



Australian Government

CHCECE042 Foster holistic early childhood learning, development and wellbeing

Release: 1

CHCECE042 Foster holistic early childhood learning, development and wellbeing

Modification History

Release 1. CHCECE042 Foster holistic early childhood learning, development and wellbeing supersedes and is not equivalent to CHCECE017 Foster the holistic development and wellbeing of the child in early childhood.

Application

This unit describes the performance outcomes, skills and knowledge required to foster and enhance the holistic learning, development and wellbeing of children from birth to six years of age. It includes the ability to use detailed knowledge of different developmental domains and developmental theory and how these domains link to support holistic development.

This unit applies to educators who develop and implement curriculum in the context of an approved learning framework in regulated children's education and care services in Australia. Work is undertaken independently, according to the philosophy of the service.

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. Extend knowledge of early childhood learning and development.
 - 1.1. Explore and compare theories and research from credible sources about early childhood development and learning.
 - 1.2. Assess the relevance of information in relation to own pedagogical practices and philosophy.
 - 1.3. Assess the relevance of information in relation to service and child context.
 - 1.4. Identify and use opportunities to update and enhance own knowledge.
 - 1.5. Share knowledge with colleagues and others involved in the care and education of children.
2. Support children's sense of belonging.
 - 2.1. Explore and compare theories and research from credible sources about sense of belonging.
 - 2.2. Develop relationships with, and knowledge of, children and their families.
 - 2.3. Develop and implement strategies to build children's sense of belonging.
 - 2.4. Monitor and evaluate strategies used to build children's sense of belonging.
3. Plan and provide opportunities for children's learning and development.
 - 3.1. Support children's understanding of the link between physical fitness and their health and well-being.
 - 3.2. Create opportunities for children to develop positive self-image and identity through play.
 - 3.3. Provide opportunities for children to recognise their own and others' emotions and to release feelings using a range of strategies.
 - 3.4. Provide opportunities for children to investigate ethical issues relevant to their lives and communities.
 - 3.5. Structure experiences in a way that promotes cooperation and conflict resolution.
 - 3.6. Create a literacy-rich environment including opportunities to engage with familiar and unfamiliar culturally constructed text.
 - 3.7. Provide resources that encourage children to experiment with images and print to support language and literacy learning.
 - 3.8. Provide opportunities for children to participate in science, mathematics, engineering and technology experiences.
 - 3.9. Assess and monitor children's skills and development across all developmental domains.

4. Foster holistic and collaborative practice.
 - 4.1. Implement teaching and learning strategies that are suitable to support specific developmental areas.
 - 4.2. Encourage children to explore, experiment and take risks through planning and providing learning environments and opportunities with appropriate levels of challenge across developmental areas.
 - 4.3. Plan and provide opportunities through play for children's agency through being active decision makers in the learning environment.
 - 4.4. Create opportunities for children to participate in meaningful ways in group discussion and shared decision-making.
 - 4.5. Build opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.
 - 4.6. Ensure a balance between child-initiated learning and intentional teaching.
 - 4.7. Assess children's learning obtained from both planned and spontaneous experiences.
5. Evaluate work practice.
 - 5.1. Monitor children's learning and development through observation and critical reflection.
 - 5.2. Identify and use opportunities to gather feedback from colleagues, families and children.
 - 5.3. Use children's responses and feedback to critically reflect on own pedagogical practice.
 - 5.4. Collaborate with stakeholders to regularly evaluate work practices and document outcomes according to service guidelines.
 - 5.5. Use evaluation outcomes to inform future practice.

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 information about childhood learning, development and wellbeing.
Writing skills to:	record information and observations according to service procedures.

- 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.
- Problem-solving skills to:
- provide support to children and determine methods to appropriately scaffold learning according to individual ability.
- Initiative and enterprise skills to:
- determine appropriate strategies to support children's individual needs.
- Technology skills to:
- research information about childhood learning, development and wellbeing using digital media.

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 CHCECE042 Foster holistic early childhood learning, development and wellbeing

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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:

- identify and apply information from at least two different credible sources about the following domains of early childhood development, and their interrelationships:
 - cognitive
 - communication
 - emotional
 - physical
 - social
- plan and document four experiences for children aged from birth to six years, that collectively incorporate:
 - routines
 - play
 - transitions
 - opportunities for development across each of the following areas:
 - cognitive
 - communication
 - emotional
 - physical
 - social
- provide two of the above four experiences:
 - for individual children
- provide two of the above four experiences:
 - on two separate occasions for groups of children
- use observation, collaboration and critical reflection to evaluate the four experiences and document evaluation outcomes
- perform the activities outlined in the performance criteria of this unit during a period of at least 280 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
- child developmental theory and research for children between birth and six years of age including:
 - core principles of child development
 - overview of historical perspectives
 - current and emerging theories and research influencing practice
 - a range of theories about emotional, social, cognitive and language development
 - patterns of growth and typical development
 - contextual factors which influence children's development
 - interrelationships between areas of development
 - Australian Early Development Census
- the curriculum planning cycle and how to plan and evaluate experiences for children between birth and six years of age
- strategies, activities and equipment that support development in the following areas through play, daily routines and transitions:
 - cognitive
 - communication
 - emotional
 - physical
 - social
- practices which support holistic learning:
 - planned experiences
 - intentional teaching
 - spontaneous play
- critical reflection:
 - what is critical reflection
 - why and how educators use critical reflection
 - what makes for meaningful critical reflection.

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:
 - provision of one 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 research, planning and evaluation may be demonstrated outside of the service, but must be based on work in a regulated children's education and care service in Australia.

Assessment must ensure access to:

- resources to support specific play and learning opportunities
- information technology for research
- National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- service standards, policies and procedures for:
 - children's health and safety
 - educational program and practice
 - physical environment
 - relationships with children
- educators for collaboration
- children up to six years of age 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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