



Australian Government

Department of Education, Employment and Workplace Relations

CHCFC301A Support the development of children

Release: 1

CHCFC301A Support the development of children

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required by workers who support the physical, social, emotional, psychological, language and creative development of children from 0-12 years of age

Application of the Unit

Application

This unit may be applied in the delivery of child care services in a range of community service work contexts

It provides foundation knowledge and skills related to development of children from 0-12 years to support work with children in various contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. *Support the development of children*

PERFORMANCE CRITERIA

- 1.1 Provide encouragement for each child's own level of performance
- 1.2 Use language at an appropriate level of complexity and friendliness
- 1.3 Initiate communication with the child relevant to their interests and capabilities
- 1.4 Demonstrate developmentally appropriate expectations of the child's behaviour appropriate to their stage of development
- 1.5 Use behaviour management strategies appropriate to the child's level of understanding
- 1.6 Provide assistance to children appropriate to their developmental capabilities
- 1.7 Foster the development of independence through type of assistance provided
- 1.8 Respect, respond to and follow up communication initiated by children

ELEMENT**PERFORMANCE CRITERIA****2. Support the *physical development* of children**

- 2.1 Use daily routines as opportunities to acquire and practise skills
- 2.2 Provide access to equipment, games and toys that will develop fine and gross skills and *fundamental movement skills*
- 2.3 Provide adequate nutrition that allows for normal growth and development, and foods of increasing texture over time to stimulate speech and jaw development

3. Support the *social development* of children

- 3.1 Provide opportunities for one to one, small group and larger group interaction
- 3.2 Model appropriate communication with children
- 3.3 Acknowledge, value and respect diversity through interactions and provisions

4. Support the emotional and psychological development of children of the same age

- 4.1 Involve children in decision-making where circumstances safely allow
- 4.2 Acknowledge, encourage and appreciate children's efforts
- 4.3 Identify and celebrate children's social, emotional and psychological successes
- 4.4 Give individual attention to each child
- 4.5 Respond to children's feelings openly and with respect
- 4.6 Recognise *issues of concern* related to child's participation in experiences, for emotional and psychological development
- 4.7 Conduct and record, in line with work role, observations of children's behaviour or other expressions that may indicate social, emotional or psychological concerns
- 4.8 Report to supervisor concerns about emotional, social and/or psychological difficulties of the child

ELEMENT**PERFORMANCE CRITERIA****5. Support the language development of children**

5.1 Encourage children to express themselves verbally

5.2 Provide experiences to expose children to a range of *language forms*

6. Support the creative development of children

6.1 Provide experiences for children to utilise the range of their senses including vision, hearing and taste

6.2 Encourage children to express their imagination and creativity within their play and interactions

6.3 Provide experiences which encourage children to explore a variety of methods of self expression

6.4 Make available appropriate resources, material and equipment for children to initiate their own creative activities

7. Support the cognitive development of children

7.1 Provide environments and experiences to stimulate cognitive development

7.2 Encourage children to explore and problem solve with materials and diverse experiences

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

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 identified work role

These include knowledge of:

- Introductory knowledge of child development for children aged 0 to 12 years, including:
 - simple developmental theory
 - early brain development
 - importance of the early years for subsequent educational success
- Awareness of child injury risk and methods to minimise these risks
- Experience-based brain development in the early years of life that set neurological and biological pathways for life including: health, learning and behaviour
- Aspects of poor early childhood development, such as:
 - poor diet
 - lack of play
 - limited stimulation of brain development
 - lack of materials and resources
 - inconsistent or non existent emotional support or comfort
 - trauma
 - other life experiences which interrupt appropriate childhood activities

And potential long term impacts, which may include:

- depression
- anxiety
- suicidal thoughts
- aggression
- impulsiveness
- criminality
- hyperactivity
- substance abuse

REQUIRED SKILLS AND KNOWLEDGE

- Indicators of social, emotional and psychological difficulties in early childhood
- The implications on human development as a consequence of poor social, emotional and psychological development in early childhood
- Process for observing, recording and reporting issues of concern/difficulty in social, emotional and psychological development of children
- Basic knowledge of fundamental movement skills and associated milestones for physical development
- Importance of physical activity/fundamental movement skills milestones as they relate to overall health, well being and development of young children

continued ...

Essential knowledge (contd):

- Inclusion and acceptance of all children regardless of their race, gender or ability
- Importance of childhood
- Interest in and enjoyment of children
- Relevant quality improvement and accreditation principles
- Awareness of the following national child health and well being core competencies as they apply to all who deliver care to children:
 - core principles of child development and the key developmental tasks faced by young children and their implications for practice
 - cumulative effects of multiple risk and protective factors and the developmental implications of the balance between them
 - environmental conditions and the experiences known to have positive effects on prenatal and early childhood
 - environmental conditions and experiences known to have adverse effects on prenatal and early childhood development
 - factors that support or undermine the capacity of families to rear young children adequately
 - features of a family's immediate social environment that are important for family functioning and young children's development and well being
 - features and qualities of communities that help or hinder families in their capacity to raise young children adequately
 - core needs that all children and families have in common, and how to provide inclusive child and family services
 - understanding of particular backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs

Essential skills:

REQUIRED SKILLS AND KNOWLEDGE

It is critical that the candidate demonstrate the ability to:

- Work effectively with young children within a historical and philosophical framework of child care delivery
- Select appropriate experiences and materials to support all areas of children's development
- Interact effectively with children to holistically support development and learning
- Provide culturally appropriate experiences and celebrations

In addition, the candidate must be able 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 identified work role

These include the ability to:

- Communicate with children
- Reflect on own practices
- Apply understanding of the relationship between brain development and early childhood cognition, language and health development
- Observe children to recognise, report and record emotional and psychological difficulties
- Identify indicators of emotional, social and psychological difficulties
- Engage with children to ensure psychological and emotional development experiences are appropriate for their developmental age
- Support culturally appropriate celebrations of special occasions
- Apply the following skills identified as underpinning national child health and well being core competencies, where they are applicable to the work role:
 - implement effective evidence-based service delivery
 - coordinate service delivery to families with an interdisciplinary teamwork approach and where possible collaborative interagency practice
 - support infants and toddlers to master key developmental tasks
 - early identification of emerging trends in child needs and how to address them
 - manage children's health needs, eating behaviours and physical activity
 - provide environments and relationships that are safe for young people
 - engage and work with parents/carers and families

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit is best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions
- Assessment of competency may be conducted on one or more occasions
- Assessment should consider the range of differences among children identified in the Range Statement

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resource requirements for assessment include access to a range of experiences as defined in the Range Statement

EVIDENCE GUIDE

Method of assessment may include:

- Observations
- Questioning
- Project
- Written assignment
- Evidence gathered from the workplace environment
- Demonstration over a period of time to ensure consistency of performance

Related units:

It is recommended (but not required) that this unit is assessed in conjunction with either or both related units:

- CHCCN302A Provide care for children
- CHCIC301D Interact effectively with children

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Support the development of children will involve providing experiences that may vary according to a number of factors in the service, such as:

- Child/worker ratios
- Physical environment - constraints and potential
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies e.g. Advice specialist services, resource workers
- The frequency and regularity of use of the service by the child

RANGE STATEMENT

Physical development skills may include:

- Eye - hand coordination
- Dexterity
- Fine and gross motor skills and fundamental movement skills
- Balance
- Locomotion

Fundamental movement skills and gross motor skills are:

- Fundamental movement skills including balance, static, locomotion, and manipulative motor skills
- Foundation skills that provide the building blocks for specific movements such as those founding sports, games and dance
- Examples of fundamental movement skills include:
 - jumping
 - hopping
 - throwing
 - kicking
 - running
- Gross motor skills are those actions that use the muscles of the body to achieve skilfulness

Support the social development may include experiences of social interaction such as:

- Formally organised activities
- A time and place for unplanned interaction
- Meetings
- Travelling
- Walks
- Setting up environment/venue

Special occasions may include:

- Birthdays of children
- Festivals
- Celebration of achievements
- Community events
- Birthdays of animals
- Beginning and end of school term or holidays
- Cultural events
- Graduation from child care service

RANGE STATEMENT

Differences among children may include:

- Gender
- Race and culture
- Age
- Interests and preferences
- Social context and lifestyle
- Communication style
- Personality
- Length of time attending service/child care
- Abilities
- Experiences that may have impeded early brain development

Experiences provided for social interaction will vary according to the age of the children - for babies and infants:

- Trusting relationships are developed with familiar adults
- Adults work at eye level with infants
- Care routines are used for social interaction
- Adults talk, sing and recite poems with infants
- Adults listen to infants and respond

Issues of concern for psychological and emotional difficulties may include but are not limited to:

- Inappropriate interactions with others
- Withdrawal from social interactions
- Aggressive behaviour
- Verbal expressions of particular need
- Physical and emotional presentation
- Concerns conveyed to the worker by parents/carers
- Sudden and/or extreme changes to behaviour or emotional states
- Disinterest in activities or experiences
- Expressions of emotions through use of external materials and resources

Language forms may include:

- Verbal and written
- Formal and colloquial, informal
- Fun and serious styles

Unit Sector(s)

Not Applicable