



Australian Government

Department of Education, Employment and Workplace Relations

CHCPR614D Observe children and interpret observations

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPR614C Observe children and interpret observations	CHCPR614D Observe children and interpret observations	Unit updated in V4. Formatting and grammatical correction change to competency outcome (no change to version identifier).

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to observe and interpret children's developmental progress

Application of the Unit

Application

This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite

This unit must be assessed after achievement of the following related unit:

- CHCPR509A
- Gather, interpret and use information about children

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. Monitor children's developmental progress

- 1.1 *Gather and record information* about children's developmental progress
- 1.2 Follow up with appropriate persons/services, any concerns regarding a child's development
- 1.3 Communicate information to parents clearly and sensitively
- 1.4 Use identified strengths to guide program strategies to foster development
- 1.5 Identify degree of inclusiveness in children's interactions and language and develop strategies as required
- 1.6 Observe level of problem solving and conflict resolution skills and develop strategies as needed

2. Gather information about the child's views and perspectives

- 2.1 Investigate child's views of the social world and relationships by observing their interactions and reflecting on their communication
- 2.2 Identify child's thinking style
- 2.3 Identify child's current and emerging interests
- 2.4 Identify child's strengths, talents and potential

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 3. Demonstrate quality observation practices to other workers | 3.1 Ensure own observations of children are significant, valid and concise
3.2 Demonstrate clear links between evidence from observations and interpretation of behaviour, needs and interests
3.3 Ensure intensity/detail of observations is appropriate to purpose and context
3.4 Ensure interpretations of observations demonstrate inclusive principles and understanding |
| 4. Use information from observations to guide others | 4.1 Provide information to broaden the other's understanding of the child
4.2 Communicate information to others to improve their interaction with a child
4.3 Provide information to others to improve program planning and evaluation
4.4 Discuss programs and children's needs based on the information gained
4.5 Work with others to design and develop systematic ways of observing children that ensure inclusion of all children |

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:

- How the observer influences interaction and behaviour
- Styles of thinking
- Developmental knowledge
- Understanding different cultures
- Developmental norms at different ages/stages
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Observe and interpret children's behaviour to contribute to program planning
Specific purposes or needs for observation include:
 - planning experiences for the child
 - to identify the child's abilities, needs and interests

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:
 - reporting
 - interpersonal interaction
 - planning

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

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

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

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.

- A child's capabilities will include their:*
- Physical capabilities
 - Emotional capabilities
 - Cognitive capabilities
 - Social capabilities
 - Creative capabilities
 - Language capabilities

- Record information may include methods such as:*
- Written
 - Photography
 - Video recording

- Gather information may include a variety of methods such as:*
- Observing while participating with children in an experience
 - Time sampling
 - Gathering anecdotes about the child's interactions from other workers
 - Asking family members
 - Discussions with other children
 - Collecting samples of children's work
 - Observing children at play, activities and social interactions

Unit Sector(s)

Not Applicable