

EXPLORING CREATIVE EXPERIENCES

Product

Focusing on the finished product and making sure it is of an expected quality

Planning for product focused experiences is often coming from the educators who have seen something they want to do, have an event coming up they want to decorate the room for, or have planned to create a display to put up on the wall as part of a project.

Children have little voice and agency in the experience as they are being guided to achieve an end result by the educator. Can be less inclusive and supportive of individual children's needs based on ability and age.

Focusing on the end result generally means that interactions are about following instructions, completing a task, and feedback on how well they have met the expectations.

Product focused experiences often dismiss the children's ideas and abilities and expect all children to create similar work. This can sometimes result in the educator 'finishing' the work to ensure the quality is presentable and can dismiss the children's work.

Displays of product focused experiences are usually about the topic of the experience. Any accompanying documentation may mention the fun that was had, or how cute the end product is, because of the limited interactions and opportunities to communicate much more.



Planning



Child-directed



Maximised learning



Sense of belonging



Displaying work



Process

Focusing on the work during the experience and what is occurring in the moment

Planning for process focused experiences is often coming from the children and how they play, children's ideas on how to represent and celebrate different events, discussions between the children and the educators about topics of interests in the room.

Children have choice in how they approach the experience and bring their own ideas, interests and needs into the experience. Educators respond to children's ideas and choices as the outcome is not pre-determined.

Focusing on the process generally means that interactions are about the child's ideas, their work, their skills, and feedback on their own attempts to build esteem and resilience.

Process focused experiences often celebrate children's ideas and abilities as there are no requirements on the work. This supports children's sense of belonging and identity as they can build trust and feel valued within the service.

Displays of process focused experiences are usually about the learning that occurred and how the experience came to be. Accompanying documentation includes the child's voice, photos of the experience taking place, and the role of educator during the experience.