



Australian Government

CHCECE022 Promote children's agency

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
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 promote and encourage children's agency.

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. Establish a learning environment that reflects children's interests

1.1 Provide opportunities for children to plan and/or modify their indoor and outdoor environments

1.2 Design indoor and outdoor environments that are vibrant, flexible and support children's learning

1.3 Ensure design of indoor and outdoor environments is responsive to the interests and abilities of each child

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

1.4 Provide materials and resources that are natural and familiar

1.5 Give children access to materials and resources that provoke interest

2. Provide opportunities that stimulate learning and development

2.1 Allow children to direct their own play and leisure experiences with peers

2.2 Create possibilities for peer scaffolding

2.3 Encourage children to gain skill and competence by persevering with a developmentally significant activity

2.4 Create opportunities for learning through play and intentional teaching

2.5 Support play experiences initiated by children

2.6 Organise routines in ways that maximise opportunities for each child's learning

3. Design, implement and evaluate learning experiences for children

3.1 Use children's observations and their views to guide the program

3.2 Develop the curriculum in consultation with educators and stakeholders

3.3 Design and implement learning experiences to foster learning and development, and to reflect children's interests

3.4 Ensure the program is sufficiently flexible to respond to unplanned children's interests

3.5 Assess and evaluate planned and unplanned teaching and learning

3.6 Ensure the program provides opportunities to follow-up activities of high interest

4. Support children to participate

4.1 Consult with children about the experiences and materials to be made available

4.2 Acknowledge each child's uniqueness in positive ways

4.3 Support children's efforts, assisting and encouraging as

ELEMENT

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PERFORMANCE CRITERIA

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appropriate

4.4 Develop awareness and respond to children who may require additional support or attention

4.5 Encourage each child to participate in a variety of experiences

4.6 Demonstrate respect for a child's choice not to participate

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 CHCECE022 Promote children's agency

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.

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:

- planned and implemented at least two programs that promote and encourage children's agency, including:
 - establishing environments and opportunities in response to children's interests
 - using a range of strategies to engage and encourage children in experiences
 - planning and implementing developmentally appropriate curriculum in consultation with other educators.

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
- relevant theories about childhood learning
- organisation standards, policies and procedures
- strategies for intentional teaching
- techniques to encourage and support children to participate.

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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