



Australian Government

CHCECE024 Design and implement the curriculum to foster children's learning and development

Release: 2

CHCECE024 Design and implement the curriculum to foster children's learning and development

Modification History

Release	Comments
Release 2	Updated: <ul style="list-style-type: none">• assessor requirements statement• foundation skills lead in statement• licensing statement• modification history to reflect 2012 standards Equivalent outcome.
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 by educators to design, implement and evaluate the curriculum to foster children's learning and development.

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. Develop appropriate settings and environments

1.1 Evaluate and modify the learning environment and materials to support all aspects of children's learning, and promote opportunities for sustained shared thinking and collaborative learning

ELEMENT

PERFORMANCE CRITERIA

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| 1.2 | Assess and modify the learning environment and materials to ensure that families and the community are respected |
| 1.3 | Implement learning environment modifications |
| 1.4 | Promote an appreciation of the natural environment |
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| 2. Design and implement curriculum in consultation with others | 2.1 Consult with children and families to assist in reflecting on the current curriculum and learning environments and identify current strengths and goals |
| | 2.2 Design and implement curriculum that reflect the philosophy of the service |
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| 3. Design learning experiences to foster children's learning and development | 3.1 Collect data on each child |
| | 3.2 Analyse data collected to identify each child's interests, strengths and goals in conjunction with the approved learning framework |
| | 3.3 Clarify specific objectives, learning environment, role of the educator and assessment/evaluation methods and evidence using the approved framework's learning outcomes, principles and practices |
| | 3.4 Design learning experiences to foster holistic learning and to provide continuity of learning and transitions |
| | 3.5 Plan for ways to monitor and assess children's learning, consistent with the principles and practices of the approved framework, ensuring that both planned and unplanned experiences are considered for assessment |
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| 4. Implement learning experiences to foster children's learning and development | 4.1 Ensure that required materials are identified and available at time of implementation |
| | 4.2 Set up the physical learning environment |
| | 4.3 Co-construct meaning with children and ensure there are sustained interactions |
| | 4.4 Model and promote enabling learning dispositions |
| | 4.5 Monitor and reflect on children's learning and own |

ELEMENT

PERFORMANCE CRITERIA

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5. Assess and evaluate planned and unplanned teaching and learning

5.1 Use or establish opportunities to gather feedback from families and children

5.2 Collect data using a range of methods in order to assess and evaluate teaching and learning, both planned and unplanned, using approved frameworks

5.3 Ensure assessment and evaluation of the curriculum and learning experiences are regular and in accordance with service guidelines

5.4 Use assessment and evaluation to influence the design of future curriculum and learning experiences

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 Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>