



Australian Government

Department of Education, Employment and Workplace Relations

CHCFC504A Support emotional and psychological development in early childhood

Release: 1

CHCFC504A Support emotional and psychological development in early childhood

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to support the emotional and psychological development of children and to promote their ethical understanding

Application of the Unit

Application

Work would be based on programs developed for that purpose and would comply with relevant health and safety procedures

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Encourage children's independence and autonomy

- 1.1 Plan and provide opportunities to develop self help skills and independence
- 1.2 Provide opportunities for children to make choices, in appropriate ways
- 1.3 Encourage children to accept responsibility for their own actions
- 1.4 Empower children to make their own decisions and to participate in broader decision-making
- 1.5 Involve children in increasingly more significant decision-making

ELEMENT**PERFORMANCE CRITERIA****2. Foster children's self-esteem and developing self concept**

- 2.1 Plan opportunities for children to experience individual strengths and success
- 2.2 Select *experiences that present a challenge* within children's emerging skills and capabilities
- 2.3 Monitor children's confidence while attempting more challenging activities
- 2.4 Provide acknowledgment and support if a child experiences frustration and encourage children to see 'mistakes' as opportunities to learn
- 2.5 Acknowledge and appreciate children's individual and group achievements
- 2.6 Design experiences to explore issues of self image and identity in ways that are appropriate to the children's level of development
- 2.7 Choose learning and play resources to provide positive, *non stereotypical images* of children
- 2.8 Provide opportunities for children to build on and extend achievements
- 2.9 Provide children with opportunities to initiate and assume leadership roles
- 2.10 Promote and support the transition to school for children of an appropriate age

3. Create opportunities and provide experiences that encourage children to express their feelings, needs and ideas

- 3.1 Identify and monitor children's emotional development and expression of feelings
- 3.2 Listen to and respond to children's expression of feelings and ideas
- 3.3 Ensure expectations about how children express their feelings are related to child's stage of development
- 3.4 Encourage and demonstrate socially appropriate ways for children to express their feelings and needs
- 3.5 Provide opportunities for children to release feelings and express emotion through suitable experiences
- 3.6 Encourage children to appreciate one another's achievements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Theories of children's emotional and psychological development which may include:
 - attachment
 - psychosocial development
 - temperament and personality
 - relationship between brain development and social and emotional development
 - family systems
- A broad range of theoretical perspectives on human and learning development which may include but is not limited to: Bronfenbrenner, Erikson, Piaget, Vygotsky, Gardner, Maslow, Bowlby
- Interaction between aspects of social development, physical development and psychological development and cognitive development
- Importance of language that is selected and used
- Different beliefs about social development due to culture, community, family beliefs
- Organisation standards, policies and procedures
- Children's emotional development
- Importance of culture in the development of self
- Contextual factors which influence the children's emotional and psychological development
- Events or crises which can challenge children's emotional and psychological development, such as:
 - separation and stranger anxiety
 - fears
 - self-esteem and self concept
- Factors which enhance the development of self-esteem and self identity
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:

REQUIRED SKILLS AND KNOWLEDGE

- core principles of child development and the key developmental tasks faced by young children and their implications for practice
- cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
- environmental conditions and the experiences known to have positive effects on prenatal and early childhood
- environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
- factors that support or undermine the capacity of families to rear young children adequately

continued ...

REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge (contd):

- The following knowledge underpinning national child health and well being core competencies (contd):
 - features of a family's immediate social environment that are important for family functioning and young children's development and well being
 - features and qualities of communities that help or hinder families in their capacity to raise young children adequately
 - core needs that all children and families have in common, and how to provide inclusive child and family services
 - understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Provide opportunities for children to interact positively with other children and to accept individual differences, giving due regard to age, cultural, and development of children
- Evaluate the emotional and psychological stage of the child and to plan activities which will enhance their development

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - acceptance of each child's rate of development, needs, interests and strengths
 - planning
 - interpersonal skills
 - team building skills
 - time management
 - active listening
 - empathy
 - organisation
 - valuing of differences among children - stage of development, needs, interests, strengths
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
 - implement effective evidence-based service delivery

REQUIRED SKILLS AND KNOWLEDGE

- coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
- support infants and toddlers to master key developmental tasks
- early identification of emerging trends in children's needs and how to address them
- manage children's health needs, eating behaviours and physical activity
- provide environments and relationships that are safe for young people
- engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Resource requirements for assessment include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment
- Method of assessment:*
- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
 - Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
 - Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

EVIDENCE GUIDE

Related units:

It is recommended (but not required) that this unit be assessed in conjunction with one of the following related units:

- CHCFC503A Foster social development in early childhood

or

- CHCFC513A Foster social development in middle childhood

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

The acceptance of differences among children will be affected by:

- Children's age/maturity
- Capabilities
- Children's family, school, peer group attitudes and beliefs
- Life experiences
- Prior learning experiences

Opportunities for experiences with an emotionally enriching and expressive component could include:

- Socio dramatic play
- Movement
- Listening to music
- Art experiences including clay and finger painting

RANGE STATEMENT

Individual differences (diversity) among children may include:

- Abilities and disabilities
- Age/maturity
- Appearance
- Beliefs and practices (cultural, religious etc)
- Family background and lifestyle
- Gender
- Interests and preferences
- Peer group acceptance, membership or isolation
- Race, culture and ethnicity
- Social context and lifestyle
- Socioeconomic factors
- Style of social interaction
- Temperament

Encouragement of a child to develop emotionally and psychologically will vary according to the age of the child and must include:

For babies/infants:

- Responding to non-verbal communication and crying

For toddlers:

- Expression through activity as well as verbally
- Encouraging children to name their feelings

For 3 to 5 year olds:

- Expression through activities such as clapping, stamping
- Expressing their feelings verbally
- Expressing feelings through paintings, drawings and other creative activities

Non stereotypical images could include:

- Children and adults of both genders engaging in a range of activities
- Children of a range of races
- Range of appearances
- Range of abilities
- Different family compositions
- People from a variety of cultural backgrounds together
- Range of additional needs of children

RANGE STATEMENT

Areas of competence may include:

- Social situations
- Peer groups
- Communicating with adults

Experiences that present a challenge may include:

- Opportunities to develop and practice skills in a range of activities

Unit Sector(s)

Not Applicable