



Australian Government

CHCECE010 Support the holistic development of children in early childhood

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards 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 to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from birth to 6 years of age.

This unit applies to educators working in a range of early childhood 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

PERFORMANCE CRITERIA

Elements define the essential outcomes.

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

1. Support physical

1.1 Use daily routines as opportunities to support children

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development

to acquire and practise skills

1.2 Assist in selecting and arranging equipment that will develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play

1.3 Help to create opportunities to support the emerging physical skills of individual children

1.4 Support children to take increasing responsibility for their own health and wellbeing

2. Support social development

2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding

2.2 Create opportunities for one-on-one interactions

2.3 Model care, empathy and respect for children, educators and families

2.4 Join in play and social experiences with other children

2.5 Assist and support children when they are having difficulty understanding or communicating with each other

2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals

2.7 Assist children to develop trusting relationships with educators and other adults

2.8 Encourage children to respect and regard each other's individual differences

2.9 Offer children play choices and respect children's choice to watch and observe

3. Support emotional development

3.1 Provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding

3.2 Ensure children experience pride and confidence in their achievements

3.3 Provide acknowledgement and support if a child experiences frustration, and encourage children to see mistakes as an opportunity to learn

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3.4 Encourage children to express and manage feelings appropriately

3.5 Support children's efforts, assisting and encouraging as appropriate

3.6 Motivate and encourage children to persevere with challenges

3.7 Share children's successes with families

4. Support cognitive development

4.1 Intentionally scaffold children's learning

4.2 Provide children with a range of materials, resources, technologies and experiences to explore and problem-solve to stimulate cognitive development

4.3 Provide experiences that allow children to explore a range of concepts

5. Support communication development

5.1 Value the child's linguistic heritage and encourage the use and acquisition of home languages

5.2 Select, read and tell developmentally appropriate stories

5.3 Use puppets and other props to stimulate children's enjoyment of language and literature

5.4 Model and encourage two-way communication through questions and careful listening

5.5 Encourage children to explore symbols, patterns and their relationships

5.6 Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds

5.7 Create opportunities for group discussions and exchange of views between children

5.8 Ask and answer questions during the reading and discussion of books or other text

5.9 Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

6. Create an environment for holistic learning and development

6.1 Support and initiate inquiry processes, try new ideas and take on challenges

6.2 Provide resources and materials that offer challenge, intrigue and surprise

6.3 Assist to promote children's sense of belonging and connectedness

6.4 Engage children in sustained shared conversations to extend their thinking

6.5 Provide the opportunity for scaffolding learning and development

6.6 Assist children to see their mistakes as opportunities to learn and grow

6.7 Facilitate families' diverse contributions to the learning community

6.8 Share information with colleagues about child development and wellbeing

Foundation Skills

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

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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>

