

UNIT CODE	CHCECE038
UNIT TITLE	Observe children to inform practice
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to identify information about children from observation and other sources as part of a collaborative process and as a basis for curriculum planning.</p> <p>This unit applies to educators who contribute to the curriculum planning process 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. Observe and interact with children.	1.1 Identify children's interests, ideas, knowledge, skills and strengths based on observation and interactions. 1.2 Investigate and understand a range of observation techniques. 1.3 Seek guidance from colleagues about observation tools and processes. 1.4 Select appropriate observation technique according to the context of the observation.
2. Seek information from secondary sources.	2.1 Use children's records to identify information that is relevant to curriculum planning. 2.2 Collaborate with others to collect information about each child's needs, interests, skills and cultural practices.

3. Record and communicate information	<p>3.1 Observe child and accurately record meaningful information according to service requirements.</p> <p>3.2 Discuss information gathered with relevant people to inform planning.</p> <p>3.3 Discuss and record information in ways that are free from bias and negative labelling of children.</p>
4. Analyse & interpret information and observations	<p>4.1 Critically reflect on information gathered from observations and secondary sources.</p> <p>4.2 Identify and use opportunities to discuss reflections with colleagues and gain their perspectives.</p> <p>4.3 Identify learning and development aspects of the child based on gathered information.</p> <p>4.4 Determine and document links to the approved learning framework.</p>
5. Contribute to curriculum planning.	<p>5.1 Use information gathered and own reflections about the child to contribute to the planning of programs that promote children's learning, development and wellbeing.</p> <p>5.2 Use information gathered about the child to support interactions that are responsive and respectful of individual needs.</p>

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> ■ Interpret records.
Writing skills to:	<ul style="list-style-type: none"> ■
Oral communication skills to:	<ul style="list-style-type: none"> ■
Numeracy skills to:	<ul style="list-style-type: none"> ■
Learning skills to:	<ul style="list-style-type: none"> ■
Problem-solving skills to:	<ul style="list-style-type: none"> ■
Initiative and enterprise skills to:	<ul style="list-style-type: none"> ■
Teamwork skills to:	<ul style="list-style-type: none"> ■

Planning and organising skills to:	■
Self-management skills to:	■
Technology skills to:	■ record information using digital media.
UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	

TITLE	Assessment Requirements for CHCECE038 Observe children to inform 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"> ■ gather, document, critically reflect on, and use information about three different children between the ages of birth to six years, one of whom must be under 23 months used to inform curriculum planning for each of the three children. ■ when completing the above tasks: <ul style="list-style-type: none"> ○ gather information using at least three different observation techniques for each child ○ use at least two secondary sources for each child ○ communicate a perspective about: <ul style="list-style-type: none"> ● aspects of child's development ● individual interests and learning ○ explain links to approved learning framework.

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 following National Quality Standard(s) and related regulations and laws applicable to this unit, including: <ul style="list-style-type: none"> ○ educational program and practice ○ relationships with children ■ stages of child development and how they are used in curriculum planning ■ stages of the curriculum planning cycle: <ul style="list-style-type: none"> ○ gathering information ○ questioning / analysing information ○ planning ○ implementation ○ review and reflection ■ key considerations for collecting information: <ul style="list-style-type: none"> ○ confidentiality requirements ○ what information is important and why ○ different types of information – primary and secondary sources ○ importance of using a strengths-based approach to children's learning and development ○ communication techniques for: <ul style="list-style-type: none"> ● collaboration ● questioning ■ ways of gathering information and who may be involved <ul style="list-style-type: none"> ○ range of observation techniques ○ appropriate application of different techniques ○ stakeholders <ul style="list-style-type: none"> ● children ● family ● educators ● carers and significant adults ● community ● other relevant professionals ■ how to make and document meaningful observations <ul style="list-style-type: none"> ○ subjective vs objective language ○ avoidance of labelling ○ past and present tense ○ avoidance of bias ■ ways of questioning and reviewing information to gain better understanding of children's needs and learning opportunities ■ how individual educators can contribute to the planning stage based on information collected ■ reflective practice: <ul style="list-style-type: none"> ○ what is critical reflection ○ why and how educators use critical reflection ○ what is meaningful reflection,
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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"> ■ performance evidence may be collected through authenticated third-party reports, and must be supplemented by other forms of evidence ■ 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"> ■ observation-recording tools ■ children's records (real or simulated) ■ information technology ■ National Quality Framework for Early Childhood Education and Care <ul style="list-style-type: none"> ◦ National Quality Standard ◦ the relevant approved national learning framework ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ◦ educational program and practice ◦ relationships with children ■ 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	