



Australian Government

CHCECE036 Provide experiences to support children's play and learning

Release: 1

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Modification History

Release 1. CHCECE036 Provide experiences to support children's play and learning supersedes and is not equivalent to CHCECE011 Provide experiences to support children's play and learning and CHCECE022 Promote children's agency.

Application

This unit describes the performance outcomes, skills and knowledge required to set up, support and review experiences for children's play and learning.

This unit applies to educators who support children's learning according to established curriculum under the guidance of others in regulated children's education and care services in Australia.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Early Childhood Education and Care

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Create environments for play.
 - 1.1. Select and set up areas, resources and materials that suit different kinds of play according to service curriculum and safety procedures.
 - 1.2. Incorporate the use of real, natural and recycled materials in play environments.
 - 1.3. Use teamwork and collaboration with other educators as a way of enhancing play experiences.
 - 1.4. Identify and use information from observations and reflection to inform play opportunities.
 - 1.5. Support unhurried opportunities for play by organising and allowing sufficient time.
2. Support children's agency through play and learning.
 - 2.1. Initiate play with children or follow their lead based on the type of activity and the needs and preferences of individual children.
 - 2.2. Recognise and respond to opportunities to engage children in developmentally appropriate discussion about their play and learning.
 - 2.3. Use routines to undertake intentional teaching and recognise opportunities for spontaneous learning consistent with the learning framework.
 - 2.4. Prompt extensions of play through flexible use of experiences, resources and materials.
 - 2.5. Assist children to participate in a variety of experiences and support them to choose those which support their creativity, competency and confidence.
 - 2.6. Encourage participation where an experience is new or unknown.
 - 2.7. Demonstrate respect for children's choice not to participate.
 - 2.8. Respond to children's engagement with play environments in ways that encourage each child to remain interested and challenged.
 - 2.9. Interact with children showing enthusiasm, playfulness and enjoyment.
3. Review and evaluate play opportunities.
 - 3.1. Holistically evaluate the implementation of play and learning opportunities.
 - 3.2. Reflect on children's play experience to identify learning and development outcomes.
 - 3.3. Analyse outcomes to identify opportunities for further learning and development.
 - 3.4. Identify role of the educator in children's play and learning through reflection on own pedagogical practices.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none">• interpret service policies and procedures• interpret the learning framework, service curriculum and documented observations about children.
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 and engage with children to build rapport• provide accurate detail of observations to colleagues.
Initiative and enterprise skills to:	<ul style="list-style-type: none">• determine appropriate strategies to support children's individual needs.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet -

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