Exploring the typical development of creative ability in young children

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Introduction: Vona du Toit’s Model of Creative Ability

• Creative Ability:
  ‘preparedness to function freely and with originality at his maximum level of competence’
  ‘ability to form relational contact with people, events and materials’

• Volition and Action

• The becoming of the spirit through action in the physical world
RESULTS

Volition

Self presentation

“Am I acceptable?”

Action

Constructive explorative

“What happens if?”
RESULTS

Volition
- The drive to try out new things
- The drive to find out who I am = to become
  “being-in-becoming”
- Self presentation
  “Am I acceptable?”

Action
- Constructive explorative
  “What happens if?”
- The action of exploring
  The action that discovers how things work
  “doing-in-becoming”
- The action of exploring
  The action that discovers how things work
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Play as expression of creative ability

- People
- Child
- Situations
- Tools & Materials
- Feedback from the environment
Self Presentation – constructive explorative Action

<table>
<thead>
<tr>
<th>People and Situations</th>
<th>Play</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Am I acceptable”</strong></td>
<td><strong>Social structure of play</strong></td>
</tr>
<tr>
<td>• Learning about social norms and rules</td>
<td>• Parallel play</td>
</tr>
<tr>
<td>• If I behave in this way today, what will the world say?</td>
<td>• Associative play</td>
</tr>
<tr>
<td>• What are the rules/norms of being with others</td>
<td>• Cooperative play</td>
</tr>
<tr>
<td>• How do I play with my friends?</td>
<td>• Playing games with rules</td>
</tr>
</tbody>
</table>

Impulse Control
Games with rules
**Self Presentation – constructive explorative Action**

<table>
<thead>
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<th>Tools and materials</th>
<th>Play</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“What happens if”</strong></td>
<td><strong>Creative or constructive play</strong></td>
</tr>
<tr>
<td>• Discovering how things work</td>
<td>• Artwork and crafts</td>
</tr>
<tr>
<td>• Exploring properties of tools and materials</td>
<td>• Building with blocks or lego</td>
</tr>
<tr>
<td>• Process driven (not focussed on product)</td>
<td>• Outdoors – sand &amp; water &amp; mud &amp; leaves, etc</td>
</tr>
<tr>
<td>• Skills development</td>
<td></td>
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</tbody>
</table>

**Product-centredness**
The next step

• Observation in the field
• Development of observable actions to describe components
• Assessment criteria
THANK YOU!
Selected List of references