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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 *CHCECE011 Provide experiences to support children's play and learning* to the unit of competency.

CHCECE011 Provide experiences to support children's play and learning	Where covered in the learner guide
Element 1: Create an environment for play	Chapter 1: Creating an environment for play
1.1 Assist in the provision of areas, resources and materials for different kinds of play	1A Understanding the values of play 1C Providing for play
1.2 Set up a safe environment that is non-threatening, challenging, stimulating and promotes a sense of belonging	1B Supporting identity 1C Providing for play
1.3 Assist in the provision of unhurried opportunities for both group and individual play activities and experiences indoors and outdoors	1C Providing for play
Element 2: Support children's play and learning	Chapter 2: Supporting children's play and learning
2.1 Engage children in discussion (as appropriate) of their play and learning	2A Engaging in play
2.2 Use routines to undertake intentional teaching and seek opportunities for spontaneous learning	2A Engaging in play
2.3 Use experiences, resources and materials flexibly to meet children's individual preferences and to prompt extensions of play	2B Meeting play needs
2.4 Assist children to participate in a variety of experiences and to choose those which support their competency and confidence	2A Engaging in play 2B Meeting play needs 2C Offering play choices
2.5 Demonstrate respect for children's choice not to participate and encourage participation where an experience is new or unknown	2C Offering play choices
Element 3: Facilitate children's play, learning and physical activity	Chapter 3: Facilitating children's play, learning and physical activity

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 *CHCECE011 Provide experiences to support children's play and learning*. 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: Creating an environment for play	
Suggested time allocation: 12 hours Suggested resources: <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	Slide nos: 2–17
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE011 Provide experiences to support children's play and learning</i> Chapter 1: Creating an environment for play	<ul style="list-style-type: none"> ▪ Identity ▪ Belonging ▪ Pedagogy ▪ Parallel play ▪ Associative play ▪ Cooperative play ▪ Inclusion
Suggested training strategies	
<ul style="list-style-type: none"> ▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE011 Provide experiences to support children's play and learning</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. 	
<ul style="list-style-type: none"> ▪ 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. 	
<ul style="list-style-type: none"> ▪ 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. 	
<ul style="list-style-type: none"> ▪ 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. 	

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 *CHCECE011 Provide experiences to support children's play and learning*.

Part	Element	Performance criteria
A	1, 2, 3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.5
B	1, 2, 3	1.1, 1.2, 2.2, 2.4, 2.5, 3.2, 3.3, 3.4, 3.5

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE011 Provide experiences to support children's play and learning*.

Requirements

To complete this assessment activity, you need:

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

Part A

Read the case study, then answer the questions that follow.

Case study

Radha is preparing an indoor and outdoor space for 3–5-year-olds. The spaces are designed to promote and facilitate play in a safe environment.

Radha chooses to set up three stations inside:

- A table for craft activities, including clay, play dough, painting, drawing and collage using natural materials
- A toy area with wooden blocks, LEGO, construction toys, a miniature kitchen, dolls and doll's house, a toy circus and puppets
- A quiet corner with cushions to sit on, books, and puzzles

Outside, Radha sets up three stations:

- A sand pit close to a tap, with buckets, spades and construction toys
- A moveable obstacle course
- A garden bed for planting and digging

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 *CHCECE011 Provide experiences to support children's play and learning*.

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

Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments:** where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment for learning
- **summative assessment:** where assessment is an exercise or simulation at the end of the learning process – also known as assessment of learning.

Evaluating evidence

The following steps may help you evaluate evidence.

Step 1: Evidence is gathered.

Step 2: Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

Step 3: Evidence meets the full requirements of the unit/s of competency.

Step 4: The assessment process is valid, reliable, fair and flexible.

Step 5: The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.

Self-assessment record

Institution: Candidate's name: Unit of competency: CHCECE011 Provide experiences to support children's play and learning Trainer/assessor: Date:		
<p>I can:</p> <ul style="list-style-type: none"> ▪ set up a safe environment on at least three occasions (including at least one indoor and one outdoor), including: <ul style="list-style-type: none"> - demonstrating effective selection and placement of equipment and resources, with consideration for safety of the children - guiding and facilitating individual children's play and learning experiences, including allowing for children to make decisions - creating an environment that allows for individual and collaborative experiences - providing a range of experiences to stimulate children and aid learning, including those that allow exploration of natural materials, environments and experiences. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<p>I understand:</p> <ul style="list-style-type: none"> ▪ how to access: <ul style="list-style-type: none"> - the National Quality Framework - the National Quality Standards - the relevant approved learning framework. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I understand:</p> <ul style="list-style-type: none"> ▪ how to navigate through framework and standards documents to find areas relevant to this unit of competency. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	