



Australian Government

CHCECE024 Design and implement the curriculum to foster children's learning and development

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 by educators to design, implement and evaluate the curriculum to foster children's learning and development.

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. Develop appropriate settings and environments

1.1 Evaluate and modify the learning environment and materials to support all aspects of children's learning, and promote opportunities for sustained shared thinking and collaborative learning

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

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

	1.2 Assess and modify the learning environment and materials to ensure that families and the community are respected 1.3 Implement learning environment modifications 1.4 Promote an appreciation of the natural environment
2. Design and implement curriculum in consultation with others	2.1 Consult with children and families to assist in reflecting on the current curriculum and learning environments and identify current strengths and goals 2.2 Design and implement curriculum that reflect the philosophy of the service
3. Design learning experiences to foster children's learning and development	3.1 Collect data on each child 3.2 Analyse data collected to identify each child's interests, strengths and goals in conjunction with the approved learning framework 3.3 Clarify specific objectives, learning environment, role of the educator and assessment/evaluation methods and evidence using the approved framework's learning outcomes, principles and practices 3.4 Design learning experiences to foster holistic learning and to provide continuity of learning and transitions 3.5 Plan for ways to monitor and assess children's learning, consistent with the principles and practices of the approved framework, ensuring that both planned and unplanned experiences are considered for assessment
4. Implement learning experiences to foster children's learning and development	4.1 Ensure that required materials are identified and available at time of implementation 4.2 Set up the physical learning environment 4.3 Co-construct meaning with children and ensure there are sustained interactions 4.4 Model and promote enabling learning dispositions 4.5 Monitor and reflect on children's learning and own

ELEMENT

PERFORMANCE CRITERIA

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pedagogical practices and continuously refine

5. Assess and evaluate planned and unplanned teaching and learning

5.1 Use or establish opportunities to gather feedback from families and children

5.2 Collect data using a range of methods in order to assess and evaluate teaching and learning, both planned and unplanned, using approved frameworks

5.3 Ensure assessment and evaluation of the curriculum and learning experiences are regular and in accordance with service guidelines

5.4 Use assessment and evaluation to influence the design of future curriculum and learning experiences

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 CHCECE024 Design and implement the curriculum to foster children's learning and development

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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:

- designed and implemented curriculum on at least one occasion, including:
 - evaluating and modifying environments to enhance opportunities for children's learning from other educators, children and their families
 - gathering information to use as a basis for design to address identified needs
 - designing learning experiences to foster children's development
 - assessing and evaluating curriculum and learning experiences in accordance with guidelines
- performed the activities outlined in the performance criteria of this unit during a period of at least 240 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. 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
- how to design programs and environments that foster children's development
- evaluation strategies
- organisation standards, policies and procedures.

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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