

Welcome to:

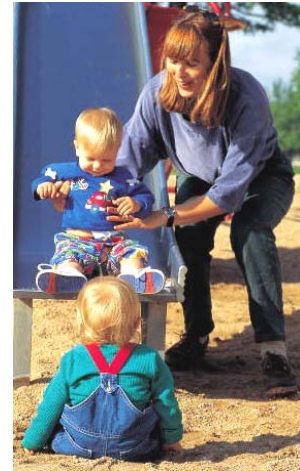
Child Development: Preschool

These learning materials have been designed to assist you to achieve your Children's Services qualification.

When you have completed these materials

You should be able to demonstrate an understanding about:

- How the background, interests and abilities of a child make them unique individuals
- Significant developments and milestones that are achieved by children during the preschool years
- Using observation as a basis for gathering information about children's development
- Applying child development knowledge and other guidelines such as Quality Assurance to provide experiences which support the development of preschool aged children.



About the Learning Materials

Your training organisation will have introduced you to the Australian Qualification Framework (AQF), Training Packages, Competency Based Training and Units of Competency.

These Learning Materials relate to competencies at AQF level III.

These Learning Materials have been designed to assist you to gain new knowledge and skills or extend your existing knowledge and skills to achieve a Children's Services qualification.

You will be assisted to achieve competency by reading, completing written and practical tasks, talking to colleagues and reflecting on your practice.

Assessment of Competence

Each Unit of Competency is divided into:

- Elements that describe the tasks and responsibilities normally associated with the work role
- Performance Criteria are linked to each element and describe the required standard of performance

Details of Competencies, Elements and Performance Criteria are listed at the back of each Learning Guide.

You are assessed as C (Competent) or NYC (Not Yet Competent)

To be assessed as Competent you must demonstrate the skills and knowledge specified for each competency.

A student assessed as Not Yet Competent has an opportunity to be reassessed.

Competencies, Elements, Performance Criteria and Critical Aspects of Assessment are listed at the back of each Learning Guide.

Assessment strategies and assessment tasks are detailed in the Assessment Booklet for each Set of Learning Materials.

Using the Learning Materials

You should look through the Learning Guide and Assessment Booklet to get an overview of the topics to be covered and familiarise yourself with the assessment tasks.

The Learning Guide

You will notice that the Learning Guide is divided into sections which focus on particular topics and Units of Competency.

To gain an overview of the skills and knowledge related to the competencies and have an opportunity to check your existing skills and knowledge, go to the Assessment Booklet and complete:



“Check Your Skills and Knowledge”

When you have completed the “Check Your Skills and Knowledge” it is time to begin at Section 1 in the Learning Guide. As you read, keep in mind what you need to do to be assessed as competent.

At the end of each section you will find:

Section Summary



Take a break and review what you have learned so far.

Complete Assessment Tasks for Section 1

You should go to the Assessment Task Booklet and complete the tasks for the Section.

The Assessment Booklet

The Assessment Booklet details tasks designed to reinforce information presented in the Learning Guide and give you the opportunity to check your knowledge and understanding.

The workplace tasks and practical projects also give you the opportunity to demonstrate how you apply your knowledge to workplace practice. Assessment tasks help you demonstrate Critical Aspects of Competence.

You do not need any other resources to successfully complete your studies. However, extra references have been included if you wish to extend your studies.

Community Services National Training Package

CHC02

Children's Services

LEARNING GUIDE

Child Development: Preschool

This Learning Guide relates to CHC02 National Community Services (Children's Services) Training Package Unit/s of Competency:

CHCFCIC Support the development of children in the service



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SAMPLE

SECTION 1

The Preschool Years – An Overview



This section of the Learning Guide relates to:

CHCFC1C Support the development of children in the service

Element/s:

1. Support the development of children within the relevant age group

This Learning Guide explores the knowledge and skills carers need to support the learning and development of pre-school aged children.

For many children, enrolling in an early childhood program is their first independent experience outside the family. Learning how to behave in a socially acceptable way, developing self control and interacting positively with peers are major developmental challenges for pre-schoolers.



The uniqueness of each child and their cultural context means that although children grow, behave and develop in a recognized sequence, the age at which individual children reach developmental milestones varies enormously. As children become more skilful and independent, the role of the adult shifts from an emphasis on meeting the physical and emotional needs of children, to promoting learning and development through play and exploration.

Programs which facilitate independent exploration, self-help skills and social skills continues to be an important role for the carer. Pre-school children are 'hands on' learners. Preschoolers need opportunities that are creative and challenging, and which allow them to practise and refine existing skills.

Quality systems include a range of principles focused on the provision of planned programs to support the development of children within a service.

**QUALITY
ASSURANCE**

QIAS

Quality Area 4: Children's Experiences and Learning states:

Principle 4.1: Staff encourage each child to make choices and participate in play.

Principle 4.2: Staff promote each child's ability to develop and maintain relationships

Principle 4.3: Staff promote each child's problem solving and mathematical abilities.

Principle 4.4: Staff promote each child's language and literacy abilities

Principle 4.5: Staff promote each child's enjoyment of and participation in the expressive arts.

Principle 4.6: Staff promote each child's physical abilities.

FDCQA

Quality Area 3 Children’s Experiences, Learning and Development states:

- Principle 3.1:** Carers respond to the needs, interests and abilities of all children in ways that support learning in a home environment.
- Principle 3.4:** Carers and coordination staff promote resilience and social competence in all children.
- Principle 3.5:** Carers and coordination staff promote physical competence in all children
- Principle 3.6:** Carers and coordination staff foster all children’s, language, literacy, curiosity, mathematical thinking and scientific exploration.
- Principle 3.7:** Carers and coordination staff support all children’s creative expression.

OSHCQA

Quality Area 4; Programming and Evaluation states:

- Principle 4.2:** Programming caters for the needs, interests and abilities of all children
- Principle 4.3:** Staff work collaboratively with children to plan and implement experiences

Quality Area 5: Play and Development states:

- Principle 5.1:** Programs encourage children to initiate and participate in play and recreational experiences.

Source: National Childcare Accreditation Council. www.ncac.gov.au

Unique Individuals

All quality assurance systems emphasise the importance of taking into account a child’s individual needs and strengths as well as the child’s family and cultural context.

FACTORS WHICH INFLUENCE DEVELOPMENT

① Too Grown up

Clare, 4.3yrs, has a twin sister, Rose, and a two year old brother, Roan. Clare’s parents live in a small rented apartment and are saving for a deposit for a new home.

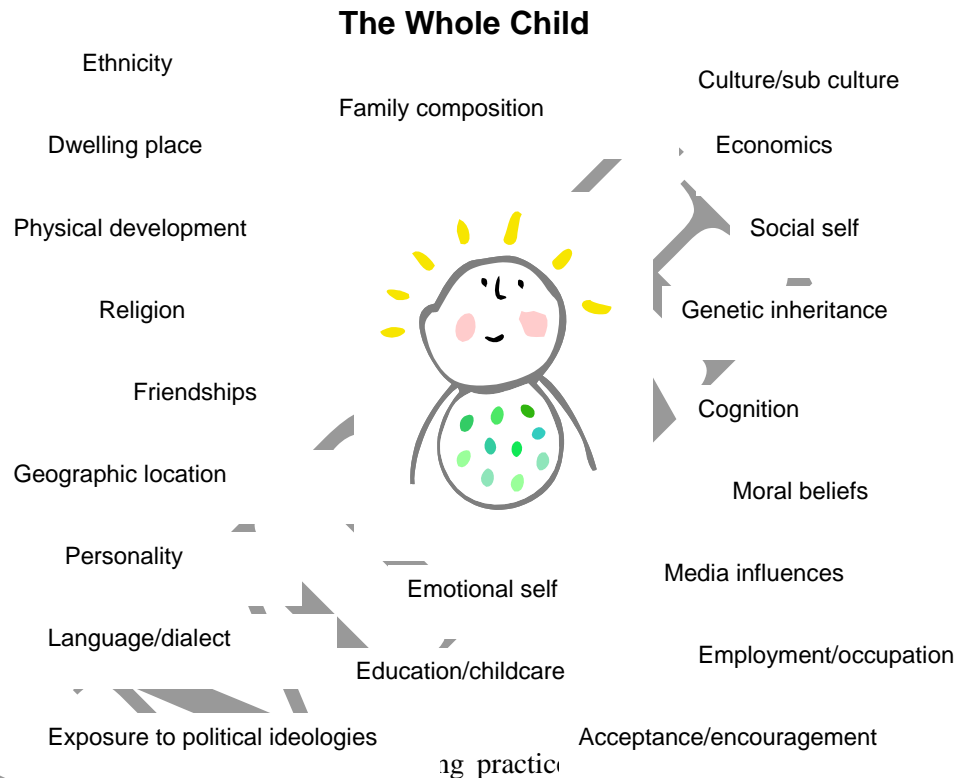
Rose has cerebral palsy and requires quite intensive physical support. Rose attends a special program 3 days per week and Clare attends preschool 2 days per week.

Clare has learned to be very self-sufficient and her mother often relies on her to ‘help’ with Rose and Roan. Clare likes to spend time in her built-in wardrobe, where she can hide from her siblings. She sits in the wardrobe and reads her books or talks to her doll.

Clare loves going to preschool. She spends a lot of her time playing in home corner and reading books. She is quite shy around other children but has made a special friend in Owen, who is also a quiet, shy child.

Clare’s carers report to her mother that she is an extremely bright child who enjoys individual challenges such as complex puzzles or sorting objects by multiple attributes.

During the preschool years, development in all areas progresses until a child has the knowledge, abilities and skills necessary for the next major challenge of childhood – beginning formal school. Development can be influenced by many factors. You will recall from the concept of ‘the whole child’, which describes the factors that contribute to the child’s overall development. These influencing factors will vary in intensity from child-to-child and situation-to-situation.



illness, death of a primary carer, the presence of a chronically ill sibling or a sibling with a disability can also impact on children’s development.

Development in the preschool years will also be influenced by how the child responds to individual life experiences such as: the commencement or continuation of formal early childhood services, the birth of a sibling, separation mum and dad, coping with disappointment, and in particular how the child responds to the continual socialisation process.

Not only is it essential to take into account both the factors that influence child development, it is also important to take into account the basic principles of development, particularly how one area of development will impact on all others areas of development.

During the preschool years carers may see a wide variation in developmental levels. This is not only due to the age difference between 3 and 5-year-olds, but also individual rates of development within this period.

This Learning Guide builds on what you already know about child development and how children learn.

**CHILD
DEVELOPMENT
KNOWLEDGE**

Child Development: Preschool

SAMPLE ASSESSMENT TASKS

These Assessment Tasks relate to CHC02 Community Services (Children's Services)
National Training Package Unit/s of Competency:

CHCFC1C Support the development of children in the service

Student's Name: _____ Student's ID Number: _____

Declaration: The material contained in these tasks is my own work. Signature: _____ Date: _____

The student was assessed as: **COMPETENT** **NOT YET COMPETENT**

For work deemed "Not Yet Competent" the student has been provided with written feedback on the Request to Re-Submit Assessment form. The assessment may be re-submitted for reassessment.

The student has been provided with feedback on these assessment tasks.

Name of Assessor: _____

Signature: _____

Date: _____



Office Use Only

Date Received:

Date Returned:

ASSESSMENT STRATEGY

Formative Assessment for the competency/s related to this Learning Guide consists of Assessment Tasks which include, self assessment exercises, workplace scenarios, short answer questions, workplace tasks, multiple choice.

Summative Assessment for the competency/s consists of successful completion of the Assessment Task "Putting it All Together".

DEMONSTRATING COMPETENCY


To demonstrate competence you must complete all tasks. Each task is linked to specific competency element/s or critical aspects of assessment.

CUSTOMISING ASSESSMENTS

Students may negotiate to customise assessment tasks to meet their individual needs in relation to workplace setting, interests, learning style, literacy or cultural background. The original integrity of the assessment must be maintained.

ASSESSMENT

When you have completed all assessment tasks, complete the information at front of the Booklet and return it to the College for assessment. You will be provided with feedback and assessed as Competent or Not Yet Competent. If you are assessed as Not Yet Competent you will have an opportunity to be reassessed.


"Check Your Skills and Knowledge"

Use the following checklist to think about the areas you need to learn about or improve, to be assessed as competent.

Tick the column that you feel most closely matches your existing performance.

Unit of Competency <i>CHCFC1C Support the development of children in the service</i>	New Knowledge/ Skills	I have some knowledge and skill but need more to do this	I know how to do this and why it should be done
<i>Element 1: Support the development of children within the relevant age group</i>			
• Encouragement is provided for each child's own level of performance			
• Language used is at an appropriate level of complexity and friendliness			
• Communications initiated with the child are relevant to the child's interests and capabilities			
• Expectations of the child's behaviour are appropriate to their stage of development			
• Any behaviour management strategies used are appropriate to the child's level of understanding			
• The amount of assistance provided reflects the developmental capabilities of the child			
• The type of assistance provided fosters the development of autonomy			
• Communication initiated by children is respected, responded to and followed up			
<i>Element 2: Support the physical development of children within the relevant age group</i>			
• Daily routines are used as opportunities to acquire and practice skills			
• Equipment, games and toys are made accessible which will develop skills			
<i>Element 3: Support the social development of children within the relevant age group</i>			
• Celebrations of special occasions which are culturally appropriate are supported			
• Opportunities for one to one, small group and larger group interaction are provided			
• Appropriate communication is modelled to children			
• Diversity is acknowledged, valued and respected in the way workers talk about children and to children			



Assessment Tasks for Section 1

The Preschool Years – an Overview

These Assessment Tasks relate to:

CHCFC1C support the development of children in the service

Element/s:

1. Support the development of children within the relevant age group

These tasks relate to the Critical Assessment Criteria and the Essential Knowledge and Skills related to the following Unit/s of Competence.

Child Study

Part of the assessment for the competencies related to this Learning Guide requires you to observe two children during play.



When you see this icon go to the **Child Study Section** at the back of this Assessment Booklet.



ASSESSMENT TASK 1.1: “Overview of Development”

QA systems include statements that refer to the importance of taking into account the diversity of children’s backgrounds. Refer to the Whole Child diagram on page 3 of the Learning Guide.

1. Todd (3.9yrs) has a severe articulation problem that makes him very difficult to understand. How might Todd’s speech problem impact on or influence other areas of his development?



2. Go to the **Child Study Section** at the back of this Assessment Book to complete this task.



Assessment Tasks for Section 2

Physical Development

These Assessment Tasks relate to:

CHCFC1C Support the development of children in the service

Element/s:

1. Support the physical development of children within the relevant age group



ASSESSMENT TASK 2.1: "Physical Development"

1. For this task you should refer to the following scenarios in the Learning Guide, Imran (p.7), Jacob (p.7) and Carla (p.8).

Read each scenario and identify whether the child's development has been specifically influenced by maturation, heredity, or the child's environment.

Imran: Specific influence: _____

Jacob: Specific influence: _____

Carla: Specific influence: _____

2. Complete the following sentences:

a) Gross motor development is: _____

Examples of gross motor skills: _____

b) Fine motor development is: _____

Examples of fine motor skills: _____

3. For each experience indicate whether the child is developing fine motor, gross or a combination of both.

Experience	Fine Motor	Gross Motor	Combination
a. Threading with large wooden beads			
b. Finger painting on a large table			
c. Throwing a bean bag at a target			
d. Drawing with felt-tip pens			
e. Digging in the dirt patch			