CHCECEXXX Design, implement and evaluate curriculum

Unit code	CHCECEXXX
Unit title	Design, implement and evaluate curriculum
Application	This unit describes the performance outcomes, skills and knowledge required to gather and analyse information from observation and other sources to design, implement and evaluate curriculum for groups of children. 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.
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Elements	**Performance criteria**
1. Gather information to inform curriculum design	1.1. Gather feedback from colleagues, children and families on current curriculum and learning environments to inform curriculum planning 1.2. Reflect on service practices, resources, philosophy and policies in relation to curriculum design and adaptation to inform planning

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	1.3 Review previous curriculum evaluation and consider implications for curriculum design 1.4 Gather information about children's socio-cultural contexts, group dynamics and current interests from colleagues or other documented sources to inform curriculum design
2. Observe individuals and groups to inform curriculum design	2.1 Select opportunities to observe individuals and groups that capture development, learning, skills, knowledge and interests to inform planning 2.2 Initiate provocations to enhance opportunities to gain insights into children's learning and development 2.3 Conduct observations of children's play and interactions according to organisation privacy, policy and procedures 2.4 Plan and choose observation methods aligned to the context and intent of the information to be sought 2.5 Document information in observations that makes children's learning visible and supports curriculum planning
3. Analyse documentation to inform curriculum design	3.1 Analyse evidence of learning and development exhibited in individuals and groups with reference to early childhood research and theory 3.2 Interpret children's skill acquisition with reference to learning trajectories and opportunity for extending learning 3.3 Outline children's identified emerging interests and opportunities to enhance learning
4. Design curriculum	4.1. Apply information from program evaluation, philosophy, colleagues, children and families to design curriculum 4.2 Integrate aspects of own educational philosophy into curriculum planning 4.3. Determine objectives from documentation of individuals and groups to inform curriculum aligned to approved learning framework

	4.4 Outline pedagogical practices aligned to documented understanding of individuals and groups to support and extend learning and development aligned to approved learning framework
	4.5 Design curriculum and environments that support and extend documented development across all domains, learning and interests
	4.6 Design curriculum across the full day considering routines, transitions and equitable access
	4.7 Ensure curriculum incorporates experiences that are structured, unstructured, individual, collaborative, new and ongoing
	4.8 Document curriculum plan according to service guidelines and the requirements of the National Quality Framework.
5. Implement curriculum	5.1. Identify and access required materials for learning opportunities
	5.2. Set up the physical environment according to requirements of learning experiences, ensuring accessibility for all children
	5.3. Use planned objectives and pedagogical practices through intentional teaching to scaffold and extend children's development and learning
	5.4 Use techniques and intentional teaching to co-construct meaning with children, facilitate collaboration and ensure there are sustained interactions
	5.5 Identify spontaneous teachable moments and use them to build on children's learning
	5.6 Model and promote positive learning dispositions
	5.7 Support team members with implementation of experiences and planned pedagogical practices
	5.8 Model active, dynamic supervision techniques

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6. Evaluate teaching, learning and curriculum planning	6.1 Monitor children's learning and use critical reflection on outcomes and own pedagogical practices for continuous improvement.
	6.2 Obtain and reflect on feedback from colleagues, families and children to inform evaluation and further planning
	6.3 Seek and expand on children's ideas and skills to refine curriculum
	6.4 Evaluate and critically reflect on planned and unplanned teaching and learning, in the context of the approved frameworks
	6.5 Conduct self-assessment of program and practice implementation against the National Quality Standards
	6.6 Plan modifications and future experiences and provocations based on evaluations
	6.7 Document evaluation and ongoing modifications according to service guidelines
Foundation skills	
Range of conditions	
Assessment requirements	
Performance evidence	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:
	o observe and assess information about five individual children
	• observe and assess information about three groups of children
	• documentation must:
	o assess the documented learning and development

	- o identify developmental and learning outcomes - collectively documentation must: - o identify development across all domains - o identify interests, preferences and learning dispositions for individuals and groups - o assess learning against early childhood research and theory - o inform development of curriculum planning - based on observation and other collated documentation, plan, implement and evaluate curriculum that incorporates: - o transitions - o routines - o indoor activities - o outdoor activities - o construction or manipulative play - o sensory play - o physically active play - o symbolic or socio-dramatic play - o visual art - o literature - o music - o science - o technology - o engineering - o mathematics - o nature play - o outcomes for all developmental domains - o links to learning framework outcomes
Knowledge evidence	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

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	- requirements of the following National Quality Standards and related regulations and laws applicable to this unit including: - Educational program and practice - approved learning framework - child centred - program learning opportunities - intentional teaching - responsive teaching and scaffolding - child directed learning - assessment and planning cycle - critical reflection - information to families - Children's health and safety - supervision - Physical environment - environment is inclusive - resources support play-based learning - environmentally responsible - Staffing arrangements - organisation of educators - professional collaboration - professional standards - Relationships with children - positive educator-child interactions - dignity and the rights of the child - relationships between children - collaborative learning - Collaborative partnerships with families and communities - parent views are respected - access and participation - community engagement

	○ Governance and leadership ▪ service philosophy and purpose ▪ continuous improvement ▪ educational leadership - National Quality Standard Self-Assessment tool Quality Area 1, Educational program and practice - the approved learning frameworks currently used in Australia - for the relevant approved learning framework: ○ overall vision and pedagogy and related ○ current and emerging thinking ○ principles ○ practices ○ learning outcomes - how and why a service might have or develop a specific philosophy and the potential impact on curriculum design - developing a personal philosophy - Early Childhood Australia Code of Ethics - stages of the curriculum planning cycle and how to manage that cycle: ○ collecting information ○ questioning and analysing information ○ planning ○ implementation ○ evaluation, review and reflection - key considerations for collecting information ○ confidentiality, privacy service policies and procedures ○ creating opportunities to capture information that identifies development, learning, interests, skills and dispositions

| | | o analysing against research, developmental theory and learning trajectories from birth to 6 years observation techniques o socio-gram o language sample o anecdotal o jotting o learning story o work sample incorporating consultation, collaboration and communication: ▪ children ▪ families ▪ other educators ▪ communities relevant to the children, families and service pedagogical practices to support learning and development across curriculum implementation o planning environments, opportunities and experiences o supporting colleagues to implement and contribute to curriculum planning cycle o using daily interactions, transitions and routines to promote play and learning o planning intentional teaching strategies o documenting curriculum o developing monitoring and assessment strategies and tools o creating opportunities and environments that support play and learning o actively engaging with children to support and co-construct learning |

	o modelling positive learning dispositions
	o using professional judgment to vary plans in response to children's needs and emerging interests
	o supervising individuals and groups
	• the need for multiple perspectives and how educators can encourage and support collaborative critical reflection in the service
	• critical reflection:
	o what is critical reflection
	o why and how educators use critical reflection
	o what makes for meaningful critical reflection.
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	CHCECEXXX Design, implement and evaluate curriculum supersedes and is not/equivalent to CHCECE042 Foster holistic early childhood learning, development and wellbeing CHCECE047 Analyse information to inform children's learning and CHCECE038 observe children to inform practice CHCECE048 Plan and implement children's education and care curriculum
Links	