



# CATAPULT

## CHCECE048

Plan and implement children's education and care curriculum

### Unit/Assessment Mapping (Extract)

**NOTE:** This is a sample only. This cover page is not included in Catapult Smallprint's printed books.

This Unit/Assessment Mapping extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCECE048.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/CHCECE048/>

## Unit mapping

### KQ: Knowledge questions

P : Project

KQ

P

OR

OR: Observation report

### Elements and performance criteria

#### 1 Seek information to inform curriculum design

1.1	Seek feedback from colleagues, children and families on current curriculum and learning environments using formal and informal communication methods	Q 1.1.a, Q 1.1.b	YES
1.2	Identify and reflect on how the practices, resources philosophy and policies of the service may impact curriculum design and adaptation	Q 1.2.a, Q 1.2.b, Q 1.2.c	YES
1.3	Establish current strengths and goals for improvement from information gathered	Q 1.3.a, Q 1.3.b, Q 1.3.c	YES

#### 2 Design curriculum

2.1	Identify and access information from observations and analysis that will inform design	Q 2.1	YES
2.2	Clarify specific objectives, learning environments and educator roles using the approved framework's learning outcomes, principles and practices	Q 2.2.a, Q 2.2.b	YES
2.3	Design curriculum and environments that foster holistic learning and provide continuity of learning and transitions	Q 2.3.a, Q 2.3.b	YES
2.4	Provide the opportunity for scaffolding learning and development	Q 2.4	YES
2.5	Integrate a balance between child-initiated and educator-led learning	Q 2.5	YES
2.6	Plan monitoring and assessment of children's learning consistent with principles and practices of the approved framework and allow for planned and unplanned experiences	Q 2.6.a, Q 2.6.b	YES
2.7	Document the curriculum according to service guidelines and the requirements of the National Quality Framework	Q 2.7	YES

**KQ: Knowledge questions****P : Project****KQ****P****OR****OR: Observation report****3 Implement curriculum**

3.1	Identify and access required materials for learning opportunities	Q 3.1	YES
3.2	Set up the physical environment according to requirements of the learning experiences, ensuring accessibility for all children	Q 3.2.a, Q 3.2.b	YES
3.3	Use techniques and intentional teaching to co-construct meaning with children and ensure there are sustained interactions	Q 3.3.a, Q 3.3.b, Q 3.3.c	YES
3.4	Provide opportunities for children's collaborative learning	Q 3.4	YES
3.5	Scaffold learning in ways that support children's development over time	Q 3.5.a, Q 3.5.b	YES
3.6	Identify spontaneous teachable moments as they occur and use them to build on children's learning	Q 3.6	YES
3.7	Model and promote positive learning dispositions	Q 3.7.a, Q 3.7.b, Q 3.7.c	YES

**4 Evaluate teaching and learning**

4.1	Monitor children's learning and use critical reflection of outcomes and own pedagogical practices for continuous refinement	Q 4.1.a, Q 4.1.b	YES
4.2	Identify and use opportunities to share information and gather feedback from colleagues, families and children	Q 4.2	YES
4.3	Use and expand on children's ideas and skills to refine curriculum	Q 4.3.a, Q 4.3.b	YES
4.4	Evaluate and critically reflect on planned and unplanned teaching and learning, in the context of the approved frameworks	Q 4.4.a, Q 4.4.b	YES
4.5	Make evaluation a regular collaborative activity, and document outcomes according to service guidelines	Q 4.5.a, Q 4.5.b	YES
4.6	Use evaluation outcomes to influence the design of future curriculum	Q 4.6	YES

## KQ: Knowledge questions

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### Knowledge evidence

Requirements of the following National Quality Standard and related regulations and laws applicable to this unit including:

- children's health and safety Q 2.2.a,
- collaborative partnerships with families and communities Q 2.2.b
- educational program and practice
- physical environment
- relationships with children

The pedagogy of the approved learning framework and related current and emerging thinking Q 2.2.a,  
Q 2.2.b

How and why a service might have or develop a specific philosophy and the potential impact on curriculum design Q 1.2.a,  
Q 1.2.b,  
Q 1.2.c

Stages of the curriculum planning cycle and how to manage that cycle:

- collecting information Q 1.1.a,  
Q 1.1.b,
- questioning/ analysing information Q 1.3.a,  
Q 1.3.b,
- planning Q 1.3.c,
- implementation Q 2.1,  
Q 2.3.a,
- review and reflection Q 2.3.b,  
Q 4.6

Strategies for curriculum planning:

- linking the collection and analysis of information to planning for each child's play and learning Q 1.1.a,  
Q 1.1.b,  
Q 2.1,
- using the approved learning framework to inform plans with appropriate links to the principles, practices and learning outcomes incorporating Q 2.2.a,  
Q 2.2.b,  
Q 2.3.a,
- consultation, collaboration and communication: Q 2.3.b,  
Q 2.6.a,  
Q 2.6.b,  
Q 2.7,  
Q 3.3.a,  
Q 3.3.b,  
Q 3.3.c,  
Q 3.4,  
Q 4.2,  
Q 4.5.a,  
Q 4.5.b
  - children
  - families
  - other educators
  - communities relevant to the children, families and service
- planning environments, opportunities and experiences
- using daily interactions to promote play and learning
- planning intentional teaching strategies
- documenting curriculum
- developing monitoring and assessment strategies and tools

**KQ: Knowledge questions****P : Project****KQ****P****OR****OR: Observation report**

Strategies for curriculum implementation:	Q 1.1.a, Q 1.1.b, Q 2.2.a, Q 2.2.b, Q 3.2.a, Q 3.2.b, Q 3.3.a, Q 3.3.b, Q 3.3.c, Q 3.5.a, Q 3.5.b, Q 3.6, Q 3.7.a, Q 3.7.b, Q 3.7.c, Q 4.3.a, Q 4.3.b
■ using the learning framework to guide the way plans are put into practice	
■ collaborating with children, families, educators and relevant communities	
■ creating opportunities and environments that support play and learning	
■ actively engaging with children to support and co-construct learning	
■ modelling positive learning dispositions	
■ using professional judgment to vary plans in response to children's needs and emerging interests	
The need for multiple perspectives and how educators can encourage and support collaborative critical reflection in the service	Q 4.2, Q 4.5.a, Q 4.5.b
Critical reflection:	Q 4.1.a, Q 4.1.b, Q 4.4.a, Q 4.4.b, Q 4.5.a, Q 4.5.b, Q 4.6
■ what is critical reflection	
■ why and how educators use critical reflection	
■ what makes for meaningful critical reflection	

**KQ: Knowledge questions****P : Project****KQ****P****OR****OR: Observation report****Performance evidence**

Plan, document and implement a curriculum that incorporates development and learning for:

- three individual children
- a group of at least five children

P A YES

Include all of the following in the above curriculum:

- play experiences
- routines
- transitions
- indoor activities
- outdoor activities
- at least one experience that represents Aboriginal and/or Torres Strait Islander Peoples', their cultures and/or languages

P A YES

Use collaboration and critical reflection to evaluate the implemented curriculum

P A YES

Document the evaluation process and outcomes for the implemented curriculum

P A YES

Perform the activities outlined in the performance criteria of this unit during a period of at least 280 hours of work in a regulated children's education and care service in Australia

P A YES

## Trainer/assessor instructions and requirements

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

### Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:

- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

### Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:

- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

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## Learning resource

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The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:

- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:

- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

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## Assessment workbook

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The trainer/assessor must explain to learners:

- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:

- knowledge questions
  - project
  - practical assessment
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## Assessment agreement

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The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

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## Foundation skills checklist

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The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
  - reading
  - writing
  - oral communication
  - numeracy
- Employability skills
  - navigating the world of work
  - interacting with others
  - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

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## Skills recognition

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The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

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## Knowledge questions

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The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge. Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

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## Project

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Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The trainer/assessor will decide how the project will be used and must advise learners about whether they need to complete it.

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## Practical assessment

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Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

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## Completion record

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The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:

- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.

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