

<b>UNIT CODE</b>	<b>CHCECE034</b>
<b>UNIT TITLE</b>	<b>Use an approved learning framework to guide practice</b>
<b>APPLICATION</b>	<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 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>
<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. Identify learning frameworks.	1.1 Investigate 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 content 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 support children's learning, development and wellbeing.

3. Reflect on 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 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:	<ul style="list-style-type: none"> <li>comprehend content of documents relating to learning frameworks.</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>Locate relevant information regarding learning frameworks.</li> </ul>
Self-management skills to:	<ul style="list-style-type: none"> <li>proactively seek opportunities to improve own work practice and conduct.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>research information about learning frameworks using digital media.</li> </ul>
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	<b>Assessment Requirements for CHCECE034 Use an approved learning framework to guide practice.</b>
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<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>■ participate in the implementation of an approved learning framework: <ul style="list-style-type: none"> <li>○ explain how the vision, principles and practices of the approved learning framework are demonstrated in the service</li> <li>○ investigate and document at least one example of how each of the following aspects of the approved learning framework is reflected in the service: <ul style="list-style-type: none"> <li>● vision</li> <li>● principles</li> <li>● practices</li> </ul> </li> <li>○ document own involvement in at least three examples of practice that support the implementation of the approved framework in the service</li> <li>○ reflect on use of the approved framework in the service and discuss the reflection process and outcome with a workplace or learning supervisor on two occasions.</li> </ul> </li> </ul>
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<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>■ the approved learning frameworks currently used in Australia</li> <li>■ for the relevant approved learning framework: <ul style="list-style-type: none"> <li>○ overall vision and pedagogy</li> <li>○ principles</li> <li>○ practices</li> <li>○ learning outcomes</li> </ul> </li> <li>■ key stakeholders in the implementation of the approved learning framework and key features of collaborative practice</li> <li>■ the different ways in which the learning framework can be integrated into all aspects of the curriculum: <ul style="list-style-type: none"> <li>○ daily practice</li> <li>○ experiences</li> <li>○ routines</li> </ul> </li> <li>■ reflective practice: <ul style="list-style-type: none"> <li>○ what is reflection</li> <li>○ why and how educators use reflection</li> <li>○ what makes for meaningful reflection</li> </ul> </li> <li>■ service standards, policies and procedures for: <ul style="list-style-type: none"> <li>○ educational program and practice.</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>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"> <li>■ information technology for research</li> <li>■ National Quality Framework: <ul style="list-style-type: none"> <li>○ National Quality Standard</li> <li>○ the relevant approved learning framework</li> </ul> </li> <li>■ service standards, policies and procedures for: <ul style="list-style-type: none"> <li>○ educational program and practice.</li> <li>○ educators and supervisor for collaborative activities</li> </ul> </li> <li>■ children in a regulated education and care service in Australia.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide