



Australian Government

Department of Education, Employment and Workplace Relations

CHCFC502A Foster physical development in early childhood

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to plan and provide experiences to enhance children's physical development

Application of the Unit

Application

This competency applies to all work roles involved in the care of children having responsibility for understanding and application of terminology, principles and influences governing physical development of children

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Provide planned and spontaneous experiences to foster the physical development of children | <ul style="list-style-type: none">1.1 Identify and monitor children's physical skills and development1.2 Plan and provide developmentally appropriate experiences and opportunities to foster children's fine and gross motor and fundamental movement skills1.3 Plan and provide experiences which challenge the physical skills and abilities of children and <i>promote physical fitness</i>1.4 Plan and provide experiences to challenge the physical endeavours of children, ensuring suitable clothing to promote outdoor play in all weather conditions1.5 Provide opportunities for children to practice physical skills and expand/extend children's physical activities through active play and the use of outdoor space and the natural environment1.6 Select and provide equipment to encourage spontaneity in physically active play1.7 Arrange equipment to provide challenge and choice, to encourage independence and to facilitate physically active play1.8 Support children and families to understand the relationship between physical activity and good health whilst still respecting family and cultural values1.9 Plan experiences that extend children's physical activity through music and dance |
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ELEMENT**PERFORMANCE CRITERIA**

2. Create opportunities for children to develop a wide range of physical skills

- 2.1 Develop opportunities for physical activity within the context of the service
- 2.2 Select and provide a variety of toys, materials, equipment and spaces to encourage the development of a wide range of fine and gross motor and fundamental movement skills
- 2.3 Identify and seek advice when children require specialist assistance
- 2.4 Create opportunities to support emerging skills of individual children where necessary
- 2.5 Encourage children of both genders to participate in the full range of activities
- 2.6 Provide *opportunities for children to develop and learn new physical skills*
- 2.8 Provide opportunities for children to consolidate their physical skills towards independence

3. Interact with the child to foster skill development

- 3.1 Use a variety of strategies to encourage children's physical skills and development
- 3.2 Provide positive acknowledgement of children's efforts to participate
- 3.3 Participate in relevant experiences with children
- 3.4 Demonstrate enthusiasm for physical activity
- 3.5 Encourage children to express ideas for physical experiences
- 3.6 Respect each child's level of participation in physical experiences and opportunities
- 3.7 Encourage children's confidence and safety awareness when participating in physically active play

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Demonstrated understanding of children's physical development and skill development
- Knowledge of the link between lack of physical activity, childhood obesity and poor health
- Acceptance of each child's rate of development, needs, interests and strengths
- Experiences that will enhance all areas of physical development
- Needs of children with a sensory/physical disability
- Equipment, toys, music and resources that can be used to stimulate physical development
- Knowledge of interaction between physical development and other areas of development - especially social and psychological development
- Fundamental movement skills set
- Play that extends physical activity involvement and ability
- Relevant organisation standards policies and procedures
- Definitions and principles of growth and general influences on physical development including:
 - reflexes
 - grasp
 - physical development
 - qualitative and quantitative changes
 - growth, maturation and readiness
 - chronological and maturational age
 - gross motor, fine motor, coordination
 - fundamental movement skill development
 - kinaesthetic awareness
 - early perceptual development
 - sensory motor development

REQUIRED SKILLS AND KNOWLEDGE

- sensory integration
- cultural and family values
- Relevant theories including:
 - maturation
 - percentile norms
- Different beliefs about development due to culture, community, family beliefs
- Organisation standards, policies and procedures relating to physical experiences provided in the workplace to encourage the physical development of children

continued ...

Essential knowledge (contd):

- Relevant principles within the Quality Improvement Accreditation System - National Child Care Accreditation Council
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
 - core principles of child development and the key developmental tasks faced by young children and their implications for practice
 - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
 - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
 - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
 - factors that support or undermine the capacity of families to rear young children adequately
 - features of a family's immediate social environment that are important for family functioning and young children's development and well being
 - features and qualities of communities that help or hinder families in their capacity to raise young children adequately
 - core needs that all children and families have in common, and how to provide inclusive child and family services
 - understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Plan and arrange a range of developmental opportunities which are matched to the developmental stage and specific needs of the children and which will enhance their

REQUIRED SKILLS AND KNOWLEDGE

development

- Set up venue/environments and equipment so that they facilitate physically active play
- Provide opportunities for children to interact positively with other children and to accept individual differences giving due regard to age, cultural, and development of children
- Engage with children to promote their participation in experiences

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
 - reflective practice
 - acceptance of each child's rate of development, needs, interests and strengths
 - developmentally based/child focused planning
 - interpersonal skills
 - time management
 - active listening
 - empathy
 - work organisation skills
 - valuing of differences among children - stage of development, needs, interests, strength
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
 - implement effective evidence-based service delivery
 - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
 - support infants and toddlers to master key developmental tasks
 - early identification of emerging trends in child needs and how to address them
 - manage children's health needs, eating behaviours and physical activity
 - provide environments and relationships that are safe for young people
 - engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job for a range of age groups, a range of activities and a range of needs over a number of assessment conditions and situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of opportunities defined in the Range Statement

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Opportunities for children to develop will vary according to a number of factors, such as:

- Physical environment
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies e.g. Advice specialist services, resource workers, inclusion support workers
- The frequency and regularity of use of the service by the child
- Age of the child

Physical skills may include:

- Skills in motor areas - fine and gross motor
- Dexterity
- Eye - hand coordination
- Balance
- Locomotion
- Coordination
- Fundamental movement skills sets:
 - static balance
 - sprint run
 - vertical jump
 - catch
 - hop
 - side gallop
 - skip
 - overarm throw
 - leap
 - kick
 - dodge
 - two hand strike
 - dance and physical response to music

RANGE STATEMENT

Promote physical fitness may relate to experiences in:

- Active games
- Sports
- Exercises
- Fine motor skill areas
- Setting up venue/environment
- Range of environments and equipment
- Socio dramatic play
- Play with construction materials
- Music and movement experiences

Opportunities to develop relevant physical skills will vary according to the age/ability of the child and must include:

- For infants:*
- Objects to explore by mouth, swinging toys, rattles, toys to encourage sensory exploration, poke, squeeze, push along floor
 - Outdoor play

For toddlers:

- Opportunities provided indoors and outdoors to practise new skills of walking, climbing, balancing and pushing and pulling wheeled toys, dancing and toddler cycling

For 3 to 5 years old:

- Opportunities to develop fine motor skills such as puzzles, pe.g. boards, beads to string, construction sets, crayons, brushes, scissors
- Opportunities through indoor and outdoor play to practise large muscle and fundamental movement skills such as running, jumping, throwing and catching a ball, dancing and cycling

RANGE STATEMENT

Opportunities provided to develop skills may need to be adapted to accommodate factors such as:

- Availability of indoor and outdoor facilities
- Environment
- Venue/location
- Type of service
- Workers own physical capabilities
- The desire and ability for children to set up equipment themselves
- Safety considerations
- Peer group pressure

Interaction may be with a variety of people including:

- Children of same age
- Children of different ages
- Adults

Diversity among children may include differences due to:

- Gender
- Race, culture and ethnicity
- Age/maturity
- Interests and preferences
- Social context and lifestyle
- Abilities
- Socioeconomic factors

The acceptance of differences among children will be affected by:

- Children's age/maturity
- Capabilities
- Children's family, school, peer group attitudes and beliefs
- Life experiences
- Prior learning experiences

RANGE STATEMENT

Experiences that promote social interaction will vary according to the age of the children:

For toddlers:

- Create opportunities for children to play together and in small groups
- Adults encourage independence and give support when children need it
- Enough equipment is provided for several children to play with similar toys
- Adults demonstrate understanding that children develop the ability to share toys at varying ages

For 3 to 5 year old children:

- Create opportunities for children to work together in small and large groups
- Provide culturally appropriate materials for children to use creatively and for role play
- Adults support children who find it difficult to play in a group

Individual differences may include:

- Age
- Gender
- Family background and lifestyle
- Abilities and disabilities
- Style of social interaction
- Appearance
- Cultural beliefs and practices
- Temperament
- Interests
- Peer group acceptance, membership or isolation

Non stereotypical images could include:

- Children and adults of both genders engaging in a range of experiences
- Children of a range of races
- Range of appearances
- Range of abilities
- Different family compositions
- People from a variety of cultural backgrounds together
- Range of additional needs of children

Unit Sector(s)

Not Applicable