

UNIT CODE	CHCECE048
UNIT TITLE	Plan and implement children's education and care curriculum
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to plan, implement and evaluate curriculum over a period of time to foster children's learning and 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, but 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>
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. Seek information to inform curriculum design.	1.1 Seek feedback from colleagues, children and families on current curriculum and learning environments using formal and informal communication methods. 1.2 Identify and reflect on how the practices, resources philosophy and policies of the service may impact curriculum design and adaptation. 1.3 Establish current strengths and goals for improvement from information gathered.

2. Design curriculum.	<p>2.1 Identify and access information from observations and analysis that will inform design.</p> <p>2.2 Clarify specific objectives, learning environments and educator roles using the approved framework's learning outcomes, principles and practices.</p> <p>2.3 Design curriculum and environments that foster holistic learning and provide continuity of learning and transitions.</p> <p>2.4 Provide the opportunity for scaffolding learning and development.</p> <p>2.5 Integrate a balance between child-initiated and educator-supported learning.</p> <p>2.6 Plan the monitoring and assessment of children's learning consistent with the principles and practices of the approved framework and allow for planned and unplanned experiences.</p> <p>2.7 Document the curriculum according to service guidelines.</p>
3. Implement curriculum.	<p>3.1 Identify and access required materials for learning opportunities.</p> <p>3.2 Set up the physical environment according to requirements of the learning experiences, ensuring accessibility for all children.</p> <p>3.3 Use techniques and intentional teaching to co-construct meaning with children and ensure there are sustained interactions.</p> <p>3.4 Provide opportunities for children's collaborative learning.</p> <p>3.5 Scaffold learning in ways that support children's development over time.</p> <p>3.6 Identify spontaneous teachable moments as they occur and use them to build on children's learning.</p> <p>3.7 Model and promote positive learning dispositions.</p>
4. Evaluate teaching and learning.	<p>4.1 Monitor children's learning and use critical reflection of outcomes and own pedagogical practices for continuous refinement.</p> <p>4.2 Identify and use opportunities to share information and gather feedback from colleagues, families and children.</p> <p>4.3 Use and expand on children's ideas and skills to refine curriculum.</p> <p>4.4 Evaluate and critically reflect on planned and unplanned teaching and learning, in the context of the approved frameworks.</p> <p>4.5 Make evaluation a regular collaborative activity, and document outcomes according to service guidelines.</p> <p>4.6 Use evaluation outcomes to influence the design of future curriculum.</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"> ■ interpret the relevant approved learning framework.
Writing skills to:	<ul style="list-style-type: none"> ■ record information and observations according to organisational procedures.

Oral communication skills to:	<ul style="list-style-type: none"> ■ ask open and closed questions and actively listen to seek information and confirm understanding. ■ interact with and engage with children and families to build rapport.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> ■ determine appropriate strategies to support children's individual needs.
Technology skills to:	<ul style="list-style-type: none"> ■ document curriculum and record evaluations using digital media.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE048 Plan and implement children's education and care curriculum
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"> ■ plan, document and implement a curriculum that incorporates development and learning for: <ul style="list-style-type: none"> ○ three individual children ○ a group of at least five children ■ curriculum must include all of the following: <ul style="list-style-type: none"> ○ play experiences ○ routines ○ transitions ○ indoor and outdoor activities ○ at least one experience that represents Aboriginal and/or Torres Strait Islander Peoples, their cultures and/or languages ■ use collaboration and critical reflection to evaluate the implemented curriculum ■ document the evaluation process and outcomes for the implemented curriculum ■ 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.

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 and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ○ educational program and practice ○ health and safety ○ physical environment ○ relationships with children ○ collaborative partnerships with families and communities ■ the pedagogy of the approved learning framework and related current and emerging thinking ■ how and why a service might have or develop a specific philosophy and the potential impact on curriculum design ■ stages of the curriculum planning cycle and how to manage that cycle: <ul style="list-style-type: none"> ○ collecting information ○ questioning / analysing information ○ planning ○ implementation ○ review and reflection ■ strategies for curriculum planning: <ul style="list-style-type: none"> ○ linking the collection and analysis of information to planning for each child's play and learning ○ using the approved learning framework to inform plans with appropriate links to the principles, practices and learning outcomes ○ incorporating consultation, collaboration and communication: <ul style="list-style-type: none"> ● children ● families ● other educators ● communities relevant to the children, families and service ○ planning environments, opportunities and experiences ○ using daily interactions to promote play and learning ○ planning intentional teaching strategies ○ documenting curriculum ○ developing monitoring and assessment strategies and tools ■ strategies for curriculum implementation: <ul style="list-style-type: none"> ○ using the learning framework to guide the way plans are put into practice ○ collaborating with children, families, educators and relevant communities ○ creating opportunities and environments that support play and learning ○ actively engaging with children to support and co-construct learning ○ modelling positive learning dispositions ○ using professional judgment to vary plans in response to children's needs and emerging interests ■ the need for multiple perspectives and how educators can encourage and support collaborative critical reflection in the service ■ critical reflection: <ul style="list-style-type: none"> ○ what is critical reflection ○ why and how educators use critical reflection ○ what makes for meaningful critical 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"> ■ the following aspects of Performance Evidence must be directly observed by the assessor: <ul style="list-style-type: none"> ○ implementation of one aspect of the curriculum ■ remaining performance evidence may be collected through authenticated third-party reports ■ observation and third-party reports must be supplemented by other forms of evidence ■ interactions with children must be supervised by an approved early childhood educator. <p>Skills related to research, design and evaluation may be demonstrated outside of the service.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ information technology ■ National Quality Framework <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 ○ health and safety ○ physical environment ○ relationships with children ■ children in a regulated education and care service in Australia. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide