawer-like baskets are another solution, also adding to the aesthetic appeal of the environment. Creating labels with words and pictures for each box or basket not only allows children to see what is contained in the basket, but supports the children’s emergent literacy. A neatly presented environment means that children can quickly visually discriminate and locate what they are looking for, rather than interrupting their creative process to search for lost items.

Small items such as art materials or manipulative materials should be held efficiently and attractively in wooded bowls or even in a ‘Lazy-Susan’. When each piece or set of equipment has a designated place, packing away becomes a less daunting task. It also provides power to the children as they no longer require constant direction in the packing away procedure and are able to develop their autonomy and independence from a young age.
Suggestions for storage ideas include:

- Wooden jewellery boxes
- Carved wooden bowls
- ‘Chip & dip’ style trays
- Glass bowls
- Salad bowls with matching small serving dishes
- Cane baskets

Many thrifty Early childhood Educators have sourced unique storage items from discount stores, holiday souvenirs, clay bowls made by the children and opportunity shops.

Open Ended Materials

‘Aesthetics’ refers to beauty and experiences and our perception and response to it. Research has shown that being surrounded by a beautifully aesthetic environment can lead to positive mental health. What is constituted as ‘beauty’ is often in the eye of the beholder and up to the individual to decide. Creating a beautifully aesthetic environment or work of art can encourage imagination, unclutter the mind and help an individual see the beauty, purpose, hope and value in life.

Creative expression can be a shared or personal experience involving a range of mediums including visual arts, music, dramatic and imaginary play, and storytelling. These experiences are without boundaries for the imagination. They encourage creativity, experimentation, the use all of our senses and, most importantly, an opportunity to express our uniqueness, feelings and thoughts.

We all use a variety of ways to try to understand and make sense of experiences. These may include talking with a friend, writing in a diary or contemplating alone. Perhaps you draw diagrams, doodle ideas or read books. As children develop their understandings,

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Chapter 3

Fostering Creativity Through The Human Environment

A set of EYLF supported in this chapter:

- Learning environments
- Responsiveness to children
- Partnerships
- Ongoing learning and reflective practice
- High expectations for children and equity

Share Enthusiasm For Creative Works With Children!
For an Educator, nurturing creativity starts with our own attitude!

“Growing up I was made to play netball and as a result I hated balls! I didn’t discriminate; I disliked basket balls, tennis balls, soccer balls - I basically hated anything round as I associated them with being hit in the face! As a result, when my children came along I avoided playing ball games with them. This avoidance later showed in their skill level with ball sports, with them demonstrating the same blinking action as the ball approached as their mother! As an Educator, I also avoided these experiences with the children. I always hated playground duty when teaching primary children as the balls always seemed to find me!

Expressive arts can be the same. For some cultures, music and art are an important part of their everyday life. For others, it is a foreign experience. How we feel about expressive
Nurture Creativity in Children

arts and our knowledge of the topics greatly affects the experiences we provide. If you enjoy music and have a good knowledge of musical concepts, you will feel more confident in sharing musical experiences with children.

Part of your role as an Educator is to practice ‘ongoing learning and reflection’. This includes:

- Learning about expressive arts and creativity yourself.
- Researching and collaborating with children.
- Sharing enthusiasm for creative works with children.
- Understanding that creativity is not only linked to art - it’s a way of thinking!
- Role modelling creativity to children by improvising with equipment and materials.
- Support children to feel a sense of ownership and responsibility for equipment and materials.
- Encourage children to pursue their own original ideas, interpretations and expressions.
- Invite children to ask questions and assist them to find their own answers.
- Engage children in talking about their creations and ask them open-ended questions.
- Encourage children to respect and appreciate the creative effort of their peers.
- Changing your thinking and attitude.

How To Squash Creativity In 30 Seconds Or Less!
Have you ever had a great idea at work? Something you would like to change to make life easier or maybe a more efficient way of doing a task? Maybe you mentioned it to your boss, only to hear the following comments:

- “That won’t work”
- “We don’t have time!”
- “We can’t do that”
- “Maybe later”
• “It’s too messy”
• “It’s too expensive”
• “It’s our policy” (i.e. a rule we could change, but are choosing not to!)

How Did You Feel?

Did you fight for your idea or did you give up?

This is how children feel when their ideas are constantly squashed by adults!

How Our Interactions Nurture Creativity
Changing Our Attitudes and First Response

If you believe in respect for diversity, you will know there are multiple ways of seeing, knowing and understanding. Implementing the practices of Being i.e. ‘responsiveness to children’ or ‘collaborating with children’ means that as an Educator, you need to ensure you adopt a ‘can do’ or ‘how can we do’ attitude and approach.

In Children’s Services, we have regulations in relation to health and safety which need to be adhered to, and may at times impact our ability to implement children’s ideas. How the request made by children can be used to encourage creativity thinking. For example you may discuss with children why something cannot be implemented or brainstorming ways that it could be implemented in a safer way.

As an Educator, when a child requests additional resources or an experience you need to consider:

• Is it safe or how can we make it safe?
• Is it really against the regulations or do you ‘think’ it is?
• Why am I really saying ‘no’?

Below are a range of responses you could give a child who approaches you to ask for additional resources or to move equipment to carry out their idea during play:
Chapter 4

Fostering Creativity Through A Learning Framework

Reflection
Imagine you are a child about to build a house. You position the blocks to create the walls, you are half way up the doorway when someone says, “Ok, time to pack away!”

Tomorrow you rebuild your house starting with positioning the walls, you are half way up the doorway when someone says, “Ok, time to pack away!”

What are you learning from repeating the same cycle of the same experience?

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

The past methods of programming in Children’s Services saw a restrictive timetable which gave limited amounts of time (e.g. 1 hour) for children to do activities before needing to pack away. The activity would then be presented at another time and often modified. The reasoning behind this method was that children may become bored if given too long to play in the one area. Using our example, this method of programming was
We hope you enjoyed this Learning Guide and are now ready to implement your new ideas and understandings into practice.

Want To Know More? Please see our recommended reading list for additional readings on this topic.

Happy learning!
Resources Guide

Resources related to the topic:

**Early Childhood Australia E Videos:**
- Talking about practice
  - Environments for learning
- Connecting with practice
  - Respecting and responding to children
  - Discovering - Making Music
  - Finger painting

**What do you think?**
- Responding to children’s creations

**Online Reading Resources:**
- **ACECQA Guide to NQF online**
  - National Standards
  - [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Reflect respect and relate
  - [Early Years Government South Australian](http://www.earlychildhoodaustralia.org.au)
- Thinking about practice using the Early Years Learning Framework
  - [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

**Websites:**
- **ACECQA** Australian Children’s Education and Care Quality Authority
  - [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Children’s Services Central
  - [www.cscentral.org.au](http://www.cscentral.org.au)
- Early Childhood Australia Association
  - [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- Art pictures [www.art.com](http://www.art.com)
Recommended Reading and Resources

Early Childhood Australia NQS PLP Newsletter

Nurturing Creativity

Children’s Songs

ABC Playground Radio- www.abc.net.au/children/playground


www.abcshop.com.au


Free midi files of children’s songs (backing tracks)

www.virushead.net/babyboo/babymid.html and

www.kids-teens.org/midi/oldmac.mid or google “free midi files children’s songs

Learn to play guitar online free - Google online free online guitar lessons.

www.ultimateguitar.com


Free midi files of children’s songs (backing tracks)

www.virushead.net/babyboo/babymid.html and

www.kids-teens.org/midi/oldmac.mid or google “free midi files children’s songs
Reference List


ECA WebWatch e-newsletter www.earlychildhoodaustralia


The teachers guide: Gives words to thousands of children’s songs.

www.theteachersguide.com/ChildrensSongs.htm

Colour Wheel: gracecolour.blogspot.com.au

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