Unit 22: Promote Creativity and Creative Learning in Young Children

Unit code: CYPOP 7
Unit reference number: A/601/0135
QCF level: 4
Credit value: 5
Guided learning hours: 35

Unit summary

The unit is designed to deepen knowledge and understanding of the importance of creativity and creative learning for young children and competence in promoting this in early years settings. The unit also encourages the learner to support change and improvement in practice.

Assessment requirements/evidence requirements

This unit should be assessed in line with Skills for Care and Development’s QCF Assessment Principles.
Learning outcomes 2, 3 and 4 must be assessed in a real work environment.
Unit content

1 **Understand the concepts of creativity and creative learning and how these affect all aspects of young children’s learning and development**

*Differences between creative learning and creativity*: creativity as a process eg developing music, dance, writing stories, drama, drawing, painting; creativity involves taking risks and experimenting; links between imagination and creativity; creative learning provides opportunities for exploring, discovery, sensory development, experimentation

*Current theoretical approaches to creativity and creative learning in early childhood*: ‘creativity and critical thinking’ as one of the commitments to the EYFS principle of learning and development; focus more on creative process than end product; important connections between creativity, problem-solving and critical thinking; link between play and development of creativity in babies and young children; creativity and imagination linked to development of reading and writing; theories of leading early years specialists eg Moyles

*How creativity and creative learning can support young children’s emotional, social, intellectual, communication and physical development*: creativity supports all areas of a child’s development; how creative activities can support and encourage creative development eg children working together on a collaborative piece of work may develop their social skills, physical creativity such as dance can enhance development of balance and coordination, activities such as writing and poetry encourage development of language skills

2 **Be able to provide opportunities for young children to develop their creativity and creative learning**

*How to promote creativity and creative learning*: eg provide plenty of opportunity and time to play, provide a wide range of stimulating materials and resources, encourage children to use resources in many different ways, opportunities to represent ideas in different ways, sensitive supportive practitioners, providing more child-initiated activity than adult-led tasks, recognising that over-organised activities can stifle creativity, celebrating and displaying the creative work of all children

*Why young children require extended and unhurried periods of time to develop their creativity*: eg adequate time to develop ideas, experiment with materials and resources, opportunity to revisit creative activities and experiences, opportunity to express feelings and opinions, opportunity to solve problems and challenges for themselves
3 Be able to develop the environment to support young children’s creativity and creative learning

Explain the features of an environment that supports creativity and creative learning: wide range of resources and materials linked to creativity; time to develop ideas and to revisit experiences; opportunity given to explore, experiment and problem-solve; sensitive, supportive interactions from practitioners; the process is valued above the end product; inclusivity means everyone’s creative work is valued

Monitor and evaluate the effectiveness of aspects of the environment in supporting young children’s creativity and creative learning: observe children engaged in creativity in different areas of the setting; aspects of the environment eg adult intervention, physical resources, space and equipment, atmosphere; evaluate what went well and identify what the practitioner could do to enhance the children’s creative experiences

4 Be able to support the development of practice in promoting young children’s creativity and creative learning within the setting

Evaluate and reflect on own practice in promoting creativity and creative thinking: consider each area of development and how creativity is being used to support it; evaluate own ideas on how creativity should be promoted in the setting; evaluate practice against agreed criteria and objectives; use of appropriate tools and resources for evaluation and reflection eg reflective practice log; identify where changes, development and additional training or support are required; reflecting on whether own practice has contributed to meeting the needs of individual children or young people; obtaining feedback from children or young people and others involved in the setting

Support others to develop their practice in promoting creativity and creative learning: eg information sharing and sharing of best practice, give constructive feedback to develop competence, confidence and motivation in others, use feedback to raise awareness of others’ strengths, support others to identify areas for improvement and advise on actions to be taken to improve performance, help others identify sources of support and training, encourage mentoring and work shadowing

Develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change: changes to the environment eg atmosphere, resources, equipment, planning and/or assessment of creative activities; develop programme of change eg use appropriate documents and/or procedures for planning, work in collaboration with children, parents and others in the setting, use appropriate goals and means of measuring outcomes, show clear evidence of inclusivity and child-centred focus in the programme of change, implement change at appropriate time and in appropriate circumstances
## Learning outcomes and assessment criteria

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<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
<th>Evidence type</th>
<th>Portfolio reference</th>
<th>Date</th>
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| **1** Understand the concepts of creativity and creative learning and how these affect all aspects of young children’s learning and development | 1.1 analyse the differences between creative learning and creativity  
1.2 explain current theoretical approaches to creativity and creative learning in early childhood  
1.3 critically analyse how creativity and creative learning can support young children’s emotional, social, intellectual, communication and physical development |               |                     |      |
| **2** Be able to provide opportunities for young children to develop their creativity and creative learning | 2.1 demonstrate in own practice how to promote creativity and creative learning  
2.2 explain why young children require extended and unhurried periods of time to develop their creativity |               |                     |      |
| **3** Be able to develop the environment to support young children’s creativity and creative learning | 3.1 explain the features of an environment that supports creativity and creative learning  
3.2 monitor and evaluate the effectiveness of aspects of the environment in supporting young children’s creativity and creative learning |               |                     |      |
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<td>4</td>
<td>Be able to support the development of practice in promoting young children’s creativity and creative learning within the setting</td>
<td>4.1 evaluate and reflect on own practice in promoting creativity and creative thinking</td>
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<td>4.2 support others to develop their practice in promoting creativity and creative learning</td>
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<td>4.3 develop a programme of change to the environment to enhance creativity and creative learning giving a justification and expected outcomes for each area of change</td>
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Learner signature: __________________________ Date: __________________________

Assessor signature: __________________________ Date: __________________________

Internal verifier signature: __________________________ Date: __________________________

(if sampled)