

CHCECEXXX Apply child development knowledge and approved learning frameworks

Unit code	CHCECEXXX
Unit title	Apply child development knowledge and approved learning frameworks
Unit outcomes	<p>This unit describes the skills and knowledge required to understand developmental and learning trajectories for children aged birth to 6 years and apply relevant learning frameworks in early childhood settings.</p> <p>This unit applies to early childhood educators in long day care, family day care, in home care and out of school hours care settings.</p>
Knowledge	<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none">• describe domains and key milestones of child development and learning trajectories in children aged birth to 6 years• describe the interconnected nature of developmental domains• outline key early childhood pedagogical approaches and philosophies
Skills	<p>Learners must demonstrate the skills to:</p> <ul style="list-style-type: none">• map key developmental domains and skills to specific outcomes and evidence points in relevant national early learning frameworks• determine the relationship between developmental skills and learning trajectories• design learning experiences to support and extend specific developmental skills

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	<ul style="list-style-type: none"> determine pedagogical practices to scaffold specific developmental skills along the relevant learning trajectory.
Application of Knowledge & Skills	<p>The individual applies knowledge and skills to understand and connect the developmental domains and learning trajectories of children aged birth to 6 years and relevant learning frameworks within a regulated early childhood education and care service. They integrate theoretical perspectives, including developmental, socio-cultural, and critical theories, to interpret developmental processes and progression. By aligning their developmental and theoretical understanding with national learning frameworks, they ensure that the experiences and pedagogical practices they select are developmentally appropriate and responsive to the individual needs of infants, toddlers, and preschoolers. They work under general supervision and follow established organisational procedures, demonstrating accountability by seeking guidance when identifying developmental variations.</p>
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children’s Education and Care
Range of conditions	
Assessment Requirements	
Performance evidence	<p>Learners must demonstrate the ability to:</p> <ul style="list-style-type: none"> for each developmental domain, identify three key developmental skills for a <ul style="list-style-type: none"> baby (birth-18 months) toddler (18 months to 3 years) preschooler (3 to 6 years)

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	<ul style="list-style-type: none"> ○ a proposed pedagogical practice or experience designed to support that specific developmental skill ● a direct link for each pedagogical practice or experience to a learning framework outcome, sub outcome and evidence points.
<p>Knowledge evidence</p>	<p>Learners must demonstrate knowledge of:</p> <ul style="list-style-type: none"> ● the requirements of the following National Quality Framework and related regulations and laws including: <ul style="list-style-type: none"> ○ approved learning frameworks ○ child centredness ○ intentional teaching ○ the assessment and planning cycle ● credible sources of child development information including: <ul style="list-style-type: none"> ○ Australian Early Development Census Domains ○ AERO Learning trajectory domains ● fundamental aspects of the learning and development process including: <ul style="list-style-type: none"> ○ cephalocaudal ○ proximo-distal ○ nature and nurture ○ stage based approaches ○ learning trajectory approaches ● definitions and characteristics of developmental domains including: <ul style="list-style-type: none"> ○ physical <ul style="list-style-type: none"> ▪ fine motor ▪ gross motor ▪ fundamental movement skills

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	<ul style="list-style-type: none">▪ growth○ social<ul style="list-style-type: none">▪ relational skills▪ gender▪ culture○ emotional<ul style="list-style-type: none">▪ empathy▪ moral development▪ attachment▪ co-regulation○ language<ul style="list-style-type: none">▪ receptive▪ expressive○ cognitive<ul style="list-style-type: none">▪ executive functioning▪ mathematical thinking▪ schemes○ the interconnected nature of domains• pre-natal development• brain development• typical developmental progression from birth to 6 years in all domains• factors that influence developmental trajectories including:<ul style="list-style-type: none">○ environment○ nutrition○ stimulation○ relationships and interactions○ access to quality education○ socio-economic status○ socio-political influences
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	<ul style="list-style-type: none">• key learning and development theories in line with the relevant learning framework including:<ul style="list-style-type: none">○ developmental theories and learning trajectories○ socio-cultural theories○ socio-behaviourist theories○ critical theories○ post-structuralist theories• types of play where opportunities exist for observing and extending development in each domain• relationship between key aspects of developmental progression and relevant learning framework outcomes, sub outcomes and evidence points• relationship between experiences and pedagogical practices to relevant learning framework outcomes, sub outcomes and evidence points
<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 can be conducted in simulation supported by the use of video case study examples.</p> <p>Assessment must provide access to:</p> <ul style="list-style-type: none">• credible sources of developmental information• credible sources of information on learning trajectories• relevant learning frameworks

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Unit mapping information	Supersedes and is not equivalent to CHCECE035 Support the holistic development of children and CHCECE042 Foster holistic early childhood learning and wellbeing.
Links	