

<b>UNIT CODE</b>	<b>CHCECE042</b>
<b>UNIT TITLE</b>	<b>Foster holistic early childhood learning, development and wellbeing</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to foster and enhance the holistic learning, development and wellbeing of children from birth to 6 years of age. It includes the ability to use detailed knowledge of different developmental domains and developmental theory and how developmental domains link to support holistic development.</p> <p>This unit applies to educators who both develop and implement curriculum in the context of an approved learning framework in regulated children's education and care services in Australia. Work is undertaken independently, according to the philosophy of the service.</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. Extend knowledge of early childhood development and learning.	1.1 Explore and compare theories and research from credible sources relating to early childhood development and learning. 1.2 Assess the relevance of information in relation to own pedagogical practices and philosophy. 1.3 Assess the relevance of information in relation to service and child context. 1.4 Identify and use opportunities to update and enhance own knowledge. 1.5 Share knowledge with colleagues and others involved in the care and education of children.
2. Support children's sense of belonging.	2.1 Explore and compare theories and research from credible sources relating to a sense of belonging. 2.2 Develop relationships with and knowledge of children and their families. 2.3 Develop and implement strategies to build children's sense of belonging. 2.4 Monitor and evaluate strategies used to build children's sense of belonging.

3. Plan and provide opportunities for children's development.	<p>3.1 Support children's understanding of the link between physical fitness and their health and well-being.</p> <p>3.2 Create opportunities for children to develop positive self-image and identity through play.</p> <p>3.3 Provide opportunities for children to recognise their own and others' emotions and to release feelings using a range of strategies.</p> <p>3.4 Provide opportunities for children to investigate ethical issues relevant to their lives and communities.</p> <p>3.5 Structure experiences in a way that promotes cooperation and conflict resolution.</p> <p>3.6 Create a literacy-rich environment including opportunities to engage with familiar and unfamiliar culturally constructed text.</p> <p>3.7 Provide resources that encourage children to experiment with images and print to support language and literacy learning.</p> <p>3.8 Provide opportunities for children to participate in science, mathematics, engineering and technology experiences.</p> <p>3.9 Assess and monitor children's skills and development across all developmental domains.</p>
4. Foster holistic and collaborative practice.	<p>4.1 Implement teaching and learning strategies that are suitable to support specific developmental areas.</p> <p>4.2 Encourage children to explore, experiment and take risks through planning and providing learning environments and opportunities with appropriate levels of challenge across developmental areas.</p> <p>4.3 Plan and provide opportunities through play for children's agency through being active decision makers in the learning environment.</p> <p>4.4 Create opportunities for children to participate in meaningful ways in group discussion and shared decision-making.</p> <p>4.5 Build opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.</p> <p>4.6 Ensure a balance between child-initiated learning and intentional teaching.</p> <p>4.7 Assess children's learning obtained from both planned and spontaneous experiences.</p>
5. Evaluate work practice.	<p>5.1 Monitor children's learning and development through observation and critical reflection.</p> <p>5.2 Identify and use opportunities to gather feedback from colleagues, families and children.</p> <p>5.3 Use children's responses and feedback to critically reflect on own pedagogical practice.</p> <p>5.4 Collaborate with stakeholders to regularly evaluate work practices and document outcomes according to service guidelines.</p> <p>5.5 Use evaluation outcomes to inform future practice.</p>

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 childhood development and learning.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>record information and observations according to organisational procedures.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed questions and actively listen to seek information and confirm understanding.</li> <li>interact with and engage with children to build rapport.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>provide support to children and determine methods to appropriately scaffold their learning, according to their individual ability.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>determine appropriate strategies to support children's individual needs.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>research information about childhood learning and development using digital media.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Pending
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	<b>Assessment Requirements for CHCECE042 Foster holistic early childhood learning, development and wellbeing</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>■ research and analyse information from at least two different credible sources about the following domains of early childhood development, and their interrelationships: <ul style="list-style-type: none"> <li>○ cognitive</li> <li>○ communication</li> <li>○ emotional</li> <li>○ physical</li> <li>○ social</li> </ul> </li> <li>■ plan and document four experiences that individually or cumulatively incorporate: <ul style="list-style-type: none"> <li>○ routines</li> <li>○ play</li> <li>○ transitions</li> </ul> </li> <li>■ for each of the above four experiences, individually or cumulatively integrate opportunities for development across two or more of the following areas: <ul style="list-style-type: none"> <li>○ cognitive</li> <li>○ communication</li> <li>○ emotional</li> <li>○ physical</li> <li>○ social</li> </ul> </li> <li>■ provide two of the above four experiences: <ul style="list-style-type: none"> <li>○ for individual children</li> </ul> </li> <li>■ provide two of the above four experiences: <ul style="list-style-type: none"> <li>○ on two separate occasions for groups of children</li> </ul> </li> <li>■ use observation, collaboration and critical reflection to evaluate the four experiences and document evaluation outcomes</li> <li>■ perform the activities outlined in the performance criteria of this unit during a period of at least 280 hours of work in a regulated children's education and care service in Australia.</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>■ requirements of the following National Quality Standard 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>■ core principles of child development and milestones</li> <li>■ child developmental theory and research for children between birth and 6 years of age and how each of the following impacts educator development: <ul style="list-style-type: none"> <li>○ historical perspectives at an overview level</li> <li>○ current and emerging theories and research influencing practice</li> <li>○ aspects of theories of children's emotional and psychological development</li> <li>○ Australian Early Childhood Development Census</li> </ul> </li> <li>■ understanding of the curriculum planning cycle</li> <li>■ theories and research relating to a sense of belonging</li> <li>■ contextual factors which influence children's development</li> <li>■ strategies and activities that support development in the following areas through play, daily routines and transitions: <ul style="list-style-type: none"> <li>○ cognitive</li> <li>○ communication</li> <li>○ emotional</li> <li>○ physical</li> <li>○ social</li> </ul> </li> <li>■ practices which support holistic learning: <ul style="list-style-type: none"> <li>○ planned experiences</li> <li>○ intentional teaching</li> <li>○ spontaneous play</li> </ul> </li> <li>■ links between cognitive, communication, emotional, physical and social development and how these come together in holistic practice</li> <li>■ critical reflection: <ul style="list-style-type: none"> <li>○ what is critical reflection</li> <li>○ why and how educators use critical reflection</li> <li>○ what makes for meaningful critical reflection.</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>■ the following aspects of the Performance Evidence must be directly observed by the assessor: <ul style="list-style-type: none"> <li>○ provision of one experience</li> </ul> </li> <li>■ remaining performance evidence may be collected through authenticated third-party reports</li> <li>■ observation and third-party reports must be supplemented by other forms of evidence</li> <li>■ interactions with children must be supervised by approved early childhood educator.</li> </ul> <p>Skills related to research, planning and evaluation may be demonstrated outside of the service.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>■ resources to support specific play and learning opportunities</li> <li>■ information technology</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>○ health and safety</li> <li>○ physical environment</li> <li>○ relationships with children</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