



Australian Government

CHCECE042 Foster holistic early childhood learning, development and wellbeing

Release: 1

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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>