



Australian Government

Department of Education, Employment and Workplace Relations

CHCFC506A Foster children's language and communication development

Release: 1

CHCFC506A Foster children's language and communication development

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to foster and enhance language and communication development of children

Application of the Unit

Application

The skills and knowledge within this unit applies to workers engaged in a range child care contexts supporting the children's development

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. Stimulate the child's use and understanding of language

- 1.1 Provide developmentally relevant opportunities for children to listen and respond to language
- 1.2 Link language to all interests, activities, routines, and directions
- 1.3 Create opportunities for group discussions and exchange of views between children
- 1.4 Create a language rich environment that incorporates materials that capture the child's attention and stimulate a response
- 1.5 Speak clearly and frequently to children in language that is appropriate to the age of the child
- 1.6 Take time to listen and respond to children
- 1.7 Use open ended questions to encourage children to express their thoughts, feelings and words
- 1.8 Model and encourage two way communication by questions and careful listening
- 1.9 Repeat and expand children's words and phrases in a natural style of conversation to model communication skills

ELEMENT**PERFORMANCE CRITERIA**

2. Support the child's skills in their own (non English) language as relevant

- 2.1 Identify the family's language and use bilingual practices as relevant whilst supporting the child to maintain their first language both in the childcare and home environments
- 2.2 Respond with respect to children's language
- 2.3 Integrate materials in the child's language into experiences
- 2.4 Encourage parents and family members to maintain their own language and participate in activities with the children
- 2.5 Encourage parents to inform worker of key words and phrases
- 2.6 Integrate child's cultural experiences into language development opportunities
- 2.7 Seek specialised assistance and use wherever required and available

3. Contribute to assessment of language and communication skills and planning of appropriate support strategies

- 3.1 Identify children with children with special language needs and monitor language development, including the provision of special language programs to meet individual needs
- 3.2 Contribute to assessment of children's individual language and communication abilities and needs
- 3.3 Consider English and other languages when assessing language development and use
- 3.4 Develop a range of *strategies for language and communication development* for the individual child, including children with additional language development needs
- 3.6 Discuss assessment with the parents and develop a plan in consultation with them
- 3.7 Seek specialised assistance where necessary
- 3.8 Regularly review child's progress and the plan

ELEMENT**PERFORMANCE CRITERIA**

4. Plan and implement
*developmentally appropriate
language and literature
experiences for children*

- 4.1 Select, read and tell developmentally appropriate stories
- 4.2 Use stories, rhymes and poetry to enhance children's enjoyment of language
- 4.3 Include language and literature experiences that support acceptance and appreciation of diversity
- 4.4 Use puppets and other props to stimulate children's enjoyment of language and literature

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:

- Stages of language development
- Principles of the development of English as a Second Language and the principles of early childhood bilingualism including the link between first language maintenance and learning ESL
- Peer group interactions
- Importance of dispositions on lifelong learning
- Child's family and community context and influences
- Organisation standards, policies and procedures
- Theories of brain and language development, which may include but are not limited to: Piaget, Vygotsky and Gardner
- Social constructivist learning theory
- Values of language, listening and literature experiences for young children
- Criteria for selecting development appropriate language and literature experiences for children
- Adult role in encouraging language and creative expression
- Language and literature extension experiences for older children
- Criteria for selecting displays and pictures to stimulate language
- Criteria for selecting and presenting age appropriate puppetry experiences
- The main theories of learning and the implications for programming
- How to access relevant and local resources
- 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

REQUIRED SKILLS AND KNOWLEDGE

- 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

continued ...

Essential knowledge (contd):

- Knowledge underpinning national child health and well being core competencies (contd):
 - 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 to stimulate children's language development that give due regard to age, development, culture and needs of child/ren
- Stimulate language development taking into account special language needs
- Develop strategies to access specialist language services

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:
 - planning interactions with children to enhance language development
 - extending conversations with children by supportive, active listening and open ended questions
 - use words in a way that helps children understand their meaning
 - use resources which support the first language of the child

REQUIRED SKILLS AND KNOWLEDGE

- communicate effectively with children
- 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

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, for a range of age groups and over a number of assessment situations

EVIDENCE GUIDE

- 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 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

EVIDENCE GUIDE

Related units:

It is recommended (but not required) that this unit be assessed in conjunction with one of the following related units:

- CHCFC505A Foster cognitive development in early childhood

or

- CHCFC515A Foster cognitive development in middle childhood

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.

Developmentally appropriate language and literature experiences for children may include

- Story telling
- Story reading
- Rhymes and poetry
- Pictures
- A range of electronic media
- Puppetry and felt board
- Listening experiences
- Planned discussion groups
- Language extension experiences

RANGE STATEMENT

Strategies for language and communication development should include:

- Positive handling of materials
- Enjoyment in presentation
- Use of correct clear speech
- Frequent interactions
- Open-ended questions
- Support of children's skills in their own language
- Formal and informal presentations

Unit Sector(s)

Not Applicable