

CHCECEXXX Support play based learning with intentionality

Unit code		CHCECEXXX	
Unit title		Support play-based learning with intentionality	
Unit mapping information		<p>CHECECEXXX Support play in early childhood supersedes and is not/equivalent to CHCECE036</p> <p>Provide experiences to support children’s play and learning</p>	
Modification history	Release	Comments	
		Release 1	
Unit outcomes		<p>This unit describes the skills and knowledge required to plan play-based experiences and <i>curriculum</i> to support children’s learning. It focuses on the intentional selection of resources and scaffolding techniques designed to foster specific developmental domains and learning outcomes.</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> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>	
Knowledge		<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none"> • describe play types and the materials that are associated with these types • outline the connection between developmental domains and different types of play • identify play experiences that can support different stages of play and development • describe pedagogical approaches to support different stages of play and development 	

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Skills	<p>Learners must demonstrate the following skill outcomes:</p> <ul style="list-style-type: none">• based on observations, select play types for children birth to 6 years to promote specific domains of development• choose play materials for children between birth to 6 years that are safe, inclusive and developmentally appropriate• integrate diverse, ethically sourced resources to enhance the complexity of the learning environment• integrate Aboriginal and Torres Strait Islander perspectives within play spaces and pedagogical practices• plan pedagogical practices to scaffold development specific to experiences
Application of Knowledge & Skills	<p>This unit applies to educators who generally work under supervision and use initiative and decision making to interact in ways that promote development and learning. The individual applies knowledge and skills to understand how play types and resources support development in different domains and enable children to progress along the learning trajectory. They integrate knowledge of development for children aged birth to 6 years to select and design experiences, and pedagogical practices to support children's progress along the learning trajectory. By understanding the links between development and selection of resources and practices to scaffold development, educators are able to design play environments that support development of infants, toddlers, and preschoolers.</p>
Pre-requisite unit	Nil

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Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Foundation skills	
Range of conditions	
Assessment Requirements	
Performance evidence	<p>Learners must demonstrate the ability to:</p> <ul style="list-style-type: none"> • identify development and interests from observations of three children and design two play-based learning experiences for each: • select resources according to the developmental goals of the learning experience including the following play types: <ul style="list-style-type: none"> ○ construction or manipulative ○ sensory ○ physically active ○ symbolic or socio-dramatic ○ visual art ○ music ○ literature • for each learning experience, the learner must provide evidence of: <ul style="list-style-type: none"> ○ choosing age-appropriate experiences ○ focusing on play based learning approaches ○ matching developmental goals to align with the age group and the play type chosen ○ aligning pedagogical practices to the planned developmental goals
Knowledge evidence	Learners must demonstrate knowledge of:

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	<ul style="list-style-type: none">• National Quality Standard and related regulations and laws applicable to this unit including:<ul style="list-style-type: none">○ educational program and practice:<ul style="list-style-type: none">▪ responsiveness teaching and scaffolding▪ child directed learning○ physical environment:<ul style="list-style-type: none">▪ upkeep▪ inclusive environment▪ resources that support play-based learning▪ environmental responsibility○ relationships with children:<ul style="list-style-type: none">▪ positive educator to child interactions▪ collaborative learning• relevant learning frameworks including:<ul style="list-style-type: none">○ practices of:<ul style="list-style-type: none">▪ responsiveness to children▪ play based learning and intentionality▪ learning environments▪ cultural responsiveness▪ continuity of learning and transitions▪ assessment and evaluation for learning, development and wellbeing• Early Childhood Australia's statement on play• UN Convention on the Rights of the Child• concepts of play and play theory including:<ul style="list-style-type: none">○ definitions of play
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	<ul style="list-style-type: none">○ benefits of play○ developmental stages, types and categories of play○ schemas○ impact of play on brain development○ theories of play and learning○ nature of play across cultures, history and socio-political contexts● stages of play including:<ul style="list-style-type: none">○ block play stages○ fundamental movement skills across the learning trajectory○ trajectory of symbolic and socio-dramatic play○ drawing stages● resources to support types of play for children from birth to 6 years including for:<ul style="list-style-type: none">○ construction○ manipulative play○ sensory play○ physically active play○ symbolic play○ socio-dramatic play○ creative art○ music and its components including:<ul style="list-style-type: none">▪ singing▪ dancing▪ instruments▪ performance○ literature including:<ul style="list-style-type: none">▪ book choice▪ props▪ puppets
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	<ul style="list-style-type: none">▪ rhyme▪ drama• resource types including<ul style="list-style-type: none">○ commercial○ re-used○ recycled○ small parts○ loose parts○ natural materials○ aesthetics• pedagogical practices that support development during play including:<ul style="list-style-type: none">○ play based pedagogy○ the role of the adult and child in play○ teachable moments○ impact of own personal views on play○ Aboriginal and Torres Strait Islander perspectives in play spaces and pedagogy○ scaffolding play and engagement skills○ modelling play skills○ supporting children's agency○ listening and following children's lead○ asking questions that promote learning and enquiry○ describing children's actions○ opportunities for science, technology, engineering and mathematical learning during other types of play○ opportunities for connections with nature across play types
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	<ul style="list-style-type: none"> ○ drawing children's attention to the use of their senses ○ providing verbal, physical and demonstration support for development of fundamental movement skills ○ modelling symbolic and socio-dramatic play ○ adapting play for differing interests, ages and abilities ○ repertoire of known songs to support spontaneous interactions, transitions, settling and soothing ○ skills for reading with and to children.
<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, preprepared documentation or pre-recorded videos may be used for observation <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
<p>Unit mapping information</p>	<p>supersedes and is not equivalent to CHCECE036 Provide experiences to support children's play and learning</p>
<p>Links</p>	