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## 1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE018 Nurture creativity in children* to the unit of competency.

<b>CHCECE018 Nurture creativity in children</b>	<b>Where covered in the learner guide</b>
Element 1: Foster creativity through the physical environment	Chapter 1: Fostering 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	1B Selecting and promoting a range of materials to encourage creativity
1.2 Choose and promote the use of a range of materials to encourage creative expression and make them accessible to children	1B Selecting and promoting a range of materials to encourage creativity
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	1A Introducing and promoting a range of examples of creative expression
Element 2: Foster creativity through the human environment	Chapter 2: Fostering creativity through the human environment
2.1 Support children to feel a sense of ownership and responsibility for equipment and materials	2C Supporting children to be responsible for equipment and materials
2.2 Role-model creativity by improvising with equipment and materials	2B Showing enthusiasm for creativity and being an effective role model
2.3 Encourage children to pursue their own original ideas, interpretations and expressions	2A Encouraging children to pursue their own ideas, ask questions, talk about their creations and appreciate other children's work
2.4 Invite children to ask questions and assist them to find their own answers	2A Encouraging children to pursue their own ideas, ask questions, talk about their creations and appreciate other children's work
2.5 Engage children in talking about their creations and ask them open-ended questions	2A Encouraging children to pursue their own ideas, ask questions, talk about their creations and appreciate other children's work

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## 2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

### Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ☐ Details of the training organisation, including the contact person
- ☐ The unit/s of competency to be delivered in the program of study
- ☐ Pathways
- ☐ The learner or target group
- ☐ Delivery mode/s
- ☐ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ☐ Methods of assessment and evidence gathering
- ☐ Program duration and delivery schedule
- ☐ Session locations including workplace assessment information
- ☐ Delivery and assessment staff
- ☐ Assessment validation process

## 2.2 Training strategies

The following training strategies can be used to deliver *CHCECE018 Nurture creativity in children*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Fostering creativity through the physical environment	
<b>Suggested time allocation:</b> 8 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	<b>Slide nos:</b> 2–15
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE018 Nurture creativity in children</i> Chapter 1: Fostering creativity through the physical environment	<ul style="list-style-type: none"> <li>Open-ended materials</li> </ul>
Suggested training strategies	
<ul style="list-style-type: none"> <li>Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE018 Nurture creativity in children</i>. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency.</li> </ul>	
<ul style="list-style-type: none"> <li>The journal provides an opportunity for learners to demonstrate critical thinking, problem solving and higher cognitive skills as well as providing evidence of the achievement of required knowledge and skill. Learning journal activities can encourage collaborative learning within a group and encourage learners to take responsibility for their own learning.</li> </ul>	

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## 3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE018 Nurture creativity in children*.

Part	Element	Performance criteria
A	1, 2, 3, 4, 5	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2
B	4	4.1, 4.2

### Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE018 Nurture creativity in children*.

### Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to complete the tasks outlined in Part A and Part B and submit responses as directed by your trainer/assessor/training organisation.

### Part A

Speak to your educational leader and gain permission to observe and document the experiences, interests, development and abilities of three children of three different ages that use the service. You are required to observe the children; compile information about their interests, development and abilities; and use the information to plan and deliver three separate programs that include experiences and activities to nurture creativity and foster learning in each child.

Prepare a file for each child.

1. Make observations and use other appropriate strategies to collect relevant information and record details about each child's developmental progress and interests. Write a separate report for each child. Each report should refer to stage/s of development and specific interests of each child. Provide examples to support your findings. Place the material in the children's files you have prepared.

## 3.2 Assessment mapping

### Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE018 Nurture creativity in children*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	2, 4, 5, 8, 9, 10, 11, 12	Activity 4: Part A 1–4 Part C Activity 5: Part A 1–4	Part C	
Observation/demonstration	6, 7, 8, 13, 14, 15, 16	Activity 2: Part B 1–5 Activity 4: Part B	Part A Part B 1–5	Part A 1–5
Case study	3	Activity 2: Part A 1–6 Activity 3: Part A 1–5		Part B 1–4
Role-play				
Training log, diary or journal				
Portfolio, reports, work samples	13, 17, 18	Activity 1: Part A 1, 2, 3 Part B Part C Activity 3: Part B 1, 2 Activity 4: Part B Activity 5: Part B 1, 2		Part A 1–5
Third-party reports	7, 10	Activity 4: Part B		

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## Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments:** where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment for learning
- **summative assessment:** where assessment is an exercise or simulation at the end of the learning process – also known as assessment of learning.

## Evaluating evidence

The following steps may help you evaluate evidence.

**Step 1:** Evidence is gathered.

**Step 2:** Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

**Step 3:** Evidence meets the full requirements of the unit/s of competency.

**Step 4:** The assessment process is valid, reliable, fair and flexible.

**Step 5:** The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.

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## 3.8 Assessment records

Learners must provide evidence of how they have complied with the performance and knowledge evidence requirements outlined in the unit of competency. These requirements should be assessed in the workplace or in a simulated workplace; assessment conditions are specified in each unit of competency.

You can use the following assessment forms to record the learner's evidence of competency:

- The **assessment instructions checklist** helps the trainer/assessor provide clear instructions to the candidate as to which assessment activities to complete.
- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.
- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.
- The **recognition of prior learning interview questions** help the trainer match the learner's previous training, work or life experience to the requirements of the unit/s of competency.
- The **performance evidence checklist** facilitates the observation process; it allows trainers to identify skill gaps and provide useful feedback to learners.
- The **knowledge evidence checklist** can be used to record the learner's understanding of the knowledge evidence; it allows trainers to identify knowledge gaps and to provide useful feedback to learners.
- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.
- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.



## Self-assessment record

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> <i>CHCECE018 Nurture creativity in children</i> <b>Trainer/assessor:</b> <b>Date:</b>		
<b>I can:</b> <ul style="list-style-type: none"> <li>plan and provide at least three programs or active learning environments that foster creativity in for children of varying ages, including: <ul style="list-style-type: none"> <li>creative experiences initiated by children</li> <li>dramatic and imaginative play opportunities</li> <li>creative approaches to routines</li> <li>opportunities for each child to develop self-expression and skills.</li> </ul> </li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<b>I can:</b> <ul style="list-style-type: none"> <li>facilitate the active participation of at least three children of varying ages through encouragement, appropriate interactions and communications.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I understand:</b> <ul style="list-style-type: none"> <li>how to access: <ul style="list-style-type: none"> <li>the National Quality Framework</li> <li>the National Quality Standards</li> <li>the relevant approved learning framework.</li> </ul> </li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I understand:</b> <ul style="list-style-type: none"> <li>how to navigate through framework and standards documents to find areas relevant to this unit of competency.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I understand:</b> <ul style="list-style-type: none"> <li>stages of children's development, in planning and delivering a range of appropriate activities to stimulate an interest and love of learning in children.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	