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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 *CHCPR502D Organise experiences to facilitate and enhance children's development* workbook to the unit of competency.

<b>CHCPR502D Organise experiences to facilitate and enhance children's development</b>	<b>Where covered in the learner workbook</b>
<b>Element 1: Establish an environment that can foster children's development</b>	<b>Chapter 1: Establishing an environment that fosters children's development</b>
1.1 Provide opportunities for children to plan and/or modify their environment	1.1 Encouraging children to plan and modify their environment
1.2 Design environment to accommodate all aspects of children's development and curiosity	1.2 Designing an environment that accommodates children's development and curiosity
1.3 Design environment to provide children with a choice of experiences	1.3 Designing an environment to provide choice
1.4 Implement strategies to engage children in activities, especially those who have difficulty entering or exiting situations	1.4 Implementing strategies to engage children
1.5 Provide materials that capture attention, stimulate response and engage children	1.5 Providing materials that capture attention, stimulate a response and engage children
<b>Element 2: Provide creative and challenging opportunities which stimulate learning and development of the child</b>	<b>Chapter 2: Providing creative and challenging opportunities that stimulate learning and development</b>
2.1 Encourage the child to gain skill and competence by persevering with a developmentally significant activity	2.1 Encouraging perseverance

<b>Communication</b>	<b>Teamwork</b>	<b>Problem-solving</b>	<b>Initiative and enterprise</b>	<b>Planning and organising</b>	<b>Self management</b>	<b>Learning</b>	<b>Technology</b>
Listening and understanding	Working as an individual and a team member	Developing practical and creative solutions to workplace problems	Adapting to new situations	Collecting, analysing and organising information	Being self-motivated	Being open to learning new ideas and techniques	Using technology and related workplace equipment
Speaking clearly/directly	Working with diverse individuals and groups	Showing independence and initiative in identifying problems	Being creative in response to workplace challenges	Using organisation systems for planning and organising	Articulating own ideas and vision	Learning in a range of settings including informal learning	Using technology to organise data
Reading and interpreting workplace-related documentation	Applying knowledge of own role as part of a team	Solving problems individually or in teams	Identifying opportunities that might not be obvious to others	Being appropriately resourceful	Balancing own ideas and values with workplace values and requirements	Participating in ongoing learning	Adapting to new technology skill requirements
Writing to address audience needs	Applying teamwork skills to a range of situations	Applying a range of strategies in problem-solving	Generating a range of options in response to workplace matters	Taking initiative and making decisions within workplace role	Monitoring and evaluating own performance	Learning in order to accommodate change	Applying OHS knowledge when using technology
Interpreting the needs of internal/external clients	Identifying and utilising the strengths of other team members	Using numeracy skills to solve problems	Translating ideas into action	Participating in continuous improvement and planning processes	Taking responsibility at the appropriate level	Learning new skills and techniques	Applying technology as a management tool
Applying numeracy skills to workplace requirements	Giving feedback, coaching and mentoring	Testing assumptions and taking context into account	Developing innovative solutions	Working within or establishing clear work goals and deliverables		Taking responsibility for own learning	
Establishing and using networks		Listening to and resolving concerns in relation to workplace issues		Determining or applying required resources		Contributing to the learning of others	
Sharing information		Resolving client concerns relative to workplace responsibilities		Allocating people and other resources to tasks and workplace requirements		Applying a range of learning approaches	
Negotiating responsively				Managing time and priorities		Participating in developing own learning plans	
Persuading effectively				Adapting resource allocations to cope with contingencies			
Being appropriately assertive							
Empathising							

## **Section 2:**

# **Training requirements**



To comply with AQTF requirements, RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

Section two contains the following information:

- 2.1 Training and assessment strategy
- 2.2 Delivery plans

The delivery plans are available electronically as Word files and PowerPoint slides.

Topic: Planning, implementing and evaluating developmentally appropriate experiences	
<p><b>Suggested time allocation:</b> 30 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul> <p><b>Slide nos:</b> 23–35</p>	 
Recommended reading	Terminology checklist
<p>Aspire workbook <i>CHCPR502D Organise experiences to facilitate and enhance children's development</i>:</p> <ul style="list-style-type: none"> <li>▪ Chapter 3: Planning, implementing and evaluating developmentally appropriate experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observations</li> <li>▪ Inclusive</li> <li>▪ Consultation</li> <li>▪ Feedback</li> <li>▪ Diversity</li> <li>▪ Scaffolding</li> <li>▪ Holistic</li> </ul>
Suggested training strategies	
<ul style="list-style-type: none"> <li>▪ Observation is a crucial element in the provision of quality child care and the basis for developing appropriate programs for children. To be useful, observation should be a planned and methodical process. In section 3.1 of the workbook, learners are introduced to the strategies they can use to apply quality management practices to observation systems. Lead a group discussion where learners collaborate to agree on the key characteristics of systematic observation. Learners should use the information in the workbook and the Internet to identify the key characteristics of systematic observation. Have learners make a mind map where they identify the advantages to the centre's stakeholders when the centre adopts a systematic quality approach to observation. It is important that learners understand the link to the quality standards required of the centre by the NCAC. Learners should access printed or electronic versions of the relevant quality practices guide.</li> <li>▪ A key responsibility for carers is to collect high-quality information about children regarding their skills development to help plan a program that supports their needs. Learners should make a mind map activity where they identify the sources of information about children that are available to carers, the type of information they can provide and how they would access that information. Debrief this activity by asking learners to reflect on the issues they might encounter as they attempt to use the sources listed on their mind map. They might suggest privacy policies, partnering with families who do not speak English as their first language, or where carers have inadequate training to complete forms and templates.</li> </ul>	

### 3.1 Alternative final assessment

The following activity forms part of your assessment of competency. 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 activity has been designed for all learners to complete.

#### Part A

You are to select one learning environment within the childcare centre. You are to evaluate the environment and prepare a report where you describe the:

- purpose of this learning space, its location in relation to the remainder of the childcare centre
- age and stage of development of children who use this learning space
- experiences that are currently implemented in this space
- resources that are available to the children
- strategies that are currently implemented to promote an appreciation of cultural diversity.

Prepare a report where you record your evaluation about how this learning environment facilitates the children's play and development. You must include specific recommendations of the changes or innovations that could be made to this environment that will promote the further development of children's curiosity, emerging skills and social competence. You will need to outline the resources and materials that will be needed to enhance this environment and reflect the cultural diversity of the centre's wider community.

Your trainer will be able to help you plan the layout and format for your report. They will also advise you in regard to word-length; however, you can expect that your report will be approximately 1500 words.

7. The learner must have submitted a portfolio of the various evidence and documents that they relied on to complete this part of the assessment activity.

## **Assessment activity 4**

### **Part A**

Answers may vary. The learner should have made reference to the following.

1. Recognition is an emotional and psychological necessity for most people. Children develop this need intuitively and use acknowledgment as a form of steering mechanism for their development. The acknowledgment provided by parents further influences the child's own values, beliefs, and interests (Maccoby, 1980). Carers should be aware of the range of strategies they can use for positive reinforcement such as a smile; encouraging remarks; constructive feedback about a specific task the child has done or a skill they have achieved; rewards; preparing a portfolio of their work and displaying their work. It is also important to recognise the negative impact that an insincere, critical or qualified remark may have.
2. Childhood is about trial and error and education is about limiting the amount of error required to learn something new. The carer's role is to facilitate a safe and nurturing environment that allows for trial of new experiences and learn what is and isn't acceptable or safe.

One of the best ways to ensure that children choose activities that support aspects of their development is by providing the right opportunities. If the activities that you implement have been designed to meet the individual child's needs, then encouraging them to choose the right type of activities should be straightforward. When encouraging the child it is important carers:

- give simple choices
  - use consultative questioning to establish their interests in the design of activities
  - listen to and acknowledge the child's opinions and ideas.
3. Creating a balanced program that covers all aspects of development is essential. While a child may express interest in a creative activity like drawing or music, it is important to provide other stimuli such as physical, sensory and social activities so all areas of the child's development are challenged.

While providing activities that apply to each aspect of child development, carers should consider how the child will react to variety. Providing simple choices is effective for directing behaviour, but what if carers want to allow the child to choose the activity each time (as is the practice in many centres in Australia)? Will they

## 3.5 Assessment mapping

### Methods of assessment mapped to the workbook

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 CHCPR502D *Organise experiences to facilitate and enhance children's development* learner workbook.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	8, 11, 13	Activity 1 Activity 2 Activity 3 Activity 4	Part B	
Observation/demonstration	1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 23, 25, 26, 27, 28	Activity 1 Activity 2 Activity 3 Activity 4	Part A	
Case study	1, 3, 6, 10, 12, 13, 19, 26	Activity 1 Activity 2 Activity 3 Activity 4	Part B	
Role-play	3			
Training log, diary or journal	4, 6	Activity 1		



## Pre-assessment checklist

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> <i>CHCPR502D Organise experiences to facilitate and enhance children's development</i> <b>Trainer/assessor:</b> <b>Date:</b>	
Checklist	Tick and/or provide comments
Talked to the candidate about the purpose of the assessment	
Explained the unit of competency	
Discussed the various methods of assessment	
In consultation with trainer/assessor, the candidate selected the following assessment methods: <input type="checkbox"/> question/answer <input type="checkbox"/> observation/demonstration <input type="checkbox"/> case study <input type="checkbox"/> role-play <input type="checkbox"/> training log, diary or journal <input type="checkbox"/> portfolio, reports, work samples <input type="checkbox"/> third-party reports.	
Discussed the assessment environment and process.	When will assessment occur? _____  Where will assessment occur? _____ _____  Who will assess the candidate? _____

# Appendix:

## Sample assessment records

### Pre-assessment checklist

<b>Institution:</b> Bentley Training College <b>Candidate's name:</b> Helen Frederickson <b>Unit of competency:</b> CHCCS411A Work effectively in the community sector <b>Trainer/assessor:</b> Janet Johnson <b>Date:</b> 01/10/2010	
Checklist	Tick and/or provide comments
Talked to the candidate about the purpose of the assessment	Explained to Helen that the purpose of this assessment is to collect evidence to determine her ability to perform to the expected workplace standards when working effectively in the community sector.
Explained the unit of competency	Discussed the community sector with Helen. Talked about the competency in terms of: <ul style="list-style-type: none"> <li>▪ working ethically</li> <li>▪ communicating effectively</li> <li>▪ working effectively in community services</li> <li>▪ committing to the values and philosophy of the sector</li> <li>▪ maintaining work standards</li> <li>▪ developing skills and reflecting on personal practice.</li> </ul>
Discussed the various methods of assessment	Explained to Helen the methods of assessment may include: <ul style="list-style-type: none"> <li>▪ question/answer</li> <li>▪ observation/demonstration</li> <li>▪ case study</li> <li>▪ role-play</li> <li>▪ training log, diary or journal</li> <li>▪ portfolio, reports, work samples</li> <li>▪ third-party reports.</li> </ul>

# Glossary

This glossary explains common terminology used in the industry and in this trainer's and assessor's guide.

**Access and equity:** Applying access and equity principles to training and assessment means meeting the individual needs of learners without discriminating in terms of age, gender, ethnicity, disability, sexuality, language, literacy and numeracy level, etc.

**Assessment:** Assessment means collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms the learner can perform to the expected workplace standard, as outlined in the units of competency.

**Assessment mapping:** Assessment mapping ensuring assessments meet the requirements of the unit/s of competency through a process of cross-referencing.

**Assessment records:** Assessment records are the documentation used to record the learner's evidence of competency.

**Assessment tools:** Assessment tools are the instruments and procedures used to gather, interpret and evaluate evidence.

**AQTF:** The AQTF is the Australian Quality Training Framework.

**AQTF standards:** The AQTF standards are national standards designed to ensure high-quality training and assessment outcomes.

**Authentic:** Authentic is one of the rules of evidence. It means the learner's work and supporting documents must be genuinely their own.

**Competency:** Competency relates to the learner's ability to meet the requirements of the unit/s of competency in terms of skills and knowledge.

**Critical aspects of assessment:** The critical aspects of assessment outline the skills and knowledge that are essential for competency.

**Current/currency:** Currency is one of the rules of evidence. It means ensuring the learner's skills and knowledge are up to date.

**Delivery plans:** Delivery plans are lessons plans that guide the process of instruction for trainers.

**Dimensions of competency:** The dimensions of competency relate to all aspects of work performance. There are four dimensions of competency: task skills, task management skills, contingency management skills and job/role environment skills.

# References

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