

UNIT CODE	CHCECE035
UNIT TITLE	Support the holistic learning and development of children
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge to recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of children.</p> <p>This unit applies to educators who support children's learning and development according to established curriculum under the guidance of others in regulated children's education and care services in Australia.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Support physical development.	1.1. Identify and use opportunities to support the emerging physical skills of individual children. 1.2. Use daily routines as opportunities to support children to acquire and practise skills. 1.3. Select and arrange equipment that will develop fundamental movement skills, fine and gross motor skills. 1.4. Encourage challenge, choice and spontaneity in physically active play. 1.5. Support children to take increasing responsibility for their own health and wellbeing through positive communication and information sharing.
2. Support social development.	2.1. Encourage children to engage in play and social experiences with other children. 2.2. Provide developmentally appropriate support and information that helps children understand and accept responsibility for their own actions. 2.3. Provide opportunities for one-to-one and large and small group interactions. 2.4. Model care, empathy and respect for children, educators and families. 2.5. Support children when they are having difficulty understanding or communicating with each other. 2.6. Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals.

	2.7. Use communication and modelling that encourages children to respect and value each other's individual differences.
3. Support emotional development.	<p>3.1. Provide children with strategies to make informed choices about their behaviours appropriate to their level of understanding.</p> <p>3.2. Assist and encourage children to experience pride and confidence in their achievements.</p> <p>3.3. Provide acknowledgement and support if a child experiences frustration and encourage children to see mistakes as an opportunity to learn.</p> <p>3.4. Assist children to identify physiological responses to situations and express and regulate feelings appropriately through modelling and guidance.</p> <p>3.5. Assist children to develop empathy through identifying and responding to emotions in other people.</p> <p>3.6. Support and encourage children to persevere with challenges to assist in building resilience.</p> <p>3.7. Share children's successes with families in informal and formal ways.</p>
4. Support cognitive development.	<p>4.1. Select materials, resources, technologies and experiences that support exploration and problem-solving.</p> <p>4.2. Provide opportunities that encourage exploration of children's concepts and ideas.</p> <p>4.3. Extend children's thinking by engaging them in sustained shared conversations.</p>
5. Support communication development.	<p>5.1. Value the child's linguistic heritage and encourage the use and acquisition of home languages.</p> <p>5.2. Select, read and tell developmentally appropriate stories.</p> <p>5.3. Use props to stimulate children's enjoyment of language and literature.</p> <p>5.4. Ask and answer questions during the reading and discussion of books or other text.</p> <p>5.5. Provide meaningful opportunities for children to develop pre-writing skills.</p> <p>5.6. Model and encourage two-way communication through questions and careful listening.</p> <p>5.7. Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds.</p> <p>5.8. Provide opportunities for group discussions and exchange of views between children.</p> <p>5.9. Model language and encourage children to express themselves through language in different contexts and for different purposes.</p>
6. Support holistic learning and development.	<p>6.1. Recognise and promote opportunities for development in multiple areas.</p> <p>6.2. Intentionally scaffold children's learning to foster development.</p> <p>6.3. Select and use resources and materials that offer integrated opportunities for challenge, curiosity and discovery.</p> <p>6.4. Arrange the environment to encourage interactions between children, as well as accommodating the child's need for privacy, solitude or quiet.</p> <p>6.5. Respond to spontaneous teachable moments as they occur and use them to enhance children's learning.</p>

	6.6. Support collaboration with colleagues through sharing and seeking of information.
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FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Oral communication skills to:	<ul style="list-style-type: none"> ask open and closed questions and actively listen to seek information and confirm understanding and extend learning. interact and engage with children to build rapport and extend learning.
Problem-solving skills to:	<ul style="list-style-type: none"> provide support to children and determine methods to appropriately scaffold their learning according to their individual ability.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> use appropriate support strategies when opportunities arise.
UNIT MAPPING INFORMATION	Supersedes and is equivalent to CHCECE010 Support the holistic development of children in early childhood Supersedes and is not equivalent to CHCECE022 Promote children's agency.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE035 Support the holistic learning and development of children
PERFORMANCE EVIDENCE	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> • support the holistic learning and development of two children of different ages by creating and implementing experiences that collectively provide opportunities for development in the following areas: <ul style="list-style-type: none"> ◦ physical ◦ social ◦ emotional ◦ cognitive ◦ communication • perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> • requirements of the National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ◦ children's health and safety ◦ educational program and practice ◦ physical environment ◦ relationships with children • how childhood development links to the learning framework used in the service • authoritative and credible sources of information about childhood development, including the Australian Early Development Census • importance of curiosity and discovery as positive learning dispositions • child development theory: <ul style="list-style-type: none"> ◦ early brain development and importance for future educational success ◦ major developmental milestones from birth to 6 years: <ul style="list-style-type: none"> - cognitive - communication - emotional - physical - social ◦ how the different developmental domains are interrelated and how this informs a holistic approach ◦ influences on development ◦ variations in development ◦ development in the context of inclusive practice ◦ other theories of early childhood learning • physiological responses experienced by children when responding to situations: <ul style="list-style-type: none"> ◦ crying ◦ tension ◦ increased heart rate ◦ shortness of breath
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	<ul style="list-style-type: none"> • principles of literacy development: <ul style="list-style-type: none"> ◦ learning sounds, words and language ◦ patterns of repetition ◦ rhyming and mimicking ◦ pre-reading skills ◦ early writing skills • aspects and impacts of the following in early childhood development: <ul style="list-style-type: none"> ◦ poor diet ◦ lack of play ◦ limited stimulation of brain development ◦ lack of materials and resources ◦ inconsistent or non-existent emotional support or comfort ◦ trauma ◦ child abuse ◦ family violence ◦ other life experiences which interrupt appropriate childhood activities, and their potential long-term harmful impacts • the curriculum planning cycle and process and how it is based on child development • strategies used in children’s education and care to support children’s development across all the developmental domains • symbol systems: <ul style="list-style-type: none"> ◦ letters ◦ numbers ◦ time ◦ money ◦ musical notation • service standards, policies and procedures for: <ul style="list-style-type: none"> ◦ children’s health and safety ◦ educational program and practice ◦ physical environment ◦ relationships with children.
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<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in a regulated children’s education and care service in Australia:</p> <ul style="list-style-type: none"> • interactions with children must be supervised by an approved early childhood educator. <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • curriculum documentation • resources that support the specific play and learning experiences covering all developmental domains • National Quality Framework: <ul style="list-style-type: none"> ◦ National Quality Standard ◦ the relevant approved learning framework • service standards, policies and procedures for: <ul style="list-style-type: none"> ◦ children’s health and safety ◦ educational program and practice ◦ physical environment ◦ relationships with children • educators for guidance and collaboration
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	<ul style="list-style-type: none">• children in a regulated education and care service in Australia. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide

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