



Australian Government

Department of Education, Employment and Workplace Relations

CHCPR502E Organise experiences to facilitate and enhance children's development

Release: 1

CHCPR502E Organise experiences to facilitate and enhance children's development

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to plan to define activities, environment and resources that are developmentally appropriate to enhance children's leisure and play

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

1. Establish an environment that can foster children's development

PERFORMANCE CRITERIA

- 1.1 Provide opportunities for children to plan and/or modify their environment
- 1.2 Design environment to accommodate all *aspects of children's development* and curiosity
- 1.3 Design environment to provide children with a choice of *experiences*
- 1.4 Implement strategies to engage children in activities, especially those who have difficulty entering or exiting situations
- 1.5 Provide materials that capture attention, stimulate response and engage children

ELEMENT**PERFORMANCE CRITERIA**

2. Provide creative and challenging opportunities which stimulate learning and development of the child
 - 2.1 Encourage the child to gain skill and competence by persevering with a developmentally significant activity
 - 2.2 Provide a range of creative experiences, play areas and materials, including natural and recycled materials to encourage children to explore and make choices
 - 2.3 Make opportunities for active free play and independent play
 - 2.4 Provide opportunities for children to practice developing skills
 - 2.5 Provide experiences and activities for all principal areas of development
 - 2.6 Arrange and implement appropriate experiences according to organisation guidelines

3. Plan, implement and evaluate developmentally appropriate experiences for children
 - 3.1 Use observations of the children and their views to guide the program
 - 3.2 Develop program in consultation with others
 - 3.3 Use stories, visual materials and activities that show diversity among children and adults
 - 3.4 Plan program to reflect the range of children's needs, abilities and interests
 - 3.5 Assist children to participate in a wide range of leisure activities
 - 3.6 Ensure program responds to children's interests that arise spontaneously as they participate
 - 3.7 Use program to introduce children to new ideas and experiences as well as to provide familiar experiences
 - 3.8 Ensure program provides opportunity for children to follow up activities of high interest
 - 3.9 Ensure program is inclusive and allows for full participation of all children
 - 3.10 Implement strategies to deal with contingencies that may arise
 - 3.11 Review program according to organisation procedures to ensure ongoing relevance and quality

ELEMENT**PERFORMANCE CRITERIA**

4. Encourage children's involvement in experiences

- 4.1 Consult children about activities to be made available
- 4.2 Acknowledge and value children's work
- 4.3 Encourage child to choose activities to support aspects of their development
- 4.4 Encourage child to participate in a variety of experiences
- 4.5 Adapt activity to cater to a child's response to the activity
- 4.6 Demonstrate respect for child's choice not to participate

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:

- Children's developmental stages applicable to the specific age group and what this means for appropriate resources/materials selection
- Organisation standards, policies and procedures
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and interpret children's behaviour and contribute to program planning
- Plan for, provide and review a range of activities and opportunities which stimulate children's individual development
- Provide a range of experiences to stimulate children and aid their development
- Vary experience depending on child's age, abilities, development, culture and need

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:
 - contingency management
 - interpersonal
 - active listening
- Take into account, use and promote opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

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 must be assessed on the job under the normal workplace conditions for a range of age groups, 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

EVIDENCE GUIDE

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

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

Experiences will vary according to the age of the child and creative and challenging experiences must include:

For babies and infants:

- Selection of toys, different textures, colours and size are selected
- Toys are large (cannot be swallowed) and have no sharp edges, and easily washed/cleaned
- Different types of experiences are used e.g. water play, sand play, outdoors time

For toddlers:

- Experiences can include indoor and outdoor experiences
- Experiences reflect a toddler's interest in the world around them, and the desire to explore it, feel it, see it and touch it e.g. nature walk to look at leaves, collect them
- Experiences reflect a toddler's growing mastery of their own body e.g. small slippery dips are used, outdoor area can be a little more involved

For 3 to 5 year olds:

- Experiences can include cooking, sewing, carpentry, washing
- Experiences can be more varied and complicated, which reflects a child's developing cognitive and physical abilities
- Choice not to participate is respected and alternative activity is negotiated

For 6 to 12 year olds:

- Experience planned may include specific suggestions of children themselves
- Development of hobbies
- Self selected peer groups
- Individual, small group and larger group experiences
- Choice not to participate is respected and alternative activity is negotiated

RANGE STATEMENT

Aspects of children's development include:

- Cognitive development
- Creative and aesthetic development
- Emotional development
- Language development
- Moral development
- Physical fitness and fundamental movement skills
- Social development
- Spiritual development

Resources required to be organised for excursions may include:

- Equipment required for activities
- First aid supplies
- Keys
- Location of toilets
- Mobile phone
- Petty cash
- Records that need to be taken
- Relevant equipment
- Tickets

Records that may need to be taken on excursions may include:

- Emergency contact details
- List of children attending
- Medical needs for children

Responsibilities of children on excursions may include:

- For belongings
- For payments
- For time keeping
- For travelling together

Unit Sector(s)

Not Applicable