CHCECEXXX Design language and literature experiences

Unit code	CHCECEXXX
Unit title	Design language and literature experiences
Unit mapping information	CHCECEXXX Design language and literature experiences supersedes and is not/equivalent to XXXXXX001 Unit title No equivalent unit.
Modification history	
Unit outcomes	This unit describes the knowledge and skills to plan language and literature experiences and curriculum to support children's development. It focuses on the intentional selection of resources and pedagogical practices designed to foster expressive and receptive language and pre-writing and pre-reading skills. This unit applies to early childhood educators in, or seeking, leadership roles in long day care, family day care, in home care and out of school hours care settings.
Knowledge	Learners must demonstrate the following knowledge outcomes: • describe key components of language development and progression across the learning trajectory from birth to 6 years • source language and literature examples from Aboriginal, Torres Strait Islander and other diverse cultures • describe pedagogical practices to support language, communication and literacy development
Skills	Learners must demonstrate the following skill outcomes: • Assess child observations to identify opportunities to extend language and literacy learning • design language and literature experiences to promote language, communication and literacy development

	- select resources to facilitate different forms of language, communication and literacy learning - integrate language and literature from Aboriginal, Torres Strait Islander and other diverse cultures - plan developmental and learning outcomes specific to the development of expressive and receptive language and pre-writing and pre-reading skills linked to approved learning framework - plan pedagogical practices to support language and literacy development specific to experience type and planned outcomes
Application of Knowledge & Skills	The individual applies knowledge and skills to identify language and literacy resources and experiences used to plan curriculum to support children's development. They integrate knowledge of development of expressive and receptive language and pre-reading and pre-writing skills to directly influence planned experience outcomes and pedagogical practices.
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Foundation skills	
Range of conditions	
Assessment Requirements	
Performance evidence	Learners must demonstrate the ability to: - Assess child observations to identify language learning opportunities and design two language and literature based experiences for children in each of the following age groups: - infants (birth to 18 months) - toddlers (18 months to 3 years) - preschoolers (3 to 6 years)

	- design must be tailored to the specific developmental and learning goals of the experience and collectively include: - book reading - told story - puppets or fingerplays - felt board story - digital text - pre-reading and writing skills - for each learning experience the learner must provide evidence of: - age-appropriate experiences - specific language and literature-based learning outcomes - age-appropriate developmental outcomes - pedagogical practices to achieve the experience outcomes
Knowledge evidence	Learners must demonstrate knowledge of: - requirements of the following National Quality Standards and related regulations and laws applicable to this unit including: - educational program and practice - physical environment - environment is inclusive - resources support play-based learning - environmentally responsible - Early Years Learning Framework - outcomes - practices - Early Childhood Australia Statement on young children and digital technologies - integrating text types and language learning across the curriculum

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	- supporting all developmental domains through language and literacy experiences - sourcing and acknowledging texts and language from Aboriginal, Torres Strait Islander and other diverse cultures relevant to local communities - current research and theories on language development in early childhood including: - key components of language development including: - phonology - morphology - syntax - semantics - pragmatics - key stages of language and communication development across the learning trajectory birth to 6 years - pedagogical practices to support expressive and receptive language, pre-reading and pre-writing skills at each stage including: - scaffolding expressive language progression - parentese - serve and return interactions - using texts and communication intentionally to develop skills in the key components of language - creating a print and symbol rich environment - engaging children with drawing symbols, letters and numbers - book reading skills of positioning, voice, tone, rhythm, expression - connections between literature, drama and performance

	- engagement strategies for told stories, puppets, finger plays, felt boards and song - ethical safe practices for digital literacy use and acknowledgement - concepts of critical literacy - using routines, transitions, care moments, spontaneous teachable moments - resources for language, communication and literature-based experiences - children's picture books - print media - digital literacy sources - puppets - music and song - text types including: - recount - response - report - narrative - poetry - explanation - description - exposition - discussion - procedure
Assessment conditions	Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to: - suitable …. - workplace or simulated conditions that - scenarios, preprepared documentation or pre-recorded videos may be used for observation

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	Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.
Unit mapping information	No equivalent unit.
Links	