



Australian Government

Department of Education, Employment and Workplace Relations

CHCPR303D Develop understanding of children's interests and developmental needs

Release: 1

CHCPR303D Develop understanding of children's interests and developmental needs

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to gather information about children through observation and other sources as a basis for addressing their interests and developmental needs

Application of the Unit

Application

This unit may apply to working with children in a range of community service contexts

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. Gather *information* about the child through *observation*
 - 1.1 Observe children during their normal pattern of play and daily interactions to identify their interests and needs
 - 1.2 Monitor strengths and needs of children

2. Gather information about the child from secondary sources
 - 2.1 Use child records to collect information about each child
 - 2.2 Use information exchange with family to collect information about each child's needs interests and cultural practices

3. *Record observations* appropriately
 - 3.1 Ensure information collected through observation and secondary sources is discussed with relevant people and/or recorded according to requirements
 - 3.2 Ensure discussion or recording of information is free from biased comments and negative labelling of children
 - 3.3 Ensure observations are recorded carefully and accurately

ELEMENT

4. Use observations and information collected to understand the child and *contribute to program planning*

PERFORMANCE CRITERIA

- 4.1 Use information gathered about child to provide suggestions for ways to enhance that child's play and physical activity to contribute to development of fundamental movement skills and leisure
- 4.2 Use information gathered about child to ensure interactions with the child meet their individual requirements

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 knowledge of:

- Relevant child development stage knowledge to a basic level including the fundamentals of physical development and movement milestones
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and interpret children's behaviour and contribute to program planning

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:

- Observe children at an introductory level
- Demonstrate application of skills in:
 - report writing
 - interpersonal interaction

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 through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment 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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

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

Observation to identify children's interests and plan future experiences, vary according to children's ages and must include:

For babies, infants and toddlers:

- All aspects of the child's development
- Fine and gross motor skills
- Interests, strengths and needs
- Child's knowledge, skills and understanding

For 3 to 5 year olds:

- All aspects of child's development
- Fundamental movement skills
- Child's interests
- Child's strengths and needs
- Social interactions
- Child's knowledge, skills and understanding

For 6 to 12 year olds:

- All aspects of child's development and fundamental movement skills
- Child's interests
- Child's strengths and needs
- Their interests and leisure requirements
- Peer groupings, and social interactions
- Socially isolated children
- Interests, strengths and needs

Information may be gathered by:

- Observations of the child
- Questioning
- Reports
- Conversations with child's peers
- Anecdotal information e.g. Remembrances of other workers, parents

RANGE STATEMENT

Record observations is to meet specifications which may include:

- Organisation requirements
- Service accreditation requirements
- Confidentiality policies and procedures
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Contributions to observation recording can be in the form of:

- Writing
- Discussions
- Conversations

Play may be recorded by:

- Writing
- Video
- Photography

Contribute to program planning may involve observations that:

- Play environment is too challenging, leading to children becoming frustrated
- Play environment is not stimulating enough, leading to children becoming bored
- Play environment does not provide opportunity for child's interests/needs
- Child's reactions to play environment
- Child's play interests

Unit Sector(s)

Not Applicable