



Australian Government

CHCECE003 Provide care for children

Release: 3

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Modification History

Release	Comments
Release 3	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 2	Amendment made to Assessment Requirements, Assessment Conditions to improve clarity. New text to read: “Skills must be assessed in the workplace.” No change. Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required to ensure children’s physical and emotional well-being is maintained and their self-sufficiency is nurtured.

This unit applies to people who work with children in a range of early education and care services.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

Elements and Performance Criteria

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

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1. Provide physical care

- 1.1 Manage toileting accidents in a manner that protects the child's self-esteem and privacy
- 1.2 Supervise and engage with children eating and drinking
- 1.3 Meet individual clothing needs and preferences of children and families within scope of service requirements for children's health and safety

2. Promote physical activity

- 2.1 Consistently implement movement and physical experiences as part of the program for all children
- 2.2 Participate with children in their physical activity
- 2.3 Promote physical activity through planned and spontaneous experiences appropriate for each child
- 2.4 Encourage each child's level of participation in physical activities according to the child's abilities and their level of comfort with activities
- 2.5 Engage children in outdoor play
- 2.6 Foster children's participation in physical activities
- 2.7 Discuss with children how their bodies work and the importance of physical activity to people's health and wellbeing

3. Adapt facilities to ensure access and participation

- 3.1 Assist in providing challenging elements of outdoor and indoor environments that allow for experiences which scaffold children's learning and development and offer chances for appropriate risk-taking
- 3.2 Promote the sun protection of children to meet the recommendations of relevant recognised authorities
- 3.3 Provide a balance of natural and artificial lighting, good ventilation and fresh air
- 3.4 Organise indoor and outdoor spaces that ensure children are not always dependent on adults to do things for them and are supported to create their own games and experiences
- 3.5 Engage with children in constructing their own play settings/environments and create indoor and outdoor

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environments that stimulate and reflect children's interests

4. Help children with change

4.1 Prepare children for changes in a supportive and timely manner

4.2 Assist in developing meaningful routines, including those to minimise distress at separation of the family and child

4.3 Identify and respond to children's feelings openly, appropriately and with respect

4.4 Encourage children to communicate, listen and treat others with respect

4.5 Encourage opportunities to express feelings and emotions appropriately

5. Settle new arrivals

5.1 Observe families and children for signs of stress/distress on arrival

5.2 Begin interaction with the child while family is still present to minimise abruptness of separation

5.3 Encourage the family to take as much time as needed to have a relaxed, unhurried separation from their child

5.4 Respond to child's distress at separation from the family in a calm reassuring manner

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Oral communication – in order to interact calmly and positively with families and children

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for CHCECE003 Provide care for children

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- provided care and responded appropriately to at least three children of varying ages, including:
 - promoting physical activity and encouraging participation
 - engaging children in discussions around physical health and wellbeing
 - adapting the physical environment to ensure challenge and appropriate risk-taking
 - ensuring the smooth transition of new arrivals
 - supporting children through transition and change
- performed the activities outlined in the performance criteria of this unit during a period of

at least 120 hours of work in at least one regulated education and care service.

Knowledge Evidence

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 work role. This include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- basic principles of child physical and emotional development
- United Nations Convention on the Rights of the Child
- recommendations for physical activity for birth to 5-year-olds and 5- to 12-year-olds in the National Physical Activity Guidelines for Australians
- impact of changes of routines and environments for children
- sun safety
- relevance of hand hygiene for minimising infectious diseases
- code of ethics
- routines and strategies to minimise distress at separation of parent and child
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be assessed in the workplace.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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