

<b>UNIT CODE</b>	<b>CHCECE035</b>
<b>UNIT TITLE</b>	<b>Support the holistic learning and development of children</b>
<b>APPLICATION</b>	<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 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>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Early Childhood Education and Care
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<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.	<p>1.1 Identify and use opportunities to support the emerging physical skills of individual children.</p> <p>1.2 Use daily routines as opportunities to support children to acquire and practise skills.</p> <p>1.3 Select and arrange equipment that will develop fundamental movement skills, fine and gross motor skills.</p> <p>1.4 Challenge and encourage choice and spontaneity in physically active play.</p> <p>1.5 Support children to take increasing responsibility for their own health and wellbeing through positive communication and information sharing.</p>

2. Support social development.	<p>2.1 Encourage children to engage in play and social experiences with other children.</p> <p>2.2 Provide guidance and information that helps children understand and accept responsibility for their own actions appropriate to their level of understanding.</p> <p>2.3 Create opportunities for one-to-one and large and small group interactions.</p> <p>2.4 Model care, empathy and respect for children, educators and families.</p> <p>2.5 Provide guidance that helps children when they are having difficulty understanding or communicating with each other.</p> <p>2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals.</p> <p>2.7 Use communication and modelling that encourages children to respect and regard each other's individual differences.</p>
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 their connection with emotions.</p> <p>3.5 Help children to express and regulate feelings appropriately through modelling and guidance.</p> <p>3.6 Assist children to develop empathy through identifying and responding to emotions in other people.</p> <p>3.7 Support and encourage children to persevere with challenges to assist in building resilience.</p> <p>3.8 Share children's successes with families in informal and formal ways.</p>
4. Support cognitive development.	<p>4.1 Intentionally scaffold children's learning to foster development.</p> <p>4.2 Select materials, resources, technologies and experiences that support exploration and problem-solving.</p> <p>4.3 Provide opportunities that encourage exploration of different concepts.</p> <p>4.4 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 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 Create 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.	6.1 Recognise and promote opportunities for development in multiple areas. 6.2 Select and use resources and materials that offer integrated opportunities for challenge, intrigue and discovery. 6.3 Arrange the environment to encourage interactions between children as well as accommodating the child's need for privacy, solitude or quiet. 6.4 Respond to spontaneous teachable moments as they occur and use them to enhance children's learning. 6.5 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
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:	■
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	

<b>TITLE</b>	<b>Assessment Requirements for CHCECE035 Support the holistic learning and development of children.</b>
<b>PERFORMANCE EVIDENCE</b>	<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"><li>■ support the holistic development of two children of different ages by creating and implementing experiences that individually or collectively provide opportunities for development in the following areas:<ul style="list-style-type: none"><li>○ physical</li><li>○ social</li><li>○ emotional</li><li>○ cognitive</li><li>○ communication</li></ul></li><li>■ perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a children's service, of which 120 hours must be in a regulated education and care service in Australia.</li></ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ requirements of the National Quality Standard(s) and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> <li>○ educational program and practice</li> <li>○ health and safety</li> <li>○ physical environment</li> <li>○ relationships with children</li> </ul> </li> <li>■ how childhood development links to the learning framework used in the service</li> <li>■ authoritative and credible sources of information about childhood development</li> <li>■ importance of curiosity and discovery as positive learning dispositions</li> <li>■ introductory-level child development: <ul style="list-style-type: none"> <li>○ early brain development and importance for future educational success</li> <li>○ major developmental milestones from 0-6 years: <ul style="list-style-type: none"> <li>● cognitive</li> <li>● communication</li> <li>● emotional</li> <li>● physical</li> <li>● social</li> </ul> </li> <li>○ how the different developmental domains are interrelated and how this informs a holistic approach</li> <li>○ influences on development</li> <li>○ variations in development</li> <li>○ development in the context of inclusive practice</li> <li>○ foundational knowledge of developmental theory</li> </ul> </li> <li>■ principles of literacy development <ul style="list-style-type: none"> <li>○ learning sounds, words and language</li> <li>○ patterns of repetition</li> <li>○ rhyming and mimicking</li> <li>○ early writing skills</li> </ul> </li> <li>■ aspects of and impacts of the following in early childhood development <ul style="list-style-type: none"> <li>○ poor diet</li> <li>○ lack of play</li> <li>○ limited stimulation of brain development</li> <li>○ lack of materials and resources</li> <li>○ inconsistent or non-existent emotional support or comfort</li> <li>○ trauma</li> <li>○ other life experiences which interrupt appropriate childhood activities, and their potential long-term harmful impacts</li> </ul> </li> <li>■ the curriculum planning cycle and process and how it is based on child development</li> <li>■ strategies used in children's education and care to support children's development across all the developmental domains</li> <li>■ symbol systems including letters, numbers, time, money and musical notation</li> <li>■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> <li>○ educational program and practice</li> <li>○ health and safety</li> <li>○ physical environment</li> <li>○ relationships with children.</li> </ul> </li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none"> <li>■ interactions with children must be supervised by an approved early childhood educator.</li> </ul> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ curriculum documentation</li> <li>■ resources that support the specific play and learning experiences covering all developmental domains</li> <li>■ National Quality Framework for Early Childhood Education and Care               <ul style="list-style-type: none"> <li>○ National Quality Standard</li> <li>○ the relevant approved national learning framework</li> </ul> </li> <li>■ organisational policies and procedures related to:               <ul style="list-style-type: none"> <li>○ educational program and practice</li> <li>○ health and safety</li> <li>○ physical environment</li> <li>○ relationships with children</li> </ul> </li> <li>■ educators and supervisor for collaboration and guidance</li> <li>■ children in a regulated education and care service.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
<b>LINKS</b>	