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This unit learning guide relates to the following National Qualifications:

- CHC30113 Certificate III in Early Childhood Education and Care
- CHC50113 Diploma of Early Childhood Education and Care
- CHC40113 Certificate IV in School Age Education and Care
- CHC50213 Diploma of School Age Education and Care

Designed by
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LMCRA-017v2 CHCECE003 Provide Care For Children
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How to Use This Learning Guide

In this Learning Guide, you will find the information you need to develop the skills and knowledge to become a confident, professional Educator. To help you transfer your skills into practice, we have provided a range of links to videos and other website resources and recommend you take time to look at these. All CRA Learning Guides link to the National Quality Frameworks (NQF) for each unit. This includes the National Regulations, Standards and Approved Frameworks you will need to use as an Educator working in regulated Children’s Service in Australia. We recommend you have these available on your computer or print out a copy so they are available at all times.

On the following page, are a list of icons you will see throughout the Learning Guides to direct you to important and additional information. They will help support your understanding of the topic.
Learning Guide Icons

Reading
When you see our reading icon, go to the document specified and read to expand your knowledge of the topic.

Recommended Videos
When you see our video icon, you can watch great resources online. If the link does not work, (as website links will change over time) we have provided the full name of the video and location so you can do a web or YouTube search.

Reflection
Our reflection icon gives you a chance to think about your own experiences or about a question posed. This help will help you to link new knowledge to your past experiences and encourage reflection of your current practice.

Helpful Websites
When you see our computer icon, you will be asked to go to the specified link for additional information.

Your Turn!
When you see our pencil icon, you can write in your Learning Guide or on another piece of paper. The exercises are for your learning only and are not part of the assessment.

Check your answers
When you see our memo icon, you can compare your ideas, from completing activities, with ours. These provide some feedback to you help assess your understanding of the topic.
Tips for Successful Study!

1. **Active Reading**
   Don’t just read - you will fall asleep: it’s very relaxing, you know!
   a) Read the **Learning Outcomes** first
   b) Read “Welcome to the unit” second
   c) Read the **assessment task**.
   These will tell you what you need to learn and why it’s important. As you read, your brain will notice what you need. You may even think “hey, that’s the answer to question 4!” or “this is the type of Educator I want to be!”

2. **Set yourself goals**
   “Today by 11am, I will have read up to Chapter 2” or “I will have completed the first two questions in my assessment!” Set a clear, realistic goal for the time you have to study. **Write down** your goal. Tell everyone you are unavailable and turn off your phone and social media! Try and finish with a positive.

3. **Reward yourself**
   Reward yourself for reaching a goal. This does not need to involve cake as we are going to reward ourselves a lot! It could be a walk to the park, a break for a cuppa, going shopping or just time off. Whatever says to you: “Well done! You have achieved!”

4. **I’m not getting this!**
   If you are not understanding something or finding something frustrating. **Good!**
   It means you are learning something new! Sometimes your views of life may be challenged! It means you are moving out of your comfort zone, growing and stretching your knowledge and skills. At times this may even feel scary. It can seem difficult to run away, however this is only a temporary solution. It’s ok to go back to a time when you didn’t know how to do something and then you achieved it i.e. riding a bike, driving a car etc. How great did you feel when you could do it? You can do this.

   Here are some ideas to help:
   - **Ease up on yourself.** It’s ok not to know everything you are learning!
   - **Watch a video related to the topic** whilst having a cuppa - this can help your understanding while relaxing helps you learn.
   - **Leave that bit and move to another bit!** This is particularly important if stuck on a question. You can always come back to that one.
   - **Sleep on it.** We process information at night whilst we sleep. You may find when you wake up the next day, it will all make sense!
   - **Contact your trainer for help.** You are not alone and they are there to help.

5. **I should be spending time with others**
   If you have enrolled in a course it’s because you have a bigger goal and made a decision. How will achieving your goal benefit others in your life? Achieving your goals will contribute to the happiness of yourself and others. Most of all, studying in front of others, including children, models lifelong learning, resilience and provides a positive role model for their own learning.

   **Happy Learning!**
Welcome to the Unit!

CHCECE003 Provide Care for Children

During this unit you will learn the knowledge and skills required to ensure children’s physical and emotional wellbeing is maintained and their self-sufficiency is nurtured. This includes:

Providing care and responding appropriately to children of varying ages, including:

- Promoting physical activity and encouraging participation
- Engaging children in discussions around physical health and wellbeing
- Adapting the physical environment to ensure challenge and appropriate risk-taking
- Ensuring the smooth transition of new arrivals
- Supporting children through transition and change

- Basic principles of child physical and emotional development
- United nations convention on the rights of the child
- Recommendations for physical activity for birth to 5-year-olds and 5- to 12-year-olds in the national physical activity guidelines for Australians
- Impact of changes of routines and environments for children
- Sun safety
- Relevance of hand hygiene for minimising infectious diseases
- Code of ethics
- Routines and strategies to minimise distress at separation of parent and child
- Organisational standards, policies and procedures.

This is a sample only.
Some pages have been omitted from this preview.
• National Quality Framework Standards
  • Quality Area 1: Educational program and practice
  • Quality Area 2: Children’s Health and Safety
  • Quality Area 3: Physical environment
  • Quality Area 4: Staffing arrangements
  • Quality Area 5: Relationships with children
  • Quality Area 6: Collaborative partnerships with families and communities
  • Quality Area 7: Leadership and service management

• Education And Care Services National Regulations
  • Chapter 4 - Operational requirements

• Links to Learning Frameworks
  • Learning Outcome 1: Children have a strong sense of identity
  • Learning Outcome 2: Children are connected to and contribute to their world
  • Learning Outcome 3: Children have a strong sense of well being
  • Learning Outcome 4: Children are confident and involved learners
  • Learning Outcome 5: Children are effective communicators

• Links to Policies
  • Clothing policy
  • Dental Health
  • Diversity policy
  • Food Safety
  • Handwashing policy
  • Inclusion policy
  • Information to be exchange
  • Information to be displayed
  • Interactions
  • Physical Activity policy
  • Policy Development and review
  • Positive guidance policy
  • Privacy policy
  • Sleep and rest policy
  • Social justice policy

• Article 3
  • All organisations concerned with children should work towards what is best for each child.

• Article 6
  • Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

• Article 12
  • Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.
Reading Time
Please read these helpful documents throughout this unit. These will develop your knowledge and guide your practices and principles.

- Code of Ethics (ECA)
- Guide to the Education and Care services National Regulations and the National Quality Framework
  - National Quality Framework
  - Education and Care Services National Regulations (National Regulations)
  - Guide to the National Quality Standards
  - National Quality Standards
  - Early Years Learning Framework for Australia (EYLF)
  - Educator’s Guide to the Early Years Learning Framework
  - My Time, Our Place: Framework for school age care in Australia
  - Educator’s Guide to the My Time Our Place Framework for school age care in Australia
  - National Quality Standard Professional Learning Program (NQS PLP)
  - National Physical Activity recommendations for 0-5 year olds
  - National Physical Activity recommendations for 6-12 year olds
  - National Physical Activity recommendations for 13-17 year olds
  - National Physical Activity recommendations for Adults (18-64 years)
  - Staying Healthy: Preventing infectious diseases in early childhood education and care services 5th ed.
On completion of this unit you will be able to do the following:

**Unit: CHCECE003 Provide Care For Children**

1. **Provide physical care**
   1.1 Manage toileting accidents in a manner that protects the child’s self-esteem and privacy
   1.2 Supervise and engage with children eating and drinking
   1.3 Meet individual clothing needs and preferences of children and families in scope of service requirements for children’s health and safety

2. **Promote physical activity**
   2.1 Consistently implement movement and physical experiences as part of the program for all children
   2.2 Participate with children in physical activity
   2.3 Promote physical activity through planned and spontaneous experiences appropriate for each child
   2.4 Encourage each child’s level of participation in physical activities according to the child’s abilities and their level of comfort with activities
   2.5 Engage children in outdoor play
   2.6 Foster children’s participation in physical activities
   2.7 Discuss with children how their bodies work and the importance of physical activity to people’s health and well-being

3. **Adapt facilities to ensure access and participation**
   3.1 Assist in providing challenging elements of outdoor and indoor environments that allow for experiences which scaffold children’s learning and development and offer chances for appropriate risk-taking
   3.2 Promote the sun protection of children to meet the recommendations of relevant recognised authorities
   3.3 Provide a balance of natural and artificial lighting, good ventilation and fresh air
   3.4 Organise indoor and outdoor spaces that ensure children are not always dependent on adults to do things for them and are supported to create their own games and experiences
   3.5 Engage with children in constructing their own play settings/environments and create indoor and outdoor environments that stimulate and reflect children’s interests
4. Help children with change
4.1 Prepare children for changes in a supportive and timely manner
4.2 Assist in developing meaningful routines, including those to minimise distress at separation of the family and child
4.3 Identify and respond to children’s feelings openly, appropriately and with respect
4.4 Encourage children to communicate, listen and treat others with respect
4.5 Encourage opportunities to express feelings and emotions appropriately

5. Welcome new arrivals
5.1 Observe families and children for signs of stress/distress on arrival
5.2 Begin interaction with the child while family is still present to minimise abruptness of separation
5.3 Encourage the family to take as much time as needed to have a relaxed, unhurried separation from their child
5.4 Respond to child’s distress at separation from the family in a calm reassuring manner

This is a sample only.
Some pages have been omitted from this preview.
Chapter 1  Provide Physical Care

As an effective educator it is a key element of best practice strategies to be aware of the fundamental needs of each child in an early childhood service and how to meet these needs in a sensitive and responsive way. Maslow’s theory describes the needs each individual has and the level at which each need should be met.

Maslow’s Hierarchy of needs
Abraham Maslow (1908-1970)
Maslow, born in New York, was a leader of the humanistic movement in American psychology in the 1950’s. He believed that psychology up to this time had concentrated on the dark and negative side of people and that a change was needed. He was dedicated to researching and offering alternatives to the idea that psychology represented a negative insight into people. Maslow was interested in finding the positive aspects of human beings. Maslow interpreted all of his theories and concepts into what he called “hierarchy of needs”. He believed that people have a number of needs and that some needs are of greater importance than others. He created a “pyramid” showing the levels of importance. The first four levels he called deficiency needs. Maslow believed that people needed to meet these needs or they feel anxious or stressed.

Key Points of Theory:
Maslow’s hierarchy of needs is often shown as a pyramid consisting of five levels. The first level represents Physiological needs, while the top levels are associated with psychological needs.
Lower needs need to be met before higher needs are satisfied. For example once a person has food, shelter and physiological needs met, they will then work on other higher needs. If the person loses their shelter or food, they will temporarily re-prioritise their lives to focus attention on the unfulfilled needs. This focus is only temporary. They do not permanently regress to that level. For example: If a person who is at the self-esteem level is diagnosed with a serious illness they will spend time concentrating on their health (i.e. physiological needs), however the person will still value their own work performance (esteem needs) and will return to work when feeling better even if not cured.

**Biological/ Physical needs**

These can include basic human needs such as breathing, drinking, eating, excreting, sleep, sex and shelter. If some needs are not fulfilled, a person will concentrate on achieving them. Maslow believed that Biological needs could control thoughts and
behaviours such as making the person feel sick, pain, or discomfort. This ensures they then concentrate on meeting these needs.

**Safety needs**
Once physical needs are met, safety becomes a priority. These needs can include personal security, financial security, health and wellbeing. The person may put systems in place against accidents and illness and loss. The person prefers to live in a predictable, orderly world, where fairness is important and familiarity is preferred over the unfamiliar. The person may concentrate on job security, saving money, insurance policies.

**Social needs**
The third level refers to social needs. It emphasises the need for emotionally based relationships such as friendship, family, intimacy, support and a sense of belonging and acceptance. This can come from a large social groups (e.g. sporting groups or social clubs) or small groups such as family. Maslow believes there is a need to be loved by others. If these needs are not met the person can feel lonely, suffer anxiety and depression. This need may be considered stronger than the need for food or security.

**Esteem needs**
The fourth level relates to our need to be respected, have self-respect and a positive self-esteem. People need to contribute in society to gain a sense of respect. Imbalances at this level can result in low self-esteem or inferiority complexes. Maslow believes that self-esteem is not derived by fame or external measures, it occurs internally within people as a result of their contribution. For example, a person may do something nice for someone else; they feel proud of themselves and the type of person they are, and this leads to building positive self-esteem.

**Growth needs, Self Actualisation**
Self-actualization is referred to as a growth need. Maslow describes self-actualisation as “the desire for self-fulfilment, namely the tendency for the individual to become actualized in what he is potentially. This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of
Promote Physical Activity

What is Physically Active Play?

Physically active play is the term which refers to any leisure or play-based activity which encourages the movement of the physical body. It includes the use of fine and gross motor movements and supports all physical development. Current early childhood research suggests that natural environments support children's imaginative play, the development of positive relationships and allow the environment to become a place of learning.

There are two types of physical play environments:
Natural is can be natural or man-made but includes natural vegetation, forests, field, woodland areas, wetlands etc. Areas usually encourage diversity and spontaneity. Adults may look at an open field and see it as boring while children often look at these places as spaces to explore. Research suggests these spaces encourage creativity, imagination and are referred to as a type of therapy as involvement in nature is found to reduce stress levels.

Constructed refers to man-made play materials and equipment. Whilst this can encourage less creativity it does however provide a perceived safer environment. Research has shown that children in urban dwellings may have little experience playing in nature based environments and feel safer in cleaner more organised spaces.

In the past 15 years, play has moved to more constructed spaces with the introduction of rubber soft fall, plastic climbing frames and specifically designed pre-determined equipment. The Early Years learning Framework suggests a combination of constructed and natural and emphasises the importance of the natural environment which is now being re-introduced into centres across Australia. It is agreed that environment should be inviting, flexible spaces with space for movement, creativity and imagination.
Providing Challenging Elements of Outdoor and Indoor Environments

Assist in providing challenging elements of outdoor and indoor environments that allow for experiences which scaffold children’s learning and development and offer chances for appropriate risk-taking.

Calculated risk taking means providing new experiences which are safe however challenge children’s physical skills and extend children’s awareness of their bodies and what they can do. When participating in challenging activities such as tree climbing children develop motor planning, problem solving, and ability to assess risk, and development of cause and effect i.e. if I fall out of the tree it will hurt therefore I need to hang on! It also builds confidence and resilience. In addition, it develops fine and gross motor skills such as reaching, grasping, eye-hand co-ordination, dexterity, coordination, balance and motor planning.

Our society’s recent shift to a stronger awareness of dangers and need for risk assessments to ensure safety has seen a change in the level of challenging equipment available to children. In addition our society has increased the level of litigation resulting in organisations including children’s services increasing the safety requirements within play spaces. This can be seen in parks where councils strive hard to create an accident free zone increasing signage and reducing the height of equipment.
Researchers have raised concerns over our society’s overprotection of children. Some have dubbed this generation of children “cotton wool children” suggesting our children now experience life in a controlled safe environment. This situation has an impact on children’s ability to develop resilience, assess risk and develop positive self-concepts. Physical challenges help develop these skills. It is important to be aware of this discussion as it impacts what we do in early childhood and school age care services and the experiences you provide. It also increases our responsibility of knowing the children in our care and finding that line between challenging children’s abilities and skill, taking calculated risks during play and being safe.

Physically Active Play

Physically active play, as discussed previously, is vital for children’s wellbeing. The environment and resources selected for physically active play will vary depending on the unique groups of children that you are planning for, however the three essential aspects of physically active play for all children are:

- Time
- Space
- Equipment

**Your Turn!**

Take time to revisit physical development of children in each age group. The needs of children in relation to physically active play depend greatly on their physical development.

**Using your own experience, complete the following table.**
## Equipment For Physically Active Play

<table>
<thead>
<tr>
<th></th>
<th>0-2 years</th>
<th>2-3 years</th>
<th>3-5 years</th>
<th>6-12 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft mats</td>
<td>Boards</td>
<td>Walk-boards at different heights</td>
<td>Socket set</td>
<td></td>
</tr>
<tr>
<td>Activity frames</td>
<td>A-frames</td>
<td>Balance beam</td>
<td>Baseball/ softball equipment</td>
<td></td>
</tr>
<tr>
<td>Hanging toys</td>
<td>Slippy dip</td>
<td>Basketball net</td>
<td>Soccer ball and goals</td>
<td></td>
</tr>
<tr>
<td>Large soft balls</td>
<td>Mini trampoline</td>
<td>Hoops</td>
<td>Rock wall</td>
<td></td>
</tr>
<tr>
<td>Rattles</td>
<td>Tricycles with helmets</td>
<td>Stilts</td>
<td>Roller blades</td>
<td></td>
</tr>
<tr>
<td>Bells on elastic for ankles and wrists</td>
<td>Skittles</td>
<td>Balls of varying sizes</td>
<td>Bicycles</td>
<td></td>
</tr>
<tr>
<td>Trolleys</td>
<td>Large and medium sized balls</td>
<td>Raised platforms</td>
<td>Tennis racket and balls</td>
<td></td>
</tr>
<tr>
<td>Raised surfaces for cruising</td>
<td>Large trucks</td>
<td>Scramble nets</td>
<td>Rope swings and ropes to climb</td>
<td></td>
</tr>
<tr>
<td>Tunnels</td>
<td>Stepping stones</td>
<td>Ball goals</td>
<td>Scatcer bridge</td>
<td></td>
</tr>
<tr>
<td>Pillow obstacles</td>
<td></td>
<td></td>
<td>T-ball set</td>
<td></td>
</tr>
</tbody>
</table>

**Compare Your Ideas!**

Here are some suggestions. Look at the chart below for ideas!
This is a sample only.
Some pages have been omitted from this preview.

We hope you enjoyed this Learning Guide and are now ready to implement your new ideas and understandings into practice.

Want to know more?
Please see our recommended reading list for additional readings on this topic.
Resources

Resources related to the topic:

**Early Childhood Australia E Videos:**
- Talking about practice
  - Intentional Teaching
  - Environments for learning
  - Environments for Belonging, Being and Becoming
  - Cultural competence
  - Partnership with families
  - Reflecting on practice

**Connecting with practice**
- Respecting and responding to children

**Online Reading Resources:**
- [ACECQA Guide to NQF online](http://www.acecqa.gov.au)
- [Education and Care Services National Law, Regulations and Standards](http://www.acecqa.gov.au)
  - [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- Thinking about practice using the Early Years Learning Framework

**Websites:**
- [ACECQA](http://www.acecqa.gov.au) Australian Children’s Education and Care Quality Authority
- [Children Services Central](http://www.cscentral.org.au)
- Early childhood Australia Association
  - [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
References


Thinking about practice. Using the Early years Learning Framework www.earlychildhoodaustralia.org.au

Provide care for children 2009 Atkinson Training and Development by Tracy Manning, Karen Atkinson, Rebecca Boland

ACECQA website

Early Years Learning Framework

Early Years Learning Framework Educators Guide

Atkinson Training and Development, Support Development by Karen Atkinson
Glossary

Terms from The Early Years Learning Framework (p45-46, EYLF).

**Active learning environment:** an active learning environment is one in which children are encouraged to explore and interact with the environment to make (or construct) meaning and knowledge through their experiences, social interactions and negotiations with others. In an active learning environment, educators play a crucial role of encouraging children to discover deeper meanings and make connections among ideas and between concepts, processes and representations. This requires educators to be engaged with children’s emotions and thinking (Adapted from South Australian Curriculum Standards and Accountability (SACSA) Framework, General Introduction, pp10 & 11).

**Agency:** being able to make choices and decisions, to influence events and to have an impact on one’s world.

**Attuned:** “Attunement includes the alignment of states of mind in moments of engagement, during which affect is communicated with facial expression, vocalisations, body gestures and eye contact” (Siegel, 1999).

**Children:** refers to babies, toddlers and three to five year olds, unless otherwise stated.

**Community participation:** taking an active role in contributing to communities.

**Co-construct:** learning takes place as children interact with educators and other children as they work together in partnership.

**Communities:** social or cultural groups or networks that share a common purpose, heritage, rights and responsibilities and/or other bonds. ‘Communities’ is used variously to refer, for example, to the community within early childhood settings, extended kinships, the local geographic community and broader Australian society.

**Critical reflection:** reflective practices that focus on implications for equity and social justice.

**Curriculum:** in the early childhood setting curriculum means ‘all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development’ [adapted from Te Whariki].

**Dispositions:** enduring habits of mind and actions, and tendencies to respond in characteristic ways to situations, for example, maintaining an optimistic outlook, being willing to persevere, approaching new experiences with confidence.

**Early childhood settings:** long day care, occasional care, family day care, Multi-purpose Aboriginal Children’s Services, preschools and kindergartens, playgroups, crèches, early intervention settings and similar services.

**Educators:** early childhood practitioners who work directly with children in early childhood settings.
Inclusion: involves taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children’s experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.

Intentional teaching: involves educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have ‘always’ been done that way.

Involvement: is a state of intense, whole hearted mental activity, characterised by sustained concentration and intrinsic motivation. Highly involved children (and adults) operate at the limit of their capacities, leading to new ways of responding and understanding leading to deep level learning (adapted from Laevers, 1994). Children’s involvement can be recognised by their facial, vocal and emotional expressions, the energy, attention and care they apply and the creativity and complexity they bring to the situation. (Laevers) A state of flow cited in Reflect, Respect, Relate (DECS 2008).

Learning: a natural process of exploration that children engage in from birth as they expand their intellectual, physical, social, emotional and creative capacities. Early learning is closely linked to early development.

Learning framework: a guide which provides general goals or outcomes for children’s learning and how they might be attained. It also provides scaffolds to assist early childhood settings to develop their own, more detailed curriculum.

Learning Outcome: a skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families.

Learning relationships: relationships that further children’s learning and development. Both the adult and the child have intent to learn from each other.

Literacy: in the early years literacy includes a range of modes of communication including music, movement, dance, story-telling, visual arts, media and drama, as well as talking, reading and writing.

Numeracy: broadly includes understandings about numbers, patterns, measurement, spatial awareness and data as well as mathematical thinking, reasoning and counting.

Pedagogies: practices that are intended to promote children’s learning.

Pedagogy: early childhood educators’ professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning.

Play-based learning: A context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.

Reflexivity: A child’s growing awareness of the ways that their experiences, interests and beliefs shape their understanding.
Scaffold: the educators’ decisions and actions that build on children’s existing knowledge and skills to enhance their learning.

Spiritual: refers to a range of human experiences including a sense of awe and wonder, and an exploration of being and knowing.

Technologies: includes much more than computers and digital technologies used for information, communication and entertainment. Technologies are the diverse range of products that make up the designed world. These products extend beyond artefacts designed and developed by people and include processes, systems, services and environments.

Texts: things that we read, view and listen to and that we create in order to share meaning. Texts can be print-based, such as books, magazines and posters or screen-based, for example internet sites and DVDs. Many texts are multimodal, integrating images, written words and/or sound.

Transitions: the process of moving between home and childhood setting, between a range of different early childhood settings, or from childhood setting to full-time school.

Wellbeing: Sound wellbeing results from the satisfaction of basic needs - the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life (adapted from Laevers 1994). It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.