

UNIT CODE	CHCECE047
UNIT TITLE	Analyse information to inform children's learning
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to gather and analyse information about children's learning to inform practice.</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. Gather information about children.	<p>1.1 Gather and document detailed information about children's learning and development using a range of methods and tools.</p> <p>1.2 Include the perspectives of families and other stakeholders in information gathered.</p> <p>1.3 Demonstrate respect for children through inclusive information gathering practices.</p>
2. Interpret information on children's development and learning.	<p>2.1 Analyse gathered information regarding children's development and learning in the context of the learning framework.</p> <p>2.2 Analyse gathered information with reference to developmental domains and theory.</p> <p>2.3 Use summative assessment processes that support evaluation of children's learning over a period of time.</p> <p>2.4 Develop a process that ensures information and observations are both gathered and used to inform the planning cycle for all children.</p>

3. Use information to inform practice.	3.1 Use the analysis to inform planning for children's development and learning. 3.2 Collaborate with families to support children's learning through exchange of information. 3.3 Provide information in ways that support sharing of children's documentation with families. 3.4 Share information appropriately according to service confidentiality procedures. 3.5 Critically reflect on own practices of information gathering and analysis.
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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"> interpret information gathered from diverse sources.
Writing skills to:	<ul style="list-style-type: none"> write clearly and fluently when preparing documents.
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.
Technology skills to:	<ul style="list-style-type: none"> record information using digital media.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE047 Analyse information to inform children's learning.
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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 and analyse information relating to an individual child on six different occasions using a minimum of three different tools or methods ■ develop and document a perspective about: <ul style="list-style-type: none"> ● aspects of child's development ● knowledge ● ideas ● strengths ● interests ● social interactions ● reactions to play environment ■ use and report on two different critical reflection activities used to review own practice.
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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 ○ relationships with children ○ collaborative partnerships with families and communities ■ 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 ■ stages of child development and how they are considered in each phase of curriculum planning ■ confidentiality and ethical requirements for the collection, sharing, storage and disposal of information ■ strategies for the collection of information: <ul style="list-style-type: none"> ○ collaborative approaches to gathering and using information ○ prioritising the voice of the child ○ observations: <ul style="list-style-type: none"> ● current and emerging thinking about contemporary practice in use of observations ● what makes for meaningful observations ○ other ways of gathering different types of information and their application in different contexts: <ul style="list-style-type: none"> ● anecdotal records ● asking questions of children ● child records ● discussion with families ● narratives ● learning stories ● sociograms ● running records ● jottings ● time or event samples ● digital images
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	<ul style="list-style-type: none"> • cultural maps • samples of children's work <ul style="list-style-type: none"> ■ ways of interrogating and analysing information to determine: <ul style="list-style-type: none"> ◦ individual children's strengths, interests and needs ◦ when additional support may be needed ◦ current and future development and learning opportunities ■ the link between the collection and analysis of information and the planning and implementation of curriculum ■ 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 ■ types of reflection activities used in analysing information and their key features: <ul style="list-style-type: none"> ◦ individual and group ◦ formal and informal ◦ journals and diaries (written or visual).
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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"> ■ 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: <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 ◦ relationships with children ◦ collaborative partnerships with families and communities ■ educators and families for collaborative activities ■ 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