

UNIT CODE	CHCECE034
UNIT TITLE	Use an approved learning framework to guide practice
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to source and use an approved childhood learning framework.</p> <p>This unit applies to educators who support children's learning according to established curriculum under the guidance of others in children's education and care services.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.</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. Identify learning frameworks.	1.1 Research the function of a learning framework in the context of children's education and care. 1.2 Determine the approved learning framework that applies to the service. 1.3 Source and correctly interpret information on vision, principles, practices and learning outcomes of the relevant framework. 1.4 Clarify the relationship between the framework and other aspects of relevant law and regulations.
2. Apply the learning framework.	2.1 Determine how the framework is applied to support educators' practice. 2.2 Utilise the framework to inform practices to support children's learning, development and wellbeing.

3. Review use of the learning framework.	3.1 Identify situations where use of the framework positively supports children's learning. 3.2 Use positive examples from own experience and workplace observation as the basis for development of own practice. 3.3 Identify opportunities to enhance own skills through critical reflection, and develop actions with supervisor.
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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
Reading skills to:	■
Writing skills to:	■
Oral communication skills to:	■
Numeracy skills to:	■
Learning skills to:	■
Problem-solving skills to:	■
Initiative and enterprise skills to:	■
Teamwork skills to:	■
Planning and organising skills to:	■
Self-management skills to:	■
Technology skills to:	■
UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	

TITLE	Assessment Requirements for CHCECE034 Use an approved learning framework to guide practice.
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"> ■ participate in the implementation of an approved learning framework: <ul style="list-style-type: none"> ○ explain how the vision, principles and practices of the approved learning framework are demonstrated in the service ○ investigate and document at least one example of how each element of the vision, principles and practices of the approved learning framework is reflected in the service ○ document own involvement in at least three examples of practice that support the implementation of the approved framework in the service ○ use critical reflection to review use of the approved framework in the service and discuss the reflection process and outcome with a workplace or learning supervisor on two occasions.

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"> ■ the approved learning frameworks currently used in Australia ■ for the relevant approved learning framework: <ul style="list-style-type: none"> ○ overall vision and pedagogy ○ principles ○ practices ○ learning outcomes ■ key participants in the implementation of the approved learning framework and key features of collaborative practice ■ the different ways in which the learning framework can be integrated into all aspects of the curriculum: <ul style="list-style-type: none"> ○ daily practice ○ experiences ○ routines ■ reflective practice: <ul style="list-style-type: none"> ○ what is critical reflection ○ why and how educators use critical reflection ○ what makes for meaningful reflection ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ○ educational program and practice.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated 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>Skills related to the research, documentation and review aspects of performance may be demonstrated outside of the service.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ information technology for research ■ National Quality Framework for Early Childhood Education and Care <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"> ○ educational program and practice. ○ educators and supervisor for collaborative activities ○ children in a regulated education and care service. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide