CHCECEXXX Develop individual service-based learning plans

Unit code	CHCECEXXX
Unit title	Develop individual service-based learning plans
Unit mapping information	No equivalent unit.
Modification history	
Unit outcomes	This unit describes the skills and knowledge required to support the education of all children, with or without disability, and to ensure their learning and development needs are considered in all planned and unplanned programs and experiences. It focuses on developing individual support plans in collaboration with family, allied and other health professionals. This unit applies to early childhood educators in, or seeking, leadership roles in long day care, family day-care, in-home care and out of school hours care settings. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
Knowledge	Learners must demonstrate the following knowledge outcomes: • the impacts of children's needs and capabilities on their learning engagement and outcomes, and program and activity planning • the range of responses to diagnosis including grief • the difference between internal (service based) versus external (government based) individual support plans

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	• sources of service-level inclusion support, including the federal Inclusion Support Program • Universal design principles and how they may be applied in early childhood settings
Skills	Learners must demonstrate the following skill outcomes: • identify children's diverse range of needs, preferences, and goals and how these impact program and experience planning • integrate children's individual needs, preferences and goals into program and activity planning • engage in sensitive conversations with families review available support services and outline service provisions, access, referral processes and eligibility criteria for children and families • connect children and families to additional support services • collaborate professionally with families and educators relative to children's progress, development and needs • complete children's individual support plans
Application of Knowledge & Skills	This unit applies to educators who design educational plans, programs and activities which are inclusive of all children.
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Foundation skills	

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Range of conditions	
Assessment Requirements	

Performance evidence	The learner must demonstrate the ability to:
	• develop 3 individual support plans in collaboration with families and allied health supports for 3 different children which include:
	   o learning and development needs and goals
	   o learning styles, preferences and interests
	   o barriers (perceived and real) including confidence and capabilities
	   o access constraints and needs including physical, cognitive, social and cultural
	• develop an educational program or experience which ensures inclusion of all 3 children based on their individual support plans including:
	   o required resources
	   o environmental considerations and needs
	   o staffing requirements
	   o flexible/alternative considerations
	   o children's rights to make decisions Refer 2 families /children to a community support service

Knowledge evidence	The learner must demonstrate the following knowledge:
	• related regulations, standards, frameworks and laws including:
	   o National Quality Standards
	   o Early Years Learning Framework
	   o Early Childhood Australia Code of Ethics

Commented [FC8]: 3 seems like quite a lot. A service might not have any children needing extra supports. Maybe only 1 and it can be based on a simulated case?

Commented [GM9R8]: 3 seems to be the magic number. I had less than 3 in other PEs and Cris suggested it needs to be 3 that's why I've gone with it here . . . it is alot

Commented [FC10R8]: Yeah, I reckon it's too many for this particular context. Maybe we can point that out to Cris when the time comes.

Commented [MC11]: are we specifying age groups?

Commented [GM12R11]: wasn't going to as this could create a barrier?

Commented [MC13R11]: Its only a barrier if there are not simulation alternatives

Commented [GM14R11]: are different age groups relevant within this unit?

Commented [15R11]: Yeah probably not necessary in this one

Commented [FC16]: Do you mean 'reasonable adjustments' or 'accommodations'?

Commented [GM17R16]: mm, no reasonable adjustments is different. . . this is about flexibility in environments such as the provision of chairs or similar . . . .would you rather accomodations?

Commented [FC18R16]: I guess ILPs are all about flexibility and alternatives so may be this point is redundant?

Commented [GM19R16]: no harm in explicitly stating it for the sake of completeness? I'll leave it up to you.

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	- o principles of the United Nations Convention on the Rights of the Child - o The Disability Services and Inclusion Act 2023 (DSI Act) - philosophy, policies and procedures of the service - ways of determining: - o individual children's strengths, interests and needs - o when additional support may be needed - o current and future development and learning opportunities - links between the collection and analysis of information and the planning and implementation of curriculum - writing individual support plans in accordance with service protocols and including: - o professional and appropriate language - o appropriate communication techniques - o appropriate data to collect - systems navigation including: - o funding bodies / programs - o disability support bodies / programs including the National Disability Insurance Scheme (NDIS) - o specialist inclusion bodies / teams - o collaborating with allied health professionals - medical versus social models of inclusion and disability including: - o differences - o strengths and limitations - o a balanced approach - impacts on children of different disabilities and neurodiversity - communication techniques including: - o acknowledgment of situation

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	o expressing genuine empathy
	
	o providing space for conversation
	
	o using clear and culturally sensitive language
	
	o encouraging self-care
	
	o active listening
	
	o collaborative discussion and decision-making
	
	o open and closed questioning
	
	o negotiation skills
	
	• evidence-based models of grief
	
	• the need for multiple perspectives and how educators can encourage and support collaborative critical reflection in the service
	
	• evaluation /critical reflection including:
	
	    o what is critical reflection
	
	    o why and how educators use critical reflection
	
	    o what makes for meaningful critical reflection
	
	• types of reflection used in analysing information and their key features:
	
	    o individual and group
	
	    o formal and informal
	
	    o journals and diaries including written or visual.
	
	• collaboration and consultation:
	
	    o theories and research about why it is important
	
	    o processes and tools for working with family members and other professionals and service providers
	
	• role and importance of family perspectives on early childhood education and care – its importance and purpose
	
	• boundaries and limits of service provision and when referral to other services may be appropriate

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	• referral networks for interventions and crisis support: ο resources available in other services ο relationships and collaborative partnerships between different services ο referral procedures • use of interpreters in family consultation • key features of models of family intervention theory and practice: ο current and emerging models ο intervention strategies, their scope and limitations ο processes for implementation • foundational knowledge of universal design principles and how they may be applied in early childhood settings
Assessment conditions	Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to: • suitable …. • workplace or simulated conditions that • scenarios … • Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.
Unit mapping information	No equivalent unit.
Links	