

# Contents

<b>Before you begin</b>	<b>iv</b>
<b>Topic 1 Fostering creativity in the physical environment</b>	<b>1</b>
<b>1A</b> Promoting creative expression	<b>3</b>
<b>1B</b> Providing a range of materials to encourage creativity	<b>11</b>
Summary	<b>19</b>
Learning checkpoint 1: Fostering creativity in the physical environment	<b>20</b>
<b>Topic 2 Fostering creativity in the human environment</b>	<b>23</b>
<b>2A</b> Encouraging children to pursue their own ideas and appreciate others' work	<b>25</b>
<b>2B</b> Showing enthusiasm for creativity	<b>33</b>
<b>2C</b> Supporting children to be responsible for equipment and materials	<b>36</b>
Summary	<b>38</b>
Learning checkpoint 2: Fostering creativity in the human environment	<b>39</b>
<b>Topic 3 Fostering creativity through a learning framework</b>	<b>43</b>
<b>3A</b> Teaching children techniques when using materials and equipment	<b>45</b>
<b>3B</b> Planning and creating opportunities for children to collaborate creatively	<b>48</b>
<b>3C</b> Involving children in critical reflection and problem-solving	<b>50</b>
<b>3D</b> Displaying children's work in a meaningful way	<b>53</b>
<b>3E</b> Allowing time for creativity and responding to children's interests	<b>55</b>
Summary	<b>58</b>
Learning checkpoint 3: Fostering creativity through a learning framework	<b>59</b>
<b>Topic 4 Providing experiences to develop children's skills and creativity</b>	<b>63</b>
<b>4A</b> Providing a creative environment	<b>65</b>
<b>4B</b> Providing experiences to develop children's skills	<b>72</b>
Summary	<b>92</b>
Learning checkpoint 4: Providing experiences to develop children's skills and creativity	<b>93</b>
<b>Topic 5 Evaluating experiences</b>	<b>97</b>
<b>5A</b> Using a range of methods to evaluate children's learning	<b>99</b>
<b>5B</b> Reflecting on evaluations and making changes to stimulate creativity	<b>104</b>
Summary	<b>105</b>
Learning checkpoint 5: Evaluating experiences	<b>106</b>



## Topic 1

In this topic you will learn about:

- 1A Promoting creative expression**
- 1B Providing a range of materials to encourage creativity**

## Fostering creativity in the physical environment

By developing an awareness of expressive development in children, you can plan and provide age-appropriate experiences to support their individual creative development.

Children tend to express themselves in more creative ways if you plan, set up and provide experiences that are open-ended, fun and positive.

<b>Sensory awareness</b>	Visual, auditory, body kinaesthetic (for example, how to move and shape their body) and tactile experiences (for example, running with bare feet or swirling a scarf)
<b>Exploration</b>	Testing physical abilities, choosing movements they are capable of achieving and choosing movements that are new and challenging
<b>Problem-solving</b>	Solving problems such as: <ul style="list-style-type: none"> <li>▶ Can I fit through this hoop?</li> <li>▶ How can I balance this ball?</li> <li>▶ How can I reach that?</li> <li>▶ How can I use this scarf in dance?</li> <li>▶ How can I move fast and slow?</li> <li>▶ How do I use this equipment?</li> </ul>
<b>Imagination and creativity</b>	Freedom to explore their body movements and abilities, expressing thoughts and feelings, and interpreting actions in their own way
<b>Social skills</b>	Working in groups, communication, self-direction, self-awareness, and recognising and appreciating their own and others' uniqueness

## Example

### Expressing creativity

Callie wants to introduce the children in her group to a range of different movement ideas. She accesses some posters of people involved in different cultural dances and a range of music that she can play to match.

She displays the posters and plays the music, talking to the children about which poster might link with this music. The children offer their ideas about the music, then talk about why each dance might be important to the people in the poster.

Following this, Callie asks if dance is important to any of the children. Some talk about how they have lessons, and others talk about how they dance at special events.

Callie then gives the children an opportunity to dance to the music in ways they feel the music tells them to dance.

## Drama

Children have individual ways of expressing their feelings. Drama is an excellent method for doing this. By respecting this and encouraging children to be open in communication and play, children will express themselves in various ways. Their expression depends on factors such as:

- ▶ the environment in which they are raised
- ▶ the opportunities given to them
- ▶ emotional support and development
- ▶ their age
- ▶ limits and boundaries set by families and educators
- ▶ the materials and resources provided to them.



# 1B Providing a range of materials to encourage creativity

Creativity can be encouraged through the physical environment (materials and resources provided) and the human environment (the social and interactive component).

The environment needs to appeal to children to provoke their creativity. It needs to empower young children to explore, be curious, investigate, aspire, develop relationships with others and dream of what could be.

Plan and present beautiful spaces, open-ended resources, many choices, natural resources and attractive displays.



## Prompting children to use a range of materials

If you present experiences in an interesting way, you encourage children to participate. Children are likely to explore more freely as their curiosity takes over and they take the opportunity to choose how to play. You can encourage this by:

- ▶ providing an environment that is visually stimulating and attractive
- ▶ setting up creative experiences and displays, including selecting and presenting a range of props and accessories
- ▶ displaying children's own creative work along with adult displays
- ▶ modelling your own appreciation of beauty and creativity
- ▶ using creativity and representation to record aspects of the program
- ▶ considering the use and appealing nature of the indoor and outdoor spaces.

## Setting up for creative learning

When setting up an environment, you need to think about how it will encourage creativity.

### Tips for encouraging creativity:

- ▶ Separate noisy areas from quiet ones; for example, place block corners away from easels, and use shelves, dividers and furniture to separate areas.
- ▶ Display materials and equipment at the children's level on open shelves where they can see and access them, and choose what they would like to use.
- ▶ Place experiences and activities logically in the room; for example, place water play activities in the wet area outside, and climbing or gross motor activities on carpeted areas.
- ▶ Arrange tables, chairs and other areas to cater for the number of children you want at the activity, and ensure seats are at the correct height so that children are comfortable.
- ▶ Set up activities according to the space that is available; ensure there are enough activities for the children, but do not overcrowd the space.
- ▶ Ensure there is enough space for the child to spread out materials, move to create their desired work and use their level of skill.



The focus should be on using muscles and discovering how things feel. Toddlers enjoy sensory and messy play experiences, such as play dough, clay, slime and finger painting. They need some guidance in art activities, as they will often experiment on walls, doors and other surfaces. This generally occurs because they are unaware of the rules of drawing and wish to explore the medium.

Older toddlers are able to begin to experiment with scissors and glue. These children require supervision as they learn to use these tools safely.

## Creative play for preschoolers

Preschoolers have greater muscle control than toddlers. They enjoy the same creative materials, but are able to use them in more complex ways. By four or five years of age, some children are able to draw recognisable objects, although many details may be missing. By six years old, most children are interested in discussing their pictures.

Introduce a wider range of colours and a variety of materials and ways to use them. Always allow children of this age to explore new materials in a simple experience before offering them in a more complex way. Ask children what materials they want to use, as they are now able to make choices and decisions.



## Creative play for school-age children

School-age children are able to use their imaginations competently. They have their own ideas of what they think is creative and visually stimulating. School-age children have also developed their own interests and can independently make their own decisions in play.

Art materials and resources are used in a more constructive manner and older children are able to use their imaginations to visualise the type of product or artwork they would like to create. They have longer concentration spans than younger children, which allows them to sit and complete an activity of interest to them. They also have good muscle control, allowing them to experiment with a range of materials, resources and techniques.

When selecting materials for creative play, consider developmental safety and the level of learning, as outlined in the following table.

Developmental stage	Appropriate materials and activities
Infant	<ul style="list-style-type: none"> <li>▶ A selection of toys valued for their textures, colours and sizes</li> <li>▶ Large toys that cannot be swallowed</li> <li>▶ Toys that have no sharp edges</li> <li>▶ Toys that are easily washed and cleaned</li> <li>▶ Different types of experiences; for example, water play, sand play and outdoor play</li> </ul>
Toddler	<ul style="list-style-type: none"> <li>▶ Indoor and outdoor activities running together or at different times of the day</li> <li>▶ Activities that reflect an interest in the world and a desire to explore it with the different senses</li> <li>▶ Experiences that reflect mastery of the child's own body</li> </ul>



## Topic 2

In this topic you will learn about:

**2A Encouraging children to pursue their own ideas and appreciate others' work**

**2B Showing enthusiasm for creativity**

**2C Supporting children to be responsible for equipment and materials**

## Fostering creativity in the human environment

Children learn to express their feelings and thoughts through self-expression and social interactions. They find out that everyone has their own ideas, feelings and opinions.

By encouraging children to foster their creativity, educators help children develop as individuals, reflect on their abilities and respect other people's efforts.

## Encouraging original ideas

When children come up with their own ideas for an activity they are usually more committed to it as it will relate to their interests at the time.

Sometimes children come up with their own ideas, interpretations and expressions spontaneously; at other times, you may help spark these ideas. Use your oral communication skills to encourage children and give them confidence.

### Steps to encourage children to pursue their ideas:

- ▶ Allow them to do whatever they feel like with the materials and situation you provide.
- ▶ Give children sufficient time to work out their ideas. Never hurry them; let them know they can leave their work and come back to it later.
- ▶ Don't judge their efforts, as this is likely to stifle their creativity.
- ▶ Support them to think of new ideas by prompting them or asking them questions.
- ▶ Ensure safety is always a consideration.

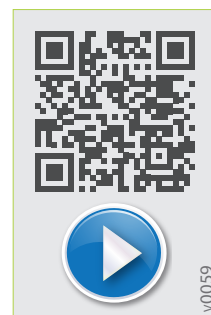
Encourage children to work through their own ideas while providing support, encouragement and the required resources. You may need to assist children to work out what they need and how they will use materials. However, you should stand back to allow them to develop their own play and think carefully about what they are doing.

This helps children to develop a range of skills, including:

- ▶ problem-solving
- ▶ persistence
- ▶ peer scaffolding
- ▶ sharing thoughts, knowledge and information with others
- ▶ positive emotional and social competencies
- ▶ confidence.

Being creative is not just about letting children run with an idea; they still need supervision and direction to ensure they are safe. Children may need your support or require you to complete tasks for them to successfully fulfil their ideas.

Watch this video about encouraging children to develop problem-solving skills.

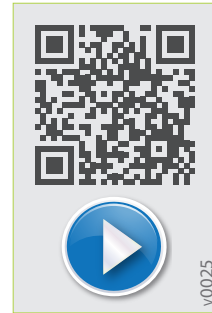




## 2B Showing enthusiasm for creativity

As an educator, you have a major influence on the ability of children to express themselves freely and creatively. As well as using the range of strategies discussed in section 2A to encourage children's creativity, you can be a powerful role model in promoting and supporting creative efforts.

Watch this video about considering children's strengths and limitations when organising activities.



### Modelling to promote and support creative efforts

The following are ways that educators can act as role models to promote and support children's creative efforts.

#### Be enthusiastic about creative expression

You can introduce children to a range of examples of creative expression in art, music, dance and architecture. This shows children how others use their creative energy and imagination. It may provide a stimulus and some ideas they can refer to in their own work. It also shows children that you are interested in and appreciate creativity, and enjoy looking at how others see their environment.

#### Be open to new ideas

Be enthusiastic and open to new ideas and initiatives suggested by the children. Remember that there are always different ways of doing things and different interpretations of subjects. You may show different paintings of the same scene or object, and talk about how the artists have interpreted them differently. This lets children know there are no right or wrong ways to express ideas.

#### Show enthusiasm for creative activities

Show enthusiasm for creative activities such as art, dramatic play, dance and music. Join in these activities, as children love it when an educator becomes a character or dances to the music. Read stories with energy and enjoyment, and involve children by asking, 'What might happen next?' and other questions to sustain their interest. Being an active participant offers valuable role-modelling and can encourage shyer children to participate.

#### Provide a comfortable environment

Foster an environment that is non-threatening in which children feel safe, relaxed and comfortable to express themselves without fear of failure, being laughed at or feeling silly. Let them know that all their efforts are valuable, but provide guidance and support when appropriate without dampening their enthusiasm or self-esteem.

#### Show interest in other cultures

Be familiar with how other cultures celebrate creativity and introduce some examples to your group, such as cooking, music and art. Invite skilled practitioners in your community to demonstrate various cultural activities; for example, Indonesian shadow puppets, Japanese cooking, Aboriginal music or Maori art.



The problems children face during creative work are often unlike other problems, such as how to solve a puzzle or where they will sit at a busy group time. When children solve problems, their creative work may take new directions depending on how their problems are resolved. For example, if a child is trying to attach two materials together and they cannot do so, the work will be altered if they decide to use different materials or to leave out the attachment.

To encourage children to think critically and develop strong problem-solving skills, it is useful to encourage creative thinking about the situation and to have the child identify as many resolutions as they can.

When children run into problems while completing creative work, encourage them to use their creativity to solve the problems. Doing so helps them to develop stronger:

- ▶ self-esteem and confidence
- ▶ thinking and reasoning skills
- ▶ communication skills
- ▶ knowledge about issues and consequences
- ▶ understanding of emotions.

In many situations, your role is to help children find out what the real problem is. They may demonstrate frustration and express this in a variety of ways. All educators should be aware of verbal cues and what they may mean, as shown in the following table.

What they might say verbally	What cues they might give
<ul style="list-style-type: none"> <li>▶ 'I can't do this.'</li> <li>▶ 'This is too hard.'</li> <li>▶ 'I don't want to do this.'</li> <li>▶ 'This is stupid.'</li> <li>▶ 'I am stupid.'</li> <li>▶ 'You need to do it for me.'</li> <li>▶ 'I am no good.'</li> <li>▶ 'Why can't I do it?'</li> </ul>	<ul style="list-style-type: none"> <li>▶ Frowning</li> <li>▶ Growling or making aggressive sounds</li> <li>▶ Stopping work</li> <li>▶ Working on the task, but not progressing</li> <li>▶ Asking you to do the task</li> <li>▶ Telling you they can't do it</li> <li>▶ Being aggressive; for example, throwing materials, sweeping the activity off the table or interrupting others</li> </ul>

Your task is to help the child move past these feelings and help them succeed. Some actions you can take include:

- ▶ acknowledging their feelings
- ▶ identifying what the issue is
- ▶ brainstorming to find solutions
- ▶ selecting the most suitable idea
- ▶ checking back later to ensure all went well.



# 3E Allowing time for creativity and responding to children's interests

The EYLF and MTOP both identify that learning outcomes occur over time. A child's creative expression is influenced by the environment and context in which they are undertaking an activity, their current abilities and the time they have to work through their ideas and reflect on their work. Children need time to engage with others, develop an experience from a group activity into their own individual thoughts and ideas, or develop an individual idea into a group experience. They also need time to practise their skills, and develop and reinforce new ones. This is part of an ongoing cycle.



## Giving children sufficient time to express themselves

Creativity does not always come at appropriate times. For example, a child may come up with an excellent idea when you are winding up a project or just beginning a discussion session. You may want to move to a meal or snack time, get children to sleep or prepare to go home.

While you may need to continue with the day's program, use your child-centred practice to demonstrate the importance of children's creativity. You may simply extend the time allowed so that the creative activity can be completed. Alternatively, you could:

- ▶ take a photo of where the children are up to if the situation can be created again to match
- ▶ put up a 'Please leave alone' or 'Work in progress' sign so that others know it must not be packed up
- ▶ take notes or record information so that the ideas are remembered
- ▶ explain when there will be more time and remember to follow through
- ▶ ask the children how they would like to arrange their situation.

You may need to inform cleaners and/or other educators to enable some creative ideas to be built upon over days or weeks. This may mean that children take responsibility for some part of the service or curriculum requirements, such as:

- ▶ helping to clean around the area using their own brooms and mops, so that the space is still clean
- ▶ moving other equipment so there is space available for beds/mattresses at sleep/rest times
- ▶ packing other activities away so there is space for meal times or snacks
- ▶ moving the activity to a place out of the way
- ▶ creating a sign, note or letter that indicates that the work is in progress
- ▶ taking drawings and pictures so that they can rebuild or create it at a later time.

3. Explain what you would do if a small group of children want to build a cubby house from food boxes in an area that is currently being used for block building. The children will take three days to build the cubby, which they would then like to use for dramatic play.

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## Summary

- ▶ It is essential that children are taught how to use materials and equipment correctly and safely. You have a responsibility and duty of care to provide advice, and show children the most effective way to use materials and equipment.
- ▶ When children collaborate creatively, they are working together using individual ideas, sharing these ideas and coming up with solutions that all are happy to participate in.
- ▶ Seek out opportunities for collaboration, such as:
  - encouraging small group experiences
  - asking for children's help
  - working in pairs during group activities
  - developing whole group projects.
- ▶ Critical reflection is a skill used to examine something from different perspectives.
- ▶ Encourage children to think critically and develop strong skills in problem-solving when faced with a difficult situation.
- ▶ Display children's work with their permission thoughtfully and respectfully so they feel their work is valued.
- ▶ Respond to children's interests as they arise if it is appropriate.
- ▶ Be flexible with your timetable to allow children's creativity and interests to develop and be pursued over a period of time.



# 4A Providing a creative environment

Creative and aesthetically pleasing experiences are an essential part of a service's curriculum and should be offered throughout the day in both indoor and outdoor experiences. By working in areas separate from other types of play, children have the opportunity to concentrate on their creative ideas.

Children may also come up with their own ideas and turn experiences chosen by you into creative activities. When this occurs, your role is to support the change or evolution and provide assistance, materials, resources and space as required.



## Providing a creative environment

To effectively nurture children's creativity, you need to be familiar with the NQS, the EYLF and the MTOP, and how they support your creative curriculum, as outlined in the following tables.

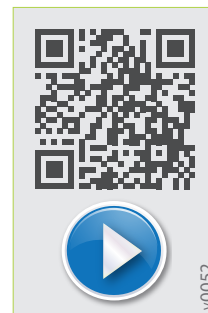
NQS		
	Reference	How it guides your actions
Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators	<ul style="list-style-type: none"> <li>▶ Experiences provided for children should include those that engage children in exploring arts.</li> <li>▶ Children should be encouraged and supported to develop agency through investigating their own ideas.</li> </ul>
Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	<ul style="list-style-type: none"> <li>▶ You must focus on what is meaningful to children now and on open-ended creative activities that promote self-expression, which are flexible enough to allow children to work at their own level and pace.</li> <li>▶ Children can support each other to learn.</li> <li>▶ Children can explore ideas through play and use of imagination.</li> </ul>

## Ensuring the environment is challenging

Children's emerging abilities need to be supported or scaffolded. To ensure you provide challenging (but not frustrating) experiences, build on skills using scaffolding. Experiences that scaffold development are naturally challenging, especially if you match them with the way a child learns.

Watch this video about providing creative environments for children.

The following table has information about identifying children's emerging skills.



What the child may say	Cues they may give	What you can do
<ul style="list-style-type: none"> <li>▶ 'I want to do this.'</li> <li>▶ 'How do you do this?'</li> <li>▶ 'Why is it like that?'</li> <li>▶ 'What do I do?'</li> </ul>	<ul style="list-style-type: none"> <li>▶ Trying something you haven't noticed them do before</li> <li>▶ Watching others do something</li> </ul>	<ul style="list-style-type: none"> <li>▶ Provide modelling and demonstration.</li> <li>▶ Provide technology and appropriate materials.</li> <li>▶ Inform others so they can support the child.</li> <li>▶ Encourage the child.</li> <li>▶ Work with the family to support learning.</li> </ul>

## Practice task 11

1. Give a brief description of a play space or specific environment at a service.

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2. Describe the aesthetics of this space.

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You can find many examples of learning stories in the following resources:

- ▶ *Educators' guide to the early years learning framework for Australia* (<http://aspirelr.link/educators-guide-eylf>)
- ▶ *Educators' guide to the framework for school age care in Australia* (<http://aspirelr.link/mtop-educator-guide-pdf>)

## Providing a range of experiences

An educator's role is to nurture creativity at every opportunity to allow children to develop their skills and self-expression.

Open-ended experiences are valuable as they allow you to easily modify or extend what you have planned. They also encourage children to decide what they want to do next and how they want to use the materials and props you have provided.

When planning for open-ended, expressive and creative play, there is no right or wrong way for children to do things. However, each experience must meet the requirements of the NQS, learning frameworks, legislation, and the organisation's policies and procedures.

### Make sure each experience addresses the following aspects:

- ▶ Children's individual needs must be addressed.
- ▶ Ensure there are no stereotypical or inaccurate materials that project limited ideas of gender roles.
- ▶ Resources and their content should reflect everyday differences and similarities; for example, dolls reflect different races, non-traditional celebrations are held, and books and photos reflect a broad range of people, abilities and lifestyles.
- ▶ Interactions between you and the children must be appropriate and model positive actions.

## Planning a group session

You should arrange for children to work on their creative experiences over a period of sessions, days or weeks to enable them to expand on, develop and adapt their work. For each activity you prepare, include a plan of the equipment and material to be used, the time, proposed outcomes and how you might use opportunities to extend children's ideas as they arise.

Planned sessions are valuable to both children and staff as they have a defined structure and there are minimal waiting periods in which the children may lose concentration or become distracted.

### Steps for planning a group session:

- 1 Plan a settling activity such as an action song or music to gain the children's attention and increase their interest.
- 2 Introduce the topic to explain what the session is about.





### Finger painting

Finger painting is a calming activity where children can explore colour, texture, shapes and lines. For younger children and infants, single-coloured finger paint allows the child to focus on manipulation and how they choose to discover the paint. Older children enjoy adding a variety of textures such as wood shavings, glitter or sand to the paint to further extend the experience.

Finger painting can be done on large paper, tables or trays. If paper is used, it needs to be large enough so that children are not restricted in their movements. You can finger paint with water-based paint, sand and water or cornflour mix.

The final work can be used to make cards or wrapping paper, although the creative process of finger painting should be the focus.

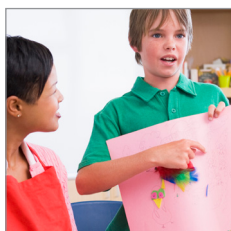


### Printing

Objects or cut-out shapes can be used to print on paper or other types of materials using:

- ▶ natural objects such as leaves, rocks and pebbles
- ▶ sponges
- ▶ clay or dough
- ▶ hands and feet
- ▶ various recycled and found objects, such as lids, corks and cotton spools.

You or your service may have a philosophy and policy regarding the use of food in play or creative activities, so be sure to consider this before using potatoes or other food-printing ideas.



### Collage

Collage refers to pasting and gluing. Using various sized materials allows children to explore a range of ideas and encourages their manipulative skills by assisting them to grasp thin, thick, small and large pieces of materials such as paper, cloth and corks, and to use a variety of joining materials.

Collages can be set up at the table, on the floor, indoors or outdoors. To avoid the area looking messy and disorganised, set it up in an inviting manner. Provide materials in bowls, containers or collage trays that keep each material separate. This enables children to think about what they want to use or make without sorting through a mess of pieces. Try not to provide an overwhelming number of collage materials, but select enough for the stage of development and previous experience. Ensure there are sufficient paste pots or sticking implements to allow each child to work at their own pace without waiting for others as waiting dulls the creative ideas of the child and makes the experience less valuable.

There are numerous types of materials that can be used in collage, all with a variety of colours, textures, shapes, purposes and sizes. These include:

- |                   |                      |                     |
|-------------------|----------------------|---------------------|
| ▶ corks           | ▶ yoghurt containers | ▶ magazine cuttings |
| ▶ bottle tops     | ▶ cotton reels       | ▶ sequins           |
| ▶ straws          | ▶ netting            | ▶ buttons           |
| ▶ cloth           | ▶ old birthday cards | ▶ pipe cleaners     |
| ▶ confetti        | ▶ egg cartons        | ▶ wood shavings     |
| ▶ wool            | ▶ ribbons            | ▶ plastic tubing.   |
| ▶ icy-pole sticks | ▶ stickers           |                     |

## Learning checkpoint 4

# Providing experiences to develop children's skills and creativity

### Part A

1. Give an example of how you can use curiosity to encourage creativity in an experience.

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2. Explain why educators need to understand the developmental level of the children they are planning activities for.

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3. Describe **four** ways that creativity can be nurtured in children through planned activities.

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## Topic 5

In this topic you will learn about:

- 5A Using a range of methods to evaluate children's learning**
- 5B Reflecting on evaluations and making changes to stimulate creativity**

## Evaluating experiences

An essential part of your role is to observe children doing an activity to notice how they are reacting. This will help you identify whether they find the experience meaningful, how well the activity is meeting their needs and how the experience may be extended in the future.

These actions form part of an evaluation process: an ongoing cycle of assessment for learning.



The following table maps this topic to the National Quality Standard and both national learning frameworks.

National Quality Standard		
✓	Quality Area 1: Educational program and practice	
	Quality Area 2: Children’s health and safety	
	Quality Area 3: Physical environment	
	Quality Area 4: Staffing arrangements	
	Quality Area 5: Relationships with children	
	Quality Area 6: Collaborative partnerships with families and communities	
	Quality Area 7: Governance and leadership	
Early Years Learning Framework		My Time, Our Place
Principles		
✓	Secure, respectful and reciprocal relationships	
✓	Partnerships	
✓	High expectations and equity	
	Respect for diversity	
✓	Ongoing learning and reflective practice	
Practice		
✓	Holistic approaches	Holistic approaches
	Responsiveness to children	Collaboration with children
	Learning through play	Learning through play
	Intentional teaching	Intentionality
	Learning environments	Environments
	Cultural competence	Cultural competence
	Continuity of learning and transitions	Continuity and transitions
✓	Assessment for learning	Evaluation for wellbeing and learning
Outcomes		
	Children have a strong sense of identity	
	Children are connected to and contribute to their world	
	Children have a strong sense of wellbeing	
	Children are confident and involved learners	
	Children are effective communicators	

While formative evaluations provide snippets of information about a child, summative evaluation enables you to gain an overall picture of a child's self-expression, interests, knowledge and success in working toward the EYLF/MTOP outcomes.

Summative evaluation should occur at regular intervals so that you have a complete understanding of each child.

## Example

### Using formative evaluation to conduct a summative assessment

Record	Formative evaluation
<p><b>Learning story:</b></p> <p>Ben, you worked at your box construction for more than 15 minutes, using samples of all the materials available. You then came to me and said you wanted to make a train, so we went to the storeroom where you chose bottle tops to use as wheels and some corks for steam engine funnels. You carefully put them together using tape and staples. You created a train that you drove across the window sills. You made sounds like a train softly, so only I could hear. When it was time to pack up, you put the train into your locker, carefully covering it with your coat so it was safe.</p>	<p>Ben enjoys construction, and is able to invent and carry out his own ideas selecting the materials he needs. He is also able to care for his work.</p>
<p><b>Jotting notes:</b></p> <p>During group time, Ben chose to move like a train and whistled through the group, tooting and circling his arms.</p>	<p>Ben is showing an interest in trains.</p>
<p><b>Anecdotal:</b></p> <p>Ben is working at the paint easel. He uses blue and tells me it is Thomas the Tank Engine. He asks if he can have some white as he wants to make smoke coming out of the funnel. Ben creates a recognisable train with smoke. I ask why the train has smoke and Ben says that it just does.</p>	<p>Ben shows interest in trains and knows the Thomas the Tank Engine character. Ben knows the train has smoke, but does not know why.</p>
<p><b>Summative evaluation:</b></p> <ul style="list-style-type: none"> <li>▶ Ben has a high level of self-expression as he is able to create his own ideas using different art media. (Outcome 5: Children express ideas and make meaning using a range of media)</li> <li>▶ Ben participates with others in creative movement. (Outcome 1: Children feel safe, secure, and supported; Outcome 2: Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation)</li> <li>▶ Ben did not know why the train had smoke. (Outcome 4: Children develop a range of skills and processes, such as problem-solving, inquiry, experimentation, hypothesising, researching and investigating)</li> </ul>	

# 5B Reflecting on evaluations and making changes to stimulate creativity

Use the information from your evaluations to gather ideas to use in future planning. This may include:

- ▶ expanding on current interests
- ▶ identifying new interests to develop
- ▶ providing more challenging experiences
- ▶ improving resources
- ▶ encouraging creativity
- ▶ meeting new objectives
- ▶ determining how you will achieve EYLF/MTOP outcomes.



Once you have reviewed the evaluation, you need to modify the curriculum or program to ensure there are improved opportunities to stimulate children's interests and develop their creativity.

## Consider the following aspects when deciding on the experiences you want to introduce or extend on:

- ▶ What activities can I plan to further the child's interest and development?
- ▶ How will the experiences assist children to achieve outcomes?
- ▶ What props and equipment will I need?
- ▶ How will I set up the experience to ensure it is aesthetically pleasing?
- ▶ Is the experience open-ended?
- ▶ How many children will be involved in the experience at any one time?
- ▶ Will the experience be available at all times?
- ▶ How much time will I provide for it?
- ▶ What is my role and the role of others in the experience?

### Example

#### Extending an experience to stimulate creativity

The evaluation notes show that Isolde (18 months) fed her doll with a spoon.

The educator lists the following ideas for extending this experience to challenge and encourage Isolde's creativity and self-expression:

- ▶ Feeding the doll with a bottle
- ▶ Putting the doll to bed
- ▶ Changing the doll
- ▶ Giving the doll a different name

Once Isolde begins to use these activities on her own, the educator will provide opportunities for her to play in a simple home area.