



Australian Government

CHCECE035 Support the holistic learning and development of children

Release: 1

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Modification History

Release 1. CHCECE035 Support the holistic learning and development of children supersedes and is equivalent to CHCECE010 Support the holistic development of children in early childhood and is not equivalent to CHCECE022 Promote children's agency.

Application

This unit describes the performance outcomes, skills and knowledge to recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of children.

This unit applies to educators who support children's learning and development according to established curriculum under the guidance of others in regulated children's education and care services in Australia.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Early Childhood Education and Care

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Support physical development.
 - 1.1. Identify and use opportunities to support the emerging physical skills of individual children.
 - 1.2. Use daily routines as opportunities to support children to acquire and practise skills.
 - 1.3. Select and arrange equipment that will develop fundamental movement skills, fine and gross motor skills.
 - 1.4. Encourage challenge, choice and spontaneity in physically active play.
 - 1.5. Support children to take increasing responsibility for their own health and wellbeing through positive communication and information sharing.
2. Support social development.
 - 2.1. Encourage children to engage in play and social experiences with other children.
 - 2.2. Provide developmentally appropriate support and information that helps children understand and accept responsibility for their own actions.
 - 2.3. Provide opportunities for one-to-one and large and small group interactions.
 - 2.4. Model care, empathy and respect for children, educators and families.
 - 2.5. 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. Use communication and modelling that encourages children to respect and value each other's individual differences.
3. Support emotional development.
 - 3.1. Provide children with strategies to make informed choices about their behaviours appropriate to their level of understanding.
 - 3.2. Assist and encourage children to 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.
 - 3.4. Assist children to identify physiological responses to situations and express and regulate feelings appropriately through modelling and guidance.
 - 3.5. Assist children to develop empathy through identifying and responding to emotions in other people.
 - 3.6. Support and encourage children to persevere with challenges to assist in building resilience.
 - 3.7. Share children's successes with families in informal and formal ways.

4. Support cognitive development.
 - 4.1. Select materials, resources, technologies and experiences that support exploration and problem-solving.
 - 4.2. Provide opportunities that encourage exploration of children's concepts and ideas.
 - 4.3. Extend children's thinking by engaging them in sustained shared conversations.
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 props to stimulate children's enjoyment of language and literature.
 - 5.4. Ask and answer questions during the reading and discussion of books or other text.
 - 5.5. Provide meaningful opportunities for children to develop pre-writing skills.
 - 5.6. Model and encourage two-way communication through questions and careful listening.
 - 5.7. Draw children's attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds.
 - 5.8. Provide opportunities for group discussions and exchange of views between children.
 - 5.9. Model language and encourage children to express themselves through language in different contexts and for different purposes.
6. Support holistic learning and development.
 - 6.1. Recognise and promote opportunities for development in multiple areas.
 - 6.2. Intentionally scaffold children's learning to foster development.
 - 6.3. Select and use resources and materials that offer integrated opportunities for challenge, curiosity and discovery.
 - 6.4. Arrange the environment to encourage interactions between children, as well as accommodating the child's need for privacy, solitude or quiet.
 - 6.5. Respond to spontaneous teachable moments as they occur and use them to enhance children's learning.
 - 6.6. Support collaboration with colleagues through sharing and seeking of information.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	- ask open and closed questions and actively listen to seek information and confirm understanding and extend learning - interact and engage with children to build rapport and extend learning.
Problem-solving skills to:	provide support to children and determine methods to appropriately scaffold their learning according to their individual ability.
Initiative and enterprise skills to:	use appropriate support strategies when opportunities arise.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>