



**Australian Government**

# **CHCECE022 Promote children's agency**

**Release: 2**

## CHCECE022 Promote children's agency

### Modification History

Release	Comments
Release 2	Updated: <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul>
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.  Significant changes to elements and performance criteria.  New evidence requirements for assessment, including volume and frequency requirements.

### Application

This unit describes the skills and knowledge required to promote and encourage children's agency.

This unit applies to educators working in a range of education and care services.

*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.*

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Establish a learning environment that reflects children's interests

1.1 Provide opportunities for children to plan and/or modify their indoor and outdoor environments

1.2 Design indoor and outdoor environments that are vibrant, flexible and support children's learning

**ELEMENT**

*Elements define the essential outcomes.*

**PERFORMANCE CRITERIA**

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

- 1.3 Ensure design of indoor and outdoor environments is responsive to the interests and abilities of each child
  - 1.4 Provide materials and resources that are natural and familiar
  - 1.5 Give children access to materials and resources that provoke interest
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2. Provide opportunities that stimulate learning and development
    - 2.1 Allow children to direct their own play and leisure experiences with peers
    - 2.2 Create possibilities for peer scaffolding
    - 2.3 Encourage children to gain skill and competence by persevering with a developmentally significant activity
    - 2.4 Create opportunities for learning through play and intentional teaching
    - 2.5 Support play experiences initiated by children
    - 2.6 Organise routines in ways that maximise opportunities for each child's learning
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3. Design, implement and evaluate learning experiences for children
    - 3.1 Use children's observations and their views to guide the program
    - 3.2 Develop the curriculum in consultation with educators and stakeholders
    - 3.3 Design and implement learning experiences to foster learning and development, and to reflect children's interests
    - 3.4 Ensure the program is sufficiently flexible to respond to unplanned children's interests
    - 3.5 Assess and evaluate planned and unplanned teaching and learning
    - 3.6 Ensure the program provides opportunities to follow-up activities of high interest

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

4. Support children to participate

4.1 Consult with children about the experiences and materials to be made available

4.2 Acknowledge each child's uniqueness in positive ways

4.3 Support children's efforts, assisting and encouraging as appropriate

4.4 Develop awareness and respond to children who may require additional support or attention

4.5 Encourage each child to participate in a variety of experiences

4.6 Demonstrate respect for a child's choice not to participate

**Foundation Skills**

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

**Unit Mapping Information**

No equivalent unit.

**Links**

Companion volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>