



Australian Government

Department of Education, Employment and Workplace Relations

CHCPR510B Design, implement and evaluate programs and care routines for children

Release: 1

CHCPR510B Design, implement and evaluate programs and care routines for children

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to design, implement and evaluate programs and individual care routines to foster and enhance the development of children

Application of the Unit

Application

This application of knowledge and skills described in this unit of competency relates to work undertaken to engage with parents and child to develop individual care plans and programs of the service

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. Design and implement *programs* with all those involved

PERFORMANCE CRITERIA

- 1.1 Use or establish opportunities to gather all necessary *information* from and communicate to those involved
- 1.2 Identify ideas and concerns about the current program, care routines and setting and consider them in designing the program and care plans
- 1.3 Design and implement programs that reflect the *philosophy* and *goals* of the service

ELEMENT

PERFORMANCE CRITERIA

2. Design and implement programs to enhance development of children

- 2.1 Gather *information about each child's development* to inform the program and routines
- 2.2 Develop and implement child centred programs that aim to extend children's *experiences* and develop children's self help skills
- 2.3 Develop and implement programs and routines to foster all aspects of children's development in a holistic way and support smooth transitions
- 2.4 Ensure programs provide for capabilities, interests, emerging skills and backgrounds of children who attend the service
- 2.5 Ensure all *resources required* for program are identified and available at the required time
- 2.6 Develop a flexible daily *timetable*, incorporating developmental opportunities, routines and transition experiences

3. Design and implement programs that are relevant to cultural and social contexts of children and their community

- 3.1 Gather information about contexts of the children's lives and use it to guide planning
- 3.2 Identify varying expectations of parents of diverse backgrounds and accommodate where possible
- 3.3 Develop and implement programs that reflect diversity and inclusive perspectives in an ongoing manner
- 3.4 Select experiences and resources that reflect diversity and promote cross cultural awareness in a positive and respectful manner
- 3.5 Select experiences and resources that support and develop *children's identities*

4. Develop appropriate settings and environments

- 4.1 Evaluate settings, environments and resources and modify in relation to children's cultures, family backgrounds and interests
- 4.2 Evaluate settings, environments and resources and modify to foster all aspects of children's development and learning and provide children with choices
- 4.3 Implement modifications within constraints of resources available and service location and to promote the organisation and aesthetics

ELEMENT

5. Monitor and evaluate programs

PERFORMANCE CRITERIA

- 5.1 Adapt plans according to children's responses, conditions of the day and spontaneously arising opportunities
- 5.2 Gather and document *information* using a range of methods in order to assess the progress and achievements of each child.
- 5.3 Use or establish opportunities to gather feedback and comments from all those involved
- 5.4 Identify and apply appropriate criteria for evaluating the overall program
- 5.5 Include children's responses and comments as part of the evaluation process
- 5.6 Ensure programs are evaluated regularly and in accordance with service guidelines
- 5.7 Use evaluation information towards further design of programs

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:

- Assessment tools to guide decision-making about programming
- Criteria for selecting a specific programming approach
- Criteria to review setting and environment
- Detailed knowledge of facilitating a variety of learning and play experiences e.g. art, music, sport
- Different approaches to program planning and development
- Evaluation methods and reflective practice
- Identification of range of resources required
- Location of resources and materials
- Organisation standards, policies and procedures
- Regulatory and legislative requirements
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant quality improvement and accreditation system principles
- Respect for different family expectations
- Stakeholders who need to be involved in evaluation
- Theories of child development
- Up to date information and a range of sources of information is accessed as resources for program development

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply a defined philosophical approach to delivery of services to children and to continuously improve services through reflecting on effectiveness of practices
- Apply criteria to evaluate programs in relation to:

REQUIRED SKILLS AND KNOWLEDGE

- short term and long term goals of the program
- progress of individual children
- progress of the group of children
- philosophy and goals of the service
- cost effectiveness
- appropriate practice
- daily programs, weekly programs
- Gather information and use as a basis for designing and planning programs to address identified needs
- Organise and coordinate a range of experiences at one time and undertake appropriate evaluation of effectiveness of programs
- Plan, implement, monitor and evaluate developmentally appropriate routines and programs to foster and enhance children's development
- State and outline a personal philosophy about children's development through programming which considers theories of child development and learning and social justice and equity

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
 - contingency management
 - effective communication with target groups
 - analysis and reflective thinking
 - selecting and administering appropriate assessment and evaluation tools
- Take into account, use and promote opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

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.

EVIDENCE GUIDE

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

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
- Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

EVIDENCE GUIDE

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.

Programs may be designed and implemented for:

- A group of children
- A playgroup
- A service
- Individuals

RANGE STATEMENT

Programs include:

- Experiences
- Interactions
- Organisation of time and space
- Routines
- Transitions

All those involved with program design may include:

- Children
- Management
- Parents
- Staff/care providers

Ideas and suggestions for programming and may be gathered from:

- Colleagues
- Networks
- Newsletters, magazines, articles
- Publications
- Resource workers
- Teachers in schools when service is co located

Information may be communicated by:

- In fun and creative ways
- Other staff
- Parents
- Verbal means and written formats
- Volunteers

Experiences addressed by programs may include:

- Busy/quiet experiences
- Challenging/confirming
- Excursions/at usual location
- Familiar experiences/special events
- Indoor/outdoor
- Surprising/predictable and planned
- Unstructured/structured

RANGE STATEMENT

Philosophy of the service may include:

- Culturally specific services philosophies
- Philosophies about children, their development and learning
- Philosophies and values about society and communities

Goals of the service may be oriented to an emphasis on:

- Confidence with technology
- Creativity
- Cultural identity and knowledge
- Emotional well being
- Environmental understanding
- Holistic care and development
- Language development
- Learning and education
- Multicultural understanding
- Personal attention and flexibility
- Psychomotor development
- Recreation
- Social interaction and development
- Spiritual and moral development

Resources required may include:

- Curriculum/learning materials
- Equipment
- Equipment and materials
- Food and drink
- Skills of staff
- Staffing
- Support staff and resource staff
- Transport
- Venue

RANGE STATEMENT

Organising resources may include:

- Booking
- Borrowing
- Employing staff
- Other staff
- Parents
- Purchasing
- Volunteers

Timetable considerations may include:

- Booking details
- Costs
- Expectations
- Time

The context of the children's lives may include:

- Community groupings, alliances and conflicts
- Cultural context
- Geographic context, e.g. Remoteness, high rise buildings, lack of open space
- Historical context of community, e.g. Significant events, future plans
- Social context, e.g. Social isolation, crowding and noise

Information about each child's development and social/cultural context may be gained by:

- Consulting family/community representatives
- Consulting parents
- Conversation with child
- Recorded observations
- Work samples and other documentation
- Written reports/records

Children's identities may include:

- Cultural
- Gender
- Peer group
- Racial
- Social

RANGE STATEMENT

Information about a child's progress may be gathered by:

- Comments from other children
- Directly involving the child in the process
- Observation
- Observations and comments from other staff, parents and family/community members
- Questioning
- Work samples and other documentation

Mobile services may need to design programs particularly targeted to children who are isolated:

- Geographically
- Socially

Unit Sector(s)

Not Applicable