



Australian Government

CHCECE036 Provide experiences to support children's play and learning

Release: 1

CHCECE036 Provide experiences to support children's play and learning

Modification History

Release 1. CHCECE036 Provide experiences to support children's play and learning supersedes and is not equivalent to CHCECE011 Provide experiences to support children's play and learning and CHCECE022 Promote children's agency.

Application

This unit describes the performance outcomes, skills and knowledge required to set up, support and review experiences for children's play and learning.

This unit applies to educators who support children's learning 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. Create environments for play.
 - 1.1. Select and set up areas, resources and materials that suit different kinds of play according to service curriculum and safety procedures.
 - 1.2. Incorporate the use of real, natural and recycled materials in play environments.
 - 1.3. Use teamwork and collaboration with other educators as a way of enhancing play experiences.
 - 1.4. Identify and use information from observations and reflection to inform play opportunities.
 - 1.5. Support unhurried opportunities for play by organising and allowing sufficient time.
2. Support children's agency through play and learning.
 - 2.1. Initiate play with children or follow their lead based on the type of activity and the needs and preferences of individual children.
 - 2.2. Recognise and respond to opportunities to engage children in developmentally appropriate discussion about their play and learning.
 - 2.3. Use routines to undertake intentional teaching and recognise opportunities for spontaneous learning consistent with the learning framework.
 - 2.4. Prompt extensions of play through flexible use of experiences, resources and materials.
 - 2.5. Assist children to participate in a variety of experiences and support them to choose those which support their creativity, competency and confidence.
 - 2.6. Encourage participation where an experience is new or unknown.
 - 2.7. Demonstrate respect for children's choice not to participate.
 - 2.8. Respond to children's engagement with play environments in ways that encourage each child to remain interested and challenged.
 - 2.9. Interact with children showing enthusiasm, playfulness and enjoyment.
3. Review and evaluate play opportunities.
 - 3.1. Holistically evaluate the implementation of play and learning opportunities.
 - 3.2. Reflect on children's play experience to identify learning and development outcomes.
 - 3.3. Analyse outcomes to identify opportunities for further learning and development.
 - 3.4. Identify role of the educator in children's play and learning through reflection on own pedagogical practices.

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
Reading skills to:	• interpret service policies and procedures • interpret the learning framework, service curriculum and documented observations about children.
Oral communication skills to:	• ask open and closed questions and actively listen to seek information and confirm understanding • interact and engage with children to build rapport • provide accurate detail of observations to colleagues.
Initiative and enterprise skills to:	• determine appropriate strategies to support children's individual needs.

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>

Assessment Requirements for CHCECE036 Provide experiences to support children's play and learning

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Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- set up and support play and learning opportunities according to service guidelines that include at least:
 - three indoor experiences
 - three outdoor experiences
- across the above play and learning opportunities, set up and support:
 - one group experience
 - one individual experience
 - one experience that is run over multiple days
 - at least two experiences for children aged birth to 23 months
 - at least two experiences for children aged between two and six years of age
- use reflection to evaluate and document play experiences and discuss the reflection process and outcome with a workplace or learning supervisor on two occasions
- perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of the following National Quality Standard and related regulations and laws applicable to this unit including:
 - children's health and safety
 - educational program and practice
 - physical environment
 - relationships with children
- play:
 - the history of play and childhood
 - the nature of play across cultures
 - features and role of play-based pedagogy and why it is important

- what represents a quality play opportunity
- the UN Convention on the Rights of the Child
 - Article 31
- learning and development:
 - how children learn
 - different learning styles
 - differences between play-based learning and free play
- theories of play and learning and their application to early childhood
 - stages of play
 - imaginative play
 - creative play
- practices to support children's agency
- environments, resources and materials that suit different types of play:
 - individual
 - group
 - indoor
 - outdoor
 - play supporting fundamental movement skills
- how to set up play areas that are:
 - safe
 - non-threatening
 - stimulating
 - challenging
 - culturally appropriate
 - promoting a sense of creativity in children
 - promoting a sense of belonging and inclusion
- methods used to evaluate implementation of play experiences
- how to adapt play for differing interests, ages and abilities
- ways to encourage and engage children in play activities
- reflective practice:
 - what is reflection
 - why and how educators use reflection
 - what makes for meaningful reflection
- the interrelationship between play and safety, and measures to minimise risks for children and others
- service standards, policies and procedures for:
 - children's health and safety
 - educational program and practice
 - physical environment
 - relationships with children.

Assessment Conditions

Skills must be demonstrated in a regulated children's education and care service in Australia:

- the following aspects of performance evidence must be directly observed by the assessor on at least one occasion:
 - set up and support of one indoor experience
 - set up and support of one outdoor experience
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence
- interactions with children must be supervised by an approved early childhood educator.

Skills related to reflection and documentation may be demonstrated outside of the service and but must be based on work in a regulated children's education and care service in Australia.

Assessment must ensure access to:

- an indoor environment
- an outdoor environment
- curriculum documentation
- resources that support the specific play and learning experiences
- National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- the UN Convention on the Rights of the Child
 - Article 31
- service standards, policies and procedures for:
 - children's health and safety
 - educational program and practice
 - physical environment
 - relationships with children
- educators and supervisor for guidance and collaboration
- children between the ages of birth and six years as specified in the Performance Evidence in a regulated education and care service in Australia.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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