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Creative Curriculum Implemented in Kindergarten Curriculum in Qatar: Educators' Perceptions

Diala Abdul Hadi Hamaidi[a], [a]Associate Professor of Early Childhood Education at Department of Curriculum and Instruction, The University of Jordan, Amman, Jordan, Email: [a]dhamaidi@ju.edu.jo

This research aims at providing insights into early childhood educators' perceptions of the degree of creative curriculum existence in the implemented curriculum at Qatari public kindergartens. In this descriptive quantitative research, a questionnaire was developed and distributed to 332 early childhood educators in public kindergartens in Qatar during the academic year 2018-2019. Means, standard deviations, Three-Way ANOVA test, and LSD test were utilised to analyse the collected data. Study results revealed that kindergarten teachers perceived the extent to which the early childhood educators implementing the creative curriculum objectives in Qatari public kindergarten curriculum to be high. Further, the results revealed that there are no statistically significant differences in the extent to which the early childhood educators implemented the creative curriculum objectives attributed to the class level variable. However, results showed that there were statistically significant differences due to the experience and specialisation variables. This study may draw the attention of teachers, supervisors, administrators and stakeholders to the creative curriculum objectives as one of the comprehensive models in early childhood curricula.

Key words: *Early childhood educators' perceptions; creative curriculum objectives; public kindergarten curriculum; Qatar.*

Introduction

Learners in 21st century contexts are dealing with a variety of resources that vary in their trustworthiness. This requires a shift in educational systems to help the learners meet 21st century core skills to choose critically the best provided resources. According to Robinson-Zanaratu, Doerr, and Portman, (2015) the main required skills in this century are critical thinking and problem solving, creative thinking, technology as a tool, cooperation, teamwork, leadership, and the competency of accepting others and accepting multi-cultures, and communication. The core role of schooling focuses on presenting the environment that enables students to grasp the core 21st century skills such as creative thinking skills. As a result, there is a clear tendency to find the best curricula and best methods that promote creativity among children in preschool levels to guarantee a higher level of readiness for schools. Consequently, early childhood settings increased thinking of promoting children's curiosity and creativity in the last few decades. Furthermore, stakeholders began thinking of progressive education compared to traditional education. Progressive education focuses on learner-centred, rather than teacher-centred education (Hampel, 2008).

To respond to the needed skills in 21st century there is a need to reflect on progressive education components that include the implemented curriculum, the attributes of teachers, children's needs, and developmental practices. This research examines the extent of implementations of the creative curriculum as an example of the important components of progressive education that highlight learners' independence and creativity. According to Robinson et al. (2015), early childhood is the ideal needed stage to promote a child's creativity as an important aspect of a child's development.

The definitions of creativity are varied. Al-Otom et al. (2009) remark that creativity is the ability of producing new outcomes. These outcomes have distinguished characteristics such as originality, fluency, flexibility, expansion, and sensitivity. According to Robinson and Aronica (2015) creativity is an intellectual process that presents original and valuable products. Some characteristics of creativity include: thinking styles, personality, and environment (Sternberg & Lubart, 1996). Strengthening children's creativity can be achieved by providing a well-designed environment that enables children to investigate and explore their environment freely (Sternberg & Lubart, 1995). Consequently, the role of teachers is vital in creating this environment and facilitating children's creativity.

There is an essential role of teachers in enhancing and scaffolding children's creativity in early years (Wyse & Ferrari, 2015). Previous research points out that teachers believe in creativity as an important component in early childhood education (Bolden et al., 2010). However, teachers do not have adequate knowledge about how to utilise creative activities to help children develop their creativity in the classroom (Alkus & Olgan, 2014). In addition,

there is a complaint from teachers regarding the obstacles of implementing creative activities in their classrooms due to school administration limited support and lack of support from parents (Lee & Kolodner, 2011).

Early Childhood Curricula

Internationally, to enhance the quality of early childhood education, there is an increased need to review, evaluate, and reflect on current implemented curricula. Early childhood settings use different curricula and accordingly their implementation practices varied. The main reason for evaluating early childhood curricula is to measure whether the implemented curricula are meeting children's individual needs and responds to their developmental characteristics. According to Early et al. (2007) some children do not have the adequate skills needed in public schools because they have not achieved needed skills in learning areas during their preschool stage. One of the main concerns is the willingness of early childhood settings to respond to the child's needs and developmental skills (Winter & Kelley, 2008).

Currently, many early childhood curricula are implemented. One of them is the creative curriculum that is designed for the preschool stage (3-5 years). It is used in many early childhood settings worldwide. The creative curriculum was published in 1978 as Teaching Strategies for Early childhood. The lead author of the creative curriculum is Trister Dodge and 13 other authors assisted her in writing it (Teaching Strategies, 2016). This curriculum focuses on "in-depth investigations" of selected topics. Each investigated topic is called a "study" and the basis edition of the creative curriculum consisted of 8 studies: beginning the year, balls, buildings, trees, clothes, reduce, reuse, and recycle (Teaching Strategies, 2016).

According to Dodge, Heroman, Colker, and Bickart (2010) the creative curriculum is stemmed from the constructivist theory. The main theorists who stimulate the curriculum are Jean Piaget, Lev Vygotsky, Howard Gardner, and Sara Smilansky. Primarily, the creative curriculum is a "child-centred" curriculum that enhances the development of the child in cognitive, physical, social, and emotional aspects. It also encourages constructive play and creates a welcoming environment for every child. The role of teachers is critical in nourishing this curriculum by setting up the learning environment in a way that promotes the child's discovery and investigation.

In the creative curriculum, there is a focus on both the child and his or her culture. This characteristic is crucial because it resonates to the 21st century required skills that highlight the importance of accepting others and celebrating other cultures. The other important feature of the creative curriculum is its focus on higher level thinking skills. This curriculum has a developmental scale that helps teachers scaffold child's thinking skills from the basic thinking skills to higher thinking skills and from the concrete to the abstract. Finally, this

comprehensive "child-centred" and "research-based" curriculum creates rich environments for life-long learning, and forge strong home-school connections (Teaching Strategies, 2010).

Previous Research on Creativity and Creative Curriculum

From the review of literature, there are no research studies that were conducted to specifically evaluate or investigate the creative curriculum for preschool as an implemented curriculum. However, some previous research discussed concepts related to creativity and creative curriculum. For example, in their dissertation Belen and Mina (2010) evaluated the effectiveness of creative curriculum program that was developed by the researchers. The purpose of their applied dissertation study was to evaluate the efficiency of the Creative Curriculum (CC) approach in developing early literacy development and readiness among pre-schoolers. The researchers designed an experimental program to improve the reading and writing skills of students within pre-school age experiences. The results showed that the designed creative curriculum program can improve the reading and writing skills of the pre-school children.

When it comes to studies that investigate teachers' perceptions of creativity many studies were conducted. One of them is a study conducted by Ozdemir (2016) that investigated teachers' perceptions of students' creativity characteristics. The main findings of this study indicated that teacher training for creativity is very important because it increased teachers' awareness of the conceptualisations of creativity, different forms, and style of creativity.

Early childhood settings are interested in investigating creativity. In China, Chien and Hui (2010) conducted a quantitative research to investigate teachers' perceptions of promoting creative education in the Chinese early childhood settings. The findings revealed that contextual factors in Chinese societies play a key role in the effectiveness of promoting creativity in early childhood education due to the established policies for creativity education in the investigated Chinese societies that include: Hong Kong, Shanghai, and Taiwan. In addition, findings point out that teachers' perceptions of the contributing factors of creative development in young children affect their views about the barriers and improvements to creativity education.

Other researchers such as Cachia and Ferrari (2010) point out that teachers' perceptions and practices in developing creative skills among children are varied and there is no consensus among educators on the creativity concept meaning. According to Gurak-Ozdemir (2016) teachers have limited knowledge about what creativity means in an educational context. In the Arabic context Hamaidi (2014) conducted to investigate early childhood teachers' perceptions of developing thinking skills in Jordanian kindergartens. The findings point out that KG teachers' perceptions of their implemented practices reflected a formal, teacher-

directed skills approach instead of a learner constructive approach. In addition, teachers discussed many limitations and obstacles in developing thinking skills among children. Furthermore, a study conducted by Al-Dababneh et al. (2017) investigated teachers' perception concerning the availability of creative environments within primary schools in Jordan. The findings revealed a high average for teachers' perceptions of the availability of creative environments for fostering creativity in classrooms in primary schools.

As mentioned in the previous studies, the creative curriculum for pre-school was not investigated in particular. So, further research on this specific curriculum should be conducted to learn more about its implications. Although the creative curriculum is implemented in many early childhood settings, it is not popular in the Arabic countries. For example, the creative curriculum is not implemented in the public kindergartens in Qatar. It is only implemented in some private early childhood sectors. As a result, the purpose of this study is to investigate the teachers' perceptions of the extent of implementing the creative curriculum's objectives in the current implemented curriculum in public kindergartens in Qatar. To provide a clear picture on the Qatari educational context, the following paragraphs describes the Qatari educational system.

Educational Context in Qatar

Enhancing the quality of education system is one of the main ambitious projects in Qatar. Since 1996 investing in human capital and transforming the education system was put into motion (Abou-El-Kheir, 2017). In 2001, RAND, an international non-profit research institution, was asked to analyse the educational system in Qatar. Both RAND and Qatari associates reviewed the situation based on the country's needs. The recommendations of the analysis included a reform plan that consisted of (1) the development of government-funded schools and (2) the alignment of the standardised national tests and the "internationally-benchmarked" curriculum standards. One of the main recommendations of RAND focused on establishing a standard-based system. As a result, the curriculum standards would be implemented at every school level. Assessments were designed based on performance standards that align the curriculum standards. The curriculum at each level would match international standards and national assessment (Nasser, 2017).

When it comes to the current implemented curriculum at Qatari public kindergartens, Ishraq Group Company developed the current implemented curriculum for the Ministry of Education and Higher Education. The authors of this curriculum are a group of supervisors and experts. The current implemented curriculum is entitled "Maharati", my skills. It consists of a number of units, and each unit includes a numbers of concepts. For example, the first unit is: myself and my kindergarten: Welcome, my kindergarten, my classroom, my health and safety (4 weeks). Assessment of each unit covered the following developmental

aspects: Cognitive, social, and physical development (Ministry of Education and Higher Education, 2019).

Research Problem

The quality of any curriculum cannot be achieved fully without qualified teachers. According to Neumann and Cunningham (2009) qualified teachers are able to support the academic achievement of students. In early childhood settings there is a need of collaborative work between the early childhood educators, child care programs and parents to ensure school readiness for young children (Weigel & Martin, 2006).

The role of pre-school teachers is critical because they should build on children's interests and plan the activities that match their interests with learning and understanding. Presenting such activities need a carful effort from the teachers in reviewing the curriculum to make sure that they can enhance children's skills. This effort from teachers can promote the school readiness level of the children (Cassidy et al., 2003). Early childhood educators are the promoters of creating a welcoming learning environment that stimulates children's skills. The teachers' role can be enhanced when a positive partnership with families is established (Cassidy et al., 2003).

There is a need to reflect more on current practices to keep good ones and reorient needed practices. According to Nasser (2017) over the past 10 years Qatar has made crucial changes in the educational system, and now it needs to reflect on current practices to make sure that there is a consistent K-12 sector linked to the stage of higher education. Since there is a connection between teachers' viewpoints of creativity and their achievement of learning outcomes that are related to creative skills among children (Cropley, 2001), there is a need to investigate kindergarten teachers' perceptions of their current practices and link them to the creative curriculum objectives as an example of a comprehensive international early childhood curriculum model.

Research Purpose and Questions

Each society is looking for more productive members. This can be achieved by targeting young generations to become more creative thinkers and innovative members. This study was conducted to investigate the early childhood educators' perceptions of the creative curriculum extent of implementation in the Qatari public kindergarten curriculum. Specifically, this study came to answer the following questions:

1. What are the perceptions of early childhood educators in public kindergartens in Qatar about the extent to which they implement the objectives of the creative curriculum?

2. Are there statistically significant differences (α=0.05) in the extent to which the educators report their mean level of implementation of the creative curriculum objectives attributed to teaching experience, professional educational specialisation, and the class level that they teach?

Research Objectives

The main research aims are: 1) exploring the early childhood educators' perceptions about the extent of implementation of the creative curriculum objectives in Qatari public kindergarten curriculum, and 2) investigating the statistically significant differences (α = 0.05) between means responses of early childhood educators regarding the creative curriculum objectives' extent of implementation in Qatari public kindergarten curriculum attributed to the teachers' experience, specialisation, and class level they teach.

Research Importance

This study is the first educational research study that considers the implementation of the creative curriculum objectives in the Arabic context. Specifically, it targets kindergarten teachers' perceptions of the degree of implementation of creative curriculum objectives at Qatari public kindergarten. The findings can enthuse more investigation of early childhood curricula in early childhood educators' preparation programs in the institutions of higher education. Further, this study may draw the attention of teachers, supervisors, administrators and stakeholders to the creative curriculum objectives as one of the comprehensive models in early childhood curricula. Furthermore, this study may encourage other researchers to conduct further research and studies related to the implementation of the creative curriculum objectives in kindergarten curriculum in other early childhood education settings.

Procedural Definitions

Creative curriculum: "It is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence ,creativity, and lifelong critical thinking skills" (Teaching Strategies, 2016, P. 4).
The creative curriculum objectives' extent: The degree of existence of the creative curriculum objectives in the current implemented curriculum in Qatari public kindergartens as perceived by KG teachers. It is measured by responding to the designed questionnaire given to public KG teachers.

Public kindergarten curriculum: It is the curriculum approved by the Ministry of Education and Higher Education in Qatar for kindergarten students for the academic year (2018-2019).

Early childhood educators: For the purpose of this study early childhood educators are kindergarten teachers who teach KG1 or KG2 at public Qatari kindergartens for the academic year 2018-2019.

Research Limitations

The population of this research study was administered exclusively on early childhood educators in Qatari public kindergartens. Further, this study was conducted during the second semester of the academic year of 2018/2019. Furthermore, the study results are determined by the psychometric characteristics of the study instrument and the objectivity of the study participants who responded to this instrument.

Research Methodology

Research Design

In this research, the descriptive survey method was used. According to Ary et al. (2010) the descriptive approach is defined as a method or pattern used to study and describe scientific phenomena and problems accurately to reach the logical explanations in order to allow the researcher to develop specific frameworks for the problem and to extract a number of reasons that led to the phenomenon or problem.

The researcher used the descriptive research approach to collect, analyse, and interpret the data in order to answer the research questions. After developing and checking the validity and reliability of the study instrument (questionnaire), the questionnaire was distributed to early childhood educators at the Qatari public kindergartens. Then, the data were collected and analysed.

Research Population and Sample

The population of the study consists of all female early childhood educators in Qatari public kindergartens. As for the total teachers of male kindergartens, their number reached 587 teachers, while in female kindergartens the total was 705 teachers. The total number of teachers is 1292 female teachers (Ministry of Development Planning and Statistics in Qatar, 2017). The study sample consists of 332 teachers, who were selected randomly by the stratified method.

Study Instrument

The researcher developed a questionnaire to answer the research questions. It consisted of two parts: 1) The demographic information that includes: teachers' education, experience, and specialisation, 2) 50 items measuring the early childhood educators' perceptions of the creative curriculum objectives' extent of implementation in the Qatari public kindergarten curriculum. The researcher reviewed the creative curriculum objectives from several related studies to develop the study instrument such as Teaching Strategies (2005), (Dodge et al. 2010), Teaching Strategies (2010), Teaching Strategies (2013), and Teaching Strategies (2016). The questionnaire highlighted the creative curriculum objectives. It consisted of 3 main dimensions: (1) Social/Emotional Development (2) Physical Development and (3) Cognitive development. Each dimension consisted of related sub-dimensions. Specifically, the social/emotional development three sub-dimensions were: sense of self, responsibility for self and others, and prosocial behaviour. The physical development included the following two sub-dimensions: gross motor and fine motor. The cognitive development sub-dimensions compromised of: learning, problem solving and logical thinking. Each sub-dimension included number of items. The total number of the items is 50. To measure KG teachers' perceptions of the items, each item has a five-point Likert rating scale, ranging from 1 = 'never', 2= "almost never', 3= 'sometimes', 4= 'almost every time' to 5 = 'always.'

Validity

The items of the questionnaire were presented to a group of 12 arbitrators and specialists in the fields of early childhood, curriculum and instruction, psychology, measurement and evaluation. Those arbitrators provided their comments and suggestions regarding readability and wording of the items, and the belonging of each item to the main domain. The percentage of agreement between the arbitrators was 80% to accept the suggested comments. Amendments were made to respond to the arbitrators' comments.

Reliability

The reliability of the study instrument was checked after applying the questionnaire on 31 teachers from the study population and outside the study sample. The Cronbach's alpha coefficient (internal consistency) was used to verify the reliability, and the result was 0.98. This high reliability allowed the researcher to conduct this study.

Study Variables

The study has two types of variables:

1- Independent variables:
a) Experience (less than five years, five years to less than ten years, ten years and more).
b) Specialisation (Early Childhood Literary Track, Early childhood scientific Track, Others).
c) Class level (KG1, KG2).
2) Dependent variable: the extent to which the early childhood educators implement the creative curriculum objectives in Qatari public kindergarten curriculum.

Statistical Treatments

The Statistical Package for Social Sciences (SPSS) software was used to analyse data and complete the following statistical treatments:

1- Cronbach's alpha coefficient (internal consistency) to check the reliability of the study instrument.
2- Means and Standard Deviations to explore the extent to which the early childhood educators implement the creative curriculum objectives in Qatari public kindergarten curriculum, and to find the differences of statistical significance for the experience, specialisation, and class level variables.
3- The Three-Way ANOVA test was calculated to determine statistically significant differences between means responses of early childhood educators regarding the creative curriculum objectives' extent of implementation in Qatari public kindergarten curriculum attributed to the teachers' experience, specialisation, and class level they teach.
4- The Least Significant Difference (LSD) test was calculated to find Post Hoc of the specialisation variable.
5- The interval estimations (1–2.33= low, 2.33<–3.67= medium, and 3.67<–5= high) were determined to judge means values of the study sample responses.

Results and Discussion

First Question

Means and standard deviations were calculated to answer the first question: What are the perceptions of early childhood educators in public kindergartens in Qatar about the extent to which they implement the objectives of the creative curriculum? Table (1) shows the results.

Table 1: Means and standard deviations of responses of the early childhood educators based on the study instrument's dimensions

Dimension	Mean	S.D.	Degree of Impl.
1- Social/emotional development	4.01	.542	High
1-a- Sense of self	4.05	.583	High
1-b- Responsibility for self and others	4.03	.614	High
1-c- Prosocial behaviour	3.95	.630	High
2- Physical development	4.08	.580	High
2-a- Gross motor	4.15	.648	High
2-b- Fine motor	3.96	.652	High
3- Cognitive development	4.08	.577	High
3-a- Learning and problem solving	3.89	.642	High
3-b- Logical thinking	4.16	.616	High
3-c- Representation and symbolic thinking	4.19	.688	High
4- Language development	4.09	.572	High
4-a- Listening and speaking	4.34	.592	High
4-b- Reading and writing	3.88	.646	High
Average	4.07	.509	High

Table (1) shows that the mean value of the average mean score was 4.07 and the average standard deviation was .509. This result indicated that the extent to which the early childhood educators' views of implementing the creative curriculum objectives in Qatari public kindergarten curriculum was high. In addition, it shows that the means of dimensions were high and ranged between 4.01-4.09. The highest extent of implementation was in the dimension of language development (4.09). This result reflected the reform efforts that were adopted by the Ministry of Education and Higher Education in developing the curriculum standards that initially covered four subject areas: Arabic, English, Mathematics and Science (Nasser, 2017). The current implemented curriculum from the perspectives of KG teachers resonates to creative curriculum objectives related to the language development dimension. However, KG teachers pointed out that the implementation of the language development sub-dimensions was varied. They perceived that the extent of implementing reading and writing objectives (Mean=3.88) was less than the implementation of listening and speaking (Mean=4.34). The following implemented dimensions as perceived by KG teachers were physical development and cognitive development with the same mean of (4.08). The sub-dimensions in these two aspects were different. Although the extent was high in each sub-dimension, the degree of implementation was less in learning and problem solving (mean=3.89). This result agrees with the study of Lee and Kolodner (2011) which affirms that there is a complaint from teachers regarding the obstacles of implementing creative activities in their classrooms. This complaint could be overcome by implementing comprehensive early childhood curriculum, such as the creative curriculum, since it is

designed to be a "developmentally appropriate curriculum" that is designed to consider a child's individual strengths, needs, experiences and cultural backgrounds, beliefs and practices (Dodge et al., 2010). The dimension of social/emotional development came last with 4.01. Further, the means of sub-dimensions were high and ranged between 3.88-4.34; the sub-dimension of Listening and Speaking came first (4.34) and sub dimension of Reading and Writing was the lowest (3.88).

Second Question

Means and standard deviations were calculated to answer the second question: Are there statistically significant differences (α=0.05) in the extent to which the educators report their mean level of implementation of the creative curriculum objectives attributed to teaching experience, professional educational specialisation, and the class level that they teach? The following table (2) shows the results.

Table 2: Means and standard deviations for study sample estimates according to experience, specialisation, and class level variables

Variable	Variable level	Mean	Std. D.	Degree of Impl.
Class Level	KG1	4.05	.437	High
	KG2	4.08	.565	High
	Total	4.07	.509	High
Specialisation	Early Childhood Literary Track	4.14	.521	High
	Early childhood Scientific Track	4.22	.502	High
	Others	3.98	.490	High
	Total	4.07	.510	High
Experience	Less than five years	3.97	.459	High
	Five years to less than ten years	4.14	.399	High
	Ten years and more	4.02	.598	High
	Total	4.07	.509	High

Table (2) showed that there are apparent differences between means according to class level, experience, and specialisation variables. To determine the statistical significance of these differences, a Three-Way ANOVA test was calculated, as shown in Table (3).

Table 3: The results of the Three-Way ANOVA test according to class level, experience, and specialisation variables

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	5.697[a]	5	1.139	4.636	.000	.066
Intercept	2946.926	1	2946.926	11990.687	.000	.974
Class Level	.019	1	.019	.079	.779	.000
Specialisation	4.127	2	2.063	8.396	.000	.049
Experience	1.853	2	.927	3.771	.024	.023
Error	80.120	326	.246			
Total	5574.950	332				
Corrected Total	85.817	331				

* Statistically significant at the α =0.05

Table (3) showed that there are no statistically significant differences in the extent to which the early childhood educators implementing the creative curriculum's objectives in the Qatari public kindergarten curriculum due to class level variable (F=.079). This finding could be due to the professional development provided to all early childhood educators regardless of the class level taught by teachers. According to Nasser (2017), as a response to the educational reform in Qatar, many dedicated efforts were paid to equip teachers to be qualified to meet the twenty-first century work demands. However, table (3) showed that there were statistically significant differences due to the experience (F=3.771) and specialisation (F=8.396) variables. The Least Significant Difference (LSD) test was used to determine these significant differences. Table (4) and Table (5) demonstrate these results.

Table 4: The results Multiple Comparisons of the LSD test regarding the specialisation variable

(I) Specialisation	(J) Specialisation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Early Childhood Literary Track	Early childhood scientific Track	-.0820	.08266	.322	-.2446	.0806
	Others	.1678*	.06941	.016	.0312	.3043
Early childhood scientific Track	Early Childhood Literary Track	.0820	.08266	.322	-.0806	.2446
	Others	.2498*	.06803	.000	.1159	.3836
Others	Early Childhood Literary Track	-.1678*	.06941	.016	-.3043	-.0312

	Early childhood scientific Track	-.2498*	.06803	.000	-.3836	-.1159

* The mean difference is significant at the .05 level

Table 5: The results Multiple Comparisons of the LSD test regarding experience variable

(I) Experiences	(J) Experiences	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 5 years	From 5 years to less than 10 years	-.1752	.09453	.065	-.3612	.0107
	10 years and over	-.0523	.09394	.578	-.2371	.1325
From 5 years to less than 10 years	Less than 5 years	.1752	.09453	.065	-.0107	.3612
	10 years and over	.1229*	.05747	.033	.0099	.2360
10 years and over	Less than 5 years	.0523	.09394	.578	-.1325	.2371
	From 5 years to less than 10 years	-.1229*	.05747	.033	-.2360	-.0099

* The mean difference is significant at the .05 level.

Table (4) showed that there were no statistically significant differences between means of responses of the early childhood educators with Early Childhood Literary Track specialisation and means of responses of the early childhood educators with Early Childhood scientific Track specialisation. This result could be related to the pre-service training that prospective teachers took during their undergraduate study. However, Table (5) showed that there were statistically significant differences between means of responses of the early childhood educators with Early Childhood Literary and scientific Tracks specialisations and means of responses of the early childhood educators with non-educational specialisation. As a result, there were statistically significant differences between means due to the teacher's specialisation variable in favour of the early childhood educators with Early Childhood Literary and scientific Tracks specialisations. This result is expected due to the specialised program in the universities that enables teachers to understand the specific features of the early childhood setting, the importance of the early childhood stage, and the developmental appropriate practices in this stage. This result agreed with Cassidy et al., 2003 that specialised early childhood educators are the promotors of creating a welcoming learning environment that stimulates children's skills at the early childhood setting.

Table (5) showed that there were no statistically significant differences between means of responses of the early childhood educators with less than 5 years experience, and means of responses of the early childhood educators with the category from 5 years to less than 10 years and 10 years and over experience. However, Table (6) showed that there were statistically significant differences between means of responses of the early childhood

educators with 10 years and over experience and means of responses of the early childhood educators from 5 years to less than 10 years experience. As a result, there were statistically significant differences between means due to the teacher's experience variable in favour of early childhood educators with 10 years and over experience. This result indicated that experienced early childhood educators perceive the extent of implementing the creative curriculum in their implemented curriculum is high. This result could be related to their familiarity with the implemented curriculum.

Conclusion, Recommendations and Future Implications

This research pointed out that the early childhood educators perceive the extent of implementing the creative curriculum's objectives to be high. However, their perceptions of the level of implementations varied in the creative curriculum different dimensions and sub-dimensions. In addition, there were statistically significant differences between means due to the teacher's experience variable in favour of early childhood educators with 10 years and over experience. Furthermore, there were statistically significant differences between means of responses of the early childhood educators with Early Childhood Literary and scientific Tracks specialisations and means of responses of the early childhood educators with non-educational specialisation. To keep up the good implemented practices among early childhood teachers there should be a continuous vivid training on the creative curriculum elements to help teachers fully understand the tenets of this comprehensive curriculum (Dodge, Heroman, Colker & Bickart, 2010). Such understanding can help teachers facilitate children's creative skills such as problem solving. In order to achieve a high degree of implementation, a technical assistant mission should be provided by experts who are experienced in this advanced curriculum to disseminate the good practices among teachers. This process can guarantee achieving the intended learning outcomes.

This research provided teachers' views and perceptions of the extent of implementing the creative curriculum in the implemented curriculum at Qatari public kindergartens. Yet, future research in other early childhood contexts is recommended to help disseminate the awareness of the creative curriculum tenets, elements, and principles as a "child-centred" curriculum. Content analysis of current implemented curriculum "Maharati", my skills (Ministry of Education and Higher Education, 2019) can be one of this research implications. This can provide another perspective of the extent of the creative curriculum objectives in the written curriculum. In the settings where the creative curriculum is actually implemented, investigating early childhood teachers' actual practices in the Arabic context is highly recommended to learn from their daily practices.

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