



Australian Government

CHCECE011 Provide experiences to support children's play and learning

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 required to support children's play and learning.

This unit applies to educators working in a range of 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. Create an environment for play

1.1 Assist in the provision of areas, resources and materials for different kinds of play

1.2 Set up a safe environment that is non-threatening, challenging, stimulating and promotes a sense of belonging

1.3 Assist in the provision of unhurried opportunities for

ELEMENT**PERFORMANCE CRITERIA**

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both group and individual play activities and experiences
indoors and outdoors

2. Support children's play and learning

2.1 Engage children in discussion (as appropriate) of their play and learning

2.2 Use routines to undertake intentional teaching and seek opportunities for spontaneous learning

2.3 Use experiences, resources and materials flexibly to meet children's individual preferences and to prompt extensions of play

2.4 Assist children to participate in a variety of experiences and to choose those which support their competency and confidence

2.5 Demonstrate respect for children's choice not to participate and encourage participation where an experience is new or unknown

3. Facilitate children's play, learning and physical activity

3.1 Follow child's lead in play and participate when invited

3.2 Initiate play and invite the child to participate

3.3 Interact with children showing enthusiasm, playfulness and enjoyment

3.4 Respond to children's reactions to play environments to ensure each child remains interested, challenged but not frustrated

3.5 Establish routine with children so as to support them in remaining safe

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>

Assessment Requirements for CHCECE011 Provide experiences to support children's play and learning

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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:

- set up a safe environment on at least three occasions (including at least one indoor and one outdoor), including:
 - demonstrating effective selection and placement of equipment and resources, with consideration for safety of the children
 - guiding and facilitating individual children's play and learning experiences, including allowing for children to make decisions
 - creating an environment that allows for individual and collaborative experiences
 - providing a range of experiences to stimulate children and aid learning, including those that allow exploration of natural materials, environments and experiences.

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. These 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
- relevance of the approved framework to pedagogical practices
- play and learning experiences, associated resources and materials relevant to the interests and abilities of children
- role of play in learning
- theories that pertain to play
- reflective practice
- United Nations Convention of the Rights of the Child
- organisational standards, policies and procedures
- safety measures available to minimise risks for children and others.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

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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