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# Contents

<b>About this guide</b>	<b>1</b>
<b>Section 1: Unit of competency</b>	<b>3</b>
1.1 Elements of competency and performance criteria	4
1.2 Assessment requirements	8
1.3 Dimensions of competency	11
1.4 Foundation skills	12
1.5 Skill sets	13
1.6 Recognition of prior learning (RPL)	13
1.7 Glossary of terms	15
<b>Section 2: Training requirements</b>	<b>19</b>
2.1 Training and assessment strategy	20
2.2 Training strategies	24
<b>Section 3: Assessment resources</b>	<b>39</b>
3.1 Alternative final assessment	40
3.2 Assessment mapping	45
3.3 Solutions – general guidance	51
3.4 Solutions to practice tasks	52
3.5 Solutions to assessment activities	58
3.6 Solutions to final assessments	72
3.7 Evidence of competency	99
3.8 Assessment records	101
<b>Glossary</b>	<b>115</b>

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## 1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE010 Support the holistic development of children in early childhood* to the unit of competency.

<b>CHCECE010 Support the holistic development of children in early childhood</b>	<b>Where covered in the learner guide</b>
Element 1: Support physical development	Chapter 1: Supporting physical development
1.1 Use daily routines as opportunities to support children to acquire and practise skills	1B Working toward physical development outcomes
1.2 Assist in selecting and arranging equipment that will develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play	1B Working toward physical development outcomes 1C Applying practice to physical development
1.3 Help to create opportunities to support the emerging physical skills of individual children	1A Understanding the principles of physical development 1B Working toward physical development outcomes
1.4 Support children to take increasing responsibility for their own health and wellbeing	1B Working toward physical development outcomes
Element 2: Support social development	Chapter 2: Supporting social development
2.1 Support children to understand and accept responsibility for their own actions appropriate to their level of understanding	2B Working toward social development outcomes 2C Applying practice to social development
2.2 Create opportunities for one-on-one interactions	2B Working toward social development outcomes
2.3 Model care, empathy and respect for children, educators and families	2B Working toward social development outcomes
2.4 Join in play and social experiences with other children	2A Understanding the principles of social development 2C Applying practice to social development

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## 2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

### Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ☐ Details of the training organisation, including the contact person
- ☐ The unit/s of competency to be delivered in the program of study
- ☐ Pathways
- ☐ The learner or target group
- ☐ Delivery mode/s
- ☐ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ☐ Methods of assessment and evidence gathering
- ☐ Program duration and delivery schedule
- ☐ Session locations including workplace assessment information
- ☐ Delivery and assessment staff
- ☐ Assessment validation process

## 2.2 Training strategies

The following training strategies can be used to deliver *CHCECE010 Support the holistic development of children in early childhood*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Supporting physical development	
<b>Suggested time allocation:</b> 12 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<b>Slide nos:</b> 2–16
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE010 Support the holistic development of children in early childhood</i> Chapter 1: Supporting physical development	<ul style="list-style-type: none"> <li>▪ Maturation</li> <li>▪ Learning</li> <li>▪ Milestones</li> </ul>
Suggested training strategies	
<ul style="list-style-type: none"> <li>▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE010 Support the holistic development of children in early childhood</i>. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency.</li> </ul>	

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## 3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE010 Support the holistic development of children in early childhood*.

Part	Element	Performance criteria
A	1, 2, 3, 4, 5	1.3, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 4.1, 4.2, 4.3, 5.2, 5.5, 5.6, 5.7, 5.8
B	1, 3, 4, 5	1.2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8
C	1, 2, 3, 6	1.1, 1.2, 2.4, 3.1, 6.3
D	1, 2, 3, 4, 5, 6	1.4, 2.1, 2.7, 2.8, 2.9, 3.3, 3.7, 4.1, 5.1, 5.9, 6.1, 6.2, 6.4, 6.5, 6.6, 6.7

### Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE010 Support the holistic development of children in early childhood*.

### Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to complete the tasks outlined in Parts A–D and submit responses as directed by your trainer/assessor/training organisation
- To ensure you maintain confidentiality as required.

### Part A

For each of the nine milestones, decide on the following:

- The aspect of development the milestone represents (physical, emotional, cognitive, social or communication)
- The age range of the child when they typically reach this milestone
- An example of an interaction that will encourage development of the milestone skill
- An example of an experience that will encourage development of the milestone skill

## 3.2 Assessment mapping

### Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE010 Support the holistic development of children in early childhood*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18	Activity 1: Part A 1, 2, 3 Part B 2 Activity 3: 1, 2 Activity 4: 1 Activity 5: Part A 1, 2, 3, 4, 5, 6, 7 Part B 1, 2 Activity 6: Part A 1, 2 Part B 1, 2	Part B 1, 2 Part C 1–9 Part D	Part A 1, 2, 3, 4, 5, 6, 7, 8, 9 Part C 1, 2, 3, 4 Part D 1, 2, 3, 4, 5, 6, 7, 8, 9
Observation/demonstration	3, 7, 14	Activity 1: Part B 1 Activity 4: 2 Activity 5: Part A 7 Activity 6: Part A 1	Part A	Part C 1, 2, 3, 4
Case study	2	Activity 2: 1, 2, 3	Part C 1–9	Part A 1, 2, 3, 4, 5, 6, 7, 8, 9 Part B 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 Part D 1, 2, 4, 8, 9
Role-play	5, 7			
Training log, diary or journal				Part C 1, 2, 3, 4

## Self-assessment record

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> CHCECE010 Support the holistic development of children in early childhood <b>Trainer/assessor:</b> <b>Date:</b>		
<b>I can:</b> <ul style="list-style-type: none"> <li>support the development of children in at least three different situations/activities (including different age groups and abilities), including: <ul style="list-style-type: none"> <li>interacting with children to holistically support development and learning appropriate to the child's abilities and age</li> <li>providing a variety of experiences and environments to support the different areas of children's development (including a combination of physical, creative, social, emotional, language and cognitive).</li> </ul> </li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<b>I can:</b> <ul style="list-style-type: none"> <li>perform the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I understand:</b> <ul style="list-style-type: none"> <li>code of ethics.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I understand:</b> <ul style="list-style-type: none"> <li>United Nations Convention on the Rights of the Child.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	