

CHCECEXXX Support the planning cycle

Unit code	CHCECEXXX
Unit title	Support the planning cycle
Application	<p>This unit describes the skills and knowledge required to observe children's engagement, analyse their learning, and design, implement and evaluate programs in line with approved learning frameworks.</p> <p>It requires learners to demonstrate initiative and decision making to support children's learning in multiple and changing contexts.</p> <p>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.</p>
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Elements	Performance criteria
1. Observe children's development	<p>1.1 Gather information about a child's socio-cultural context from colleagues, family or other documented sources</p> <p>1.2 Select opportunities to observe children that capture development, learning and interests to inform planning</p> <p>1.3 Create opportunities that enable observation of children's development</p> <p>1.4 Conduct observations of children's play and interactions according to organisation privacy, policies and procedures</p>

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	<p>1.5 Document observations to make the child's learning visible and support the planning cycle</p>
<p>2. Analyse children's learning to inform planning</p>	<p>2.1 Analyse evidence of child development according to learning trajectories and developmental theory</p> <p>2.2 Identify and analyse areas of child skill and knowledge acquisition</p> <p>2.3 Outline observed child's interests and learning dispositions</p>
<p>3. Plan experiences and pedagogical practices to support identified developmental needs</p>	<p>3.1. Plan experiences to support and extend a child's learning and development according to observation analysis</p> <p>3.2. Identify pedagogical practices to support and extend a child's learning and development according to observation analysis</p> <p>3.3 Incorporate children's interests, preferences, socio-cultural contexts and learning dispositions into planned experiences</p> <p>3.4 Document all elements of a learning plan to facilitate implementation by others</p> <p>3.5 Link planned educational outcomes and pedagogical practices to relevant learning framework outcomes, sub outcomes and evidence points</p> <p>3.6 Obtain and incorporate feedback on planned learning experiences from a supervisor</p>
<p>4. Implement planned experiences</p>	<p>4.1 Prepare learning environments according to safety, access, aesthetics and sustainability requirements</p> <p>4.2 Implement a variety of play types and pedagogical practices designed to support the holistic development of the child</p> <p>4.3 Modify pedagogical practices based on children's reactions and interactions</p> <p>4.4 Facilitate learning using spontaneous opportunities and routines to implement planned pedagogical practices</p>

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	<p>4.6 Modify experiences over an extended period in response to children's interactions, suggestions and emerging interests</p> <p>4.7 Interact during play experiences according to early childhood play pedagogy</p>
5. Evaluate planned experiences	<p>5.1 Evaluate the effectiveness of chosen resources and environment design</p> <p>5.2 Assess the child's actions and interactions during the experience against planned outcomes</p> <p>5.3 Evaluate the effectiveness of pedagogical practices in supporting the intended child outcomes</p> <p>5.4 Conduct self-assessment of experience plan implementation against National Quality Standards</p> <p>5.5 Obtain and reflect on feedback from supervisor on implementation of planned experiences</p> <p>5.6 Plan modifications to experience and practices, based on supervisor feedback, to extend development and interests</p>
Foundation skills	
Range of conditions	
Assessment requirements	
Performance evidence	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> • observe and assess information about 4 different children • for each child observed: <ul style="list-style-type: none"> ○ document two observations ○ assess the documented learning and development

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	<ul style="list-style-type: none"> ○ identify planned developmental and learning outcomes ○ applies observation technique appropriate to context • for each child observed ensure: <ul style="list-style-type: none"> ○ identify all domains of development ○ identify an interest, learning disposition and learning style • link an early childhood theory to the developed understanding of at least one of the children • for each child observed, plan, implement and evaluate experiences that collectively involve the following: <ul style="list-style-type: none"> ○ construction or manipulative play ○ sensory play ○ physically active play ○ symbolic or socio-dramatic play ○ visual art ○ literature ○ music ○ science, technology, engineering, and maths (STEM) ○ nature play ○ outcomes for all developmental domains ○ links to learning framework outcomes
<p>Mandatory Workplace Requirements</p>	<p>Perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children’s education and care service in Australia.</p>
<p>Knowledge evidence</p>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p>

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	<ul style="list-style-type: none">• requirements of the following National Quality Standards and related regulations and laws including:<ul style="list-style-type: none">○ Educational program and practice:<ul style="list-style-type: none">▪ approved learning frameworks▪ child centred▪ program learning opportunities▪ intentional teaching▪ responsive teaching and scaffolding▪ child directed learning▪ assessment and planning▪ critical reflection▪ information to families○ Physical environment<ul style="list-style-type: none">▪ inclusive environment▪ resources support play-based learning▪ environmentally responsible○ Relationships with children<ul style="list-style-type: none">▪ positive educator-child interactions▪ dignity and rights of the child▪ collaborative learning○ Collaborative partnerships with families and communities<ul style="list-style-type: none">▪ parent views are respected• the National Quality Standard Self-Assessment tool Quality Area 1 Educational program and practice• Early Years Learning Framework including:<ul style="list-style-type: none">○ children's learning○ principles○ practices○ learning outcomes• stages of child development and how they are used in curriculum planning
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	<ul style="list-style-type: none">• stages of the curriculum decision making cycle:<ul style="list-style-type: none">○ gathering information○ assessing learning using professional knowledge○ planning○ implementation○ evaluation and ongoing assessment of learning to inform further planning• key considerations for collecting information:<ul style="list-style-type: none">○ confidentiality and privacy requirements○ changes in child or family circumstance○ what information is important and why○ different types of information – primary and secondary sources○ importance of taking a strengths-based approach to child learning and development• ways of gathering information and who may be involved:<ul style="list-style-type: none">○ range of observation techniques including:<ul style="list-style-type: none">▪ anecdotes▪ jottings▪ learning stories▪ running records○ appropriate application of different observation techniques• how to document meaningful observations:<ul style="list-style-type: none">○ subjective vs objective language○ avoidance of labelling○ avoidance of bias• learning trajectories including:<ul style="list-style-type: none">○ identifying level of skill acquisition○ pairing pedagogical practices and experiences to support developmental progression
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	<ul style="list-style-type: none">• using knowledge of the child to support planning including:<ul style="list-style-type: none">○ socio-cultural contexts○ interests○ learning dispositions○ preferences• setting up experiences, resource choices and environments including:<ul style="list-style-type: none">○ safety○ supervision○ equity of access○ alignment to documented understanding of the child○ consideration of the whole group of children○ aesthetics○ authenticity○ socio-cultural context○ sustainability○ range of resources – recycled, reuse, made, small parts, loose parts, commercial• techniques to scaffold learning including:<ul style="list-style-type: none">○ modelling○ questioning techniques○ seeking child input○ verbal prompts○ non-verbal prompts○ physical support○ initiating ideas○ prompting curiosity and inquiry○ using routines, transitions, care moments, spontaneous teachable moments• techniques for enacting dispositions of play for learning:
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	<ul style="list-style-type: none"> ○ adult and child roles in play ○ following versus initiating ○ enthusiasm ○ playfulness ● techniques for evaluation: <ul style="list-style-type: none"> ○ reflective practice ○ questioning practice ○ reflecting on decisions ○ considering future changes ● team approaches to the planning cycle: <ul style="list-style-type: none"> ○ seeking and acting on feedback ○ contributing to the planning process
<p>Assessment conditions</p>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"> ● suitable ● workplace or simulated conditions that ● scenarios ... <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs)/AQTF mandatory competency requirements for assessors</p> <p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to children Birth to 6 years. Assessors must satisfy the Standards for Registered Training Organisations (RTOs)/AQTF mandatory competency requirements for assessors.</p>
<p>Unit mapping information</p>	<p>CHCECEXXX Support the planning cycle supersedes and is not/equivalent to CHCECE034 Use an approved learning framework to guide practice CHCECE035 Support the holistic learning and development of children and</p>

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	CHCECE036 Provide experiences to support children's play and learning CHCECE038 observe children to inform practice.
Links	