



Australian Government

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.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, implement and evaluate curriculum over a period of time to foster children's learning and development.

This unit applies to educators who develop and implement curriculum in the context of an approved learning framework in regulated children's education and care services in Australia. Work is undertaken independently, but according to the philosophy of the service.

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. Seek information to inform curriculum design.
 - 1.1. Seek feedback from colleagues, children and families on current curriculum and learning environments using formal and informal communication methods.
 - 1.2. Identify and reflect on how practices, resources philosophy and policies of the service may impact curriculum design and adaptation.
 - 1.3. Establish current strengths and goals for improvement from information gathered.
2. Design curriculum.
 - 2.1. Identify and access information from observations and analysis that will inform design.
 - 2.2. Clarify specific objectives, learning environments and educator roles using the approved framework's learning outcomes, principles and practices.
 - 2.3. Design curriculum and environments that foster holistic learning and provide continuity of learning and transitions.
 - 2.4. Provide the opportunity for scaffolding learning and development.
 - 2.5. Integrate a balance between child-initiated and educator-led learning.
 - 2.6. Plan monitoring and assessment of children's learning consistent with principles and practices of the approved framework and allow for planned and unplanned experiences.
 - 2.7. Document curriculum according to service guidelines and the requirements of the National Quality Framework.
3. Implement curriculum.
 - 3.1. Identify and access required materials for learning opportunities.
 - 3.2. Set up the physical environment according to requirements of learning experiences, ensuring accessibility for all children.
 - 3.3. Use techniques and intentional teaching to co-construct meaning with children and ensure there are sustained interactions.
 - 3.4. Provide opportunities for children's collaborative learning.
 - 3.5. Scaffold learning in ways that support children's development over time.
 - 3.6. Identify spontaneous teachable moments as they occur and use them to build on children's learning.
 - 3.7. Model and promote positive learning dispositions.
4. Evaluate teaching and learning.
 - 4.1. Monitor children's learning and use critical reflection of outcomes and own pedagogical practices for continuous refinement.
 - 4.2. Identify and use opportunities to share information and gather feedback from colleagues, families and children.

- 4.3. Use and expand on children's ideas and skills to refine curriculum.
- 4.4. Evaluate and critically reflect on planned and unplanned teaching and learning, in the context of the approved frameworks.
- 4.5. Make evaluation a regular collaborative activity, and document outcomes according to service guidelines.
- 4.6. Use evaluation outcomes to influence the design of future curriculum.

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 the relevant approved learning frameworks and the National Quality Standard.
Writing skills to:	<ul style="list-style-type: none">record information according to service guidelines.
Oral communication skills to:	<ul style="list-style-type: none">ask open and closed questions and actively listen to seek information and confirm understandinginteract and engage with children and families to build rapport.
Initiative and enterprise skills to:	<ul style="list-style-type: none">determine appropriate strategies to support children's individual needs.
Technology skills to:	<ul style="list-style-type: none">document curriculum and record evaluations using digital media.

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-bd22cc4fle53>