



**Australian Government**

# **CHCECE038 Observe children to inform practice**

**Release: 1**

# CHCECE038 Observe children to inform practice

## Modification History

Release 1. CHCECE038 Observe children to inform practice supersedes and is equivalent to CHCECE013 Use information about children to inform practice.

## Application

This unit describes the performance outcomes, skills and knowledge required to identify and gather information about children from observation and other sources as part of a collaborative process and as a basis for curriculum planning.

This unit applies to educators who contribute to the curriculum planning process 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. Observe and interact with children.                 | <ul style="list-style-type: none"> <li>1.1. Identify children’s interests, ideas, knowledge, skills and strengths based on observation and interactions.</li> <li>1.2. Investigate and understand a range of observation techniques and their application in the workplace.</li> <li>1.3. Seek guidance from colleagues about observation tools and processes.</li> <li>1.4. Select appropriate observation technique according to the context of the observation.</li> </ul> |
| 2. Seek information from secondary sources.            | <ul style="list-style-type: none"> <li>2.1. Use information from children’s records and family to assist in curriculum planning.</li> <li>2.2. Collaborate with others to collect information about each child’s needs, interests, skills and cultural practices.</li> </ul>  |
| 3. Record and communicate information.                 | <ul style="list-style-type: none"> <li>3.1. Observe the child and accurately record meaningful information according to service policies and procedures.</li> <li>3.2. Discuss information gathered with relevant people to inform planning.</li> <li>3.3. Discuss and record information in ways that are free from bias and negative labelling of children.</li> </ul>  |
| 4. Analyse and interpret information and observations. | <ul style="list-style-type: none"> <li>4.1. Reflect on information gathered from observations and secondary sources.</li> <li>4.2. Identify and use opportunities to discuss reflections with colleagues and gain their perspectives.</li> <li>4.3. Identify learning and development aspects of the child based on gathered information.</li> <li>4.4. Determine and document links to the approved learning framework.</li> </ul>   |
| 5. Contribute to curriculum planning.                  | <ul style="list-style-type: none"> <li>5.1. Use information gathered and own reflections about the child to contribute to the planning of programs that promote children’s learning, development and wellbeing.</li> <li>5.2. Use information gathered about the child to support interactions that are responsive and respectful of individual needs.</li> </ul>   |

## 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:
- interpret service policies and procedures
  - interpret children's records.
- Writing skills to:
- record information and observations according to service procedures.
- Oral communication skills to:
- ask open and closed questions and actively listen to seek information and confirm understanding
  - interact and engage with children and families to build rapport.
- Initiative and enterprise skills to:
- determine appropriate strategies to support children's individual needs
  - identify and evaluate relevance of various sources of information for curriculum planning.
- Technology skills to:
- record information according to service policies and procedures using digital media.

## Unit Mapping Information

Release 1. CHCECE038 Observe children to inform practice supersedes and is equivalent to CHCECE013 Use information about children to inform practice.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>