



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCFC503A Foster social development in early childhood**

**Release: 1**

## **CHCFC503A Foster social development in early childhood**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required to foster the social development of children and to promote their ethical understanding

### **Application of the Unit**

#### **Application**

Work would be based on programs developed for social development of children interacting in the care environment

### **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

### PERFORMANCE CRITERIA

1. Support children to build and maintain trusting relationships

- 1.1 Listen attentively and show children their views are valued and acknowledged
- 1.2 Acknowledge and support children's preferences for particular adults and peers
- 1.3 Help children to understand and accept responsibility for their own actions
- 1.4 Encourage children to express and manage feelings appropriately
- 1.5 Support children's various levels of *interaction* and participation with others during play

**ELEMENT****PERFORMANCE CRITERIA**

- |                                                                       |                                                                                                                                                                    |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Plan experiences for children to support and cooperate with others | 2.1 Encourage children to respect each other's individual needs, abilities and interests                                                                           |
|                                                                       | 2.2 Encourage children to regard <i>differences</i> positively and to discuss these differences                                                                    |
|                                                                       | 2.3 Support children who have difficulty interacting with others, to establish and maintain friendships and group membership                                       |
|                                                                       | 2.4 Acknowledge and encourage appropriate, supportive and effective communication between children                                                                 |
|                                                                       | 2.5 Provide experiences and opportunities that promote children's moral development and pro-social skills                                                          |
| <br>                                                                  |                                                                                                                                                                    |
| 3. Provide <i>opportunities for social interaction</i>                | 3.1 Plan and provide opportunities for different forms of social interaction between children with respect for each child's needs, interests and development stage |
|                                                                       | 3.2 Encourage children to interact with a variety of people and to initiate and develop contact with others, as appropriate                                        |
|                                                                       | 3.3 Arrange the environment to encourage interaction and also accommodate a child's need for privacy, solitude and/or quiet                                        |
|                                                                       | 3.4 Celebrate <i>special occasions</i> in culturally sensitive ways                                                                                                |
|                                                                       | 3.5 Respect children's choice to watch and observe                                                                                                                 |
|                                                                       | 3.6 Structure experiences and equipment in ways that promote cooperation and conflict resolution                                                                   |
|                                                                       | 3.7 Foster and respect children's own grouping choice                                                                                                              |
|                                                                       | 3.8 Talk about and respond to children as group members as well as individuals                                                                                     |
|                                                                       | 3.9 Identify and monitor children's social skills and development                                                                                                  |
|                                                                       | 3.10 Promote and support the use of social skills relevant to the transition to school for children of an appropriate age                                          |

## 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:

- Children's social and moral development
- Importance of play and how it can be identified and provided for
- Theories of children's social and moral development which may include:
  - play stages
  - ecological structures
  - social learning
  - cognitive development theories
  - attachment
- A broad range of theoretical perspectives on human and learning development which may include but is not limited to: Bronfenbrenner, Parten, Bandura, Kohlberg, Bowlby
- Interaction between aspects of social development, physical development and psychological development and cognitive development
- Importance of language that is selected and used
- Organisation standards, policies and procedures
- Cultural awareness and understanding differences in social and family systems
- 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

## REQUIRED SKILLS AND KNOWLEDGE

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:*

It is critical that the candidate demonstrate the ability to:

- Provide opportunities for children to interact positively with other children and to accept individual differences, giving due regard to age, cultural, and development of child/ren
- Evaluate the social development of the child and to plan activities which will enhance their development

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:

- Demonstrate application of skills in:
  - acceptance of each child's rate of development, needs, interests and strengths
  - planning
  - interpersonal skills
  - team building skills
  - time management
  - active listening
  - empathy
  - organisation
  - valuing of differences among children - stage of development, needs, interests, strengths
- 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

## REQUIRED SKILLS AND KNOWLEDGE

- 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

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 could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups and a range of conditions over a number of assessment situations

*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

## EVIDENCE GUIDE

*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 opportunities defined in the Range Statement, including:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## 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.

## RANGE STATEMENT

*Interaction may be with a variety of people including:*

- Children of same age
- Children of different ages
- Adults
- Siblings

*Opportunities for social interaction may include:*

- Formally organised activities
- A time and space for unplanned interaction
- Meetings
- Travelling
- Talking
- Listening and responding
- During care routines
- Excursions
- Setting up venue
- Socio dramatic play
- Play with construction materials
- Art activities

*Opportunities provided for social interaction will vary according to the age of the children and must include:*

*For toddlers:*

- Create opportunities for children to play together and in small groups
- Encourage independence and give support when children need it
- Enough equipment is provided for several children to play with similar toys
- Demonstrate understanding that children develop the ability to share toys at varying ages

*For 3 to 5 year old children:*

- Create opportunities for children to work together in small and large groups
- Provide culturally appropriate materials for children to use creatively and for role play
- Support children who find it difficult to play in a group

**RANGE STATEMENT**

*Individual differences may include:*

- Age
- Gender
- Family background and lifestyle
- Abilities
- Style of social interaction
- Appearance
- Cultural beliefs and practices
- Temperament
- Interests
- Peer group acceptance, membership or isolation

*Differences and their acceptance among children will be affected by:*

- Children's age/maturity
- Capabilities
- Children's family, school, peer group attitudes and beliefs
- Life experiences
- Prior learning experiences

*Diversity among children may include differences due to:*

- Gender
- Race, culture and ethnicity
- Age/maturity
- Interests and preferences
- Social context and lifestyle
- Abilities
- Socioeconomic factors

*Special occasions may include:*

- Birthdays/name days
- Festivals
- Celebration of achievements
- Religious occasions
- Community events
- Culturally significant days
- Beginning and end of term and holidays

**RANGE STATEMENT**

*Non stereotypical images could include:*

- Children and adults of both genders engaging in a range of activities
- Children of a range of races
- Range of appearances
- Range of abilities
- Different family compositions
- People from a variety of cultural backgrounds together
- Range of additional needs of children

*Areas of competence may include:*

- Social situations
- Peer groups
- Communicating with adults

*Experiences to present a challenge may include:*

- Opportunities to develop and practice skills in a range of activities

**Unit Sector(s)**

Not Applicable