



Australian Government

**Assessment Requirements for CHCECE048
Plan and implement children's education
and care curriculum**

Release: 1

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Modification History

Release 1. CHCECE048 Plan and implement children's education and care curriculum supersedes and is not equivalent to CHCECE022 Promote children's agency and CHCECE024 Design and implement the curriculum to foster children's learning and development.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan, document and implement a curriculum that incorporates development and learning for:
 - three individual children
 - a group of at least five children
- include all of the following in the above curriculum:
 - play experiences
 - routines
 - transitions
 - indoor activities
 - outdoor activities
 - at least one experience that represents Aboriginal and/or Torres Strait Islander Peoples', their cultures and languages
- use collaboration and critical reflection to evaluate the implemented curriculum
- document the evaluation process and outcomes for the implemented curriculum
- perform the activities outlined in the performance criteria of this unit during a period of at least 280 hours of work in a regulated children's education and care service in Australia.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of the following National Quality Standard and related regulations and laws applicable to this unit including:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children

- the pedagogy of the approved learning framework and related current and emerging thinking
- how and why a service might have or develop a specific philosophy and the potential impact on curriculum design
- stages of the curriculum planning cycle and how to manage that cycle:
 - collecting information
 - questioning and analysing information
 - planning
 - implementation
 - review and reflection
- strategies for curriculum planning:
 - linking the collection and analysis of information to planning for each child's play and learning
 - using the approved learning framework to inform plans with appropriate links to principles, practices and learning outcomes
 - incorporating consultation, collaboration and communication:
 - children
 - families
 - other educators
 - communities relevant to the children, families and service
 - planning environments, opportunities and experiences
 - using daily interactions to promote play and learning
 - planning intentional teaching strategies
 - documenting curriculum
 - developing monitoring and assessment strategies and tools
- strategies for curriculum implementation:
 - using the learning framework to guide the way plans are put into practice
 - collaborating with children, families, educators and relevant communities
 - creating opportunities and environments that support play and learning
 - actively engaging with children to support and co-construct learning
 - modelling positive learning dispositions
 - using professional judgment to vary plans in response to children's needs and emerging interests
- the need for multiple perspectives and how educators can encourage and support collaborative critical reflection in the service
- critical reflection:
 - what is critical reflection
 - why and how educators use critical reflection
 - what makes for meaningful critical reflection.

Assessment Conditions

Skills must be demonstrated in a regulated children's education and care service in Australia:

- the following aspects of performance evidence must be directly observed by the assessor:
 - implementation of one aspect of the curriculum
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence
- interactions with children must be supervised by an approved early childhood educator.

Skills related to research, design and evaluation may be demonstrated outside of the service, but must be based on work in a regulated children's education and care service in Australia.

Assessment must ensure access to:

- information technology for documentation
- National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- service standards, policies and procedures for:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children
- educators for collaboration
- children in a regulated education and care service in Australia.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -

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