

Be You for VET: CHC30121 Certificate III in Early Childhood and Care

Top Picks 1

[CHCECE035 Support the holistic development of children \(pages 1-3\)](#)

[CHCECE038 Observe children to inform practice \(pages 4-5\)](#)

Mapping Be You to qualifications

These units contain Elements, Performance Criteria and Knowledge Evidence to support and facilitate the mental health and wellbeing of children. The following tables identify Be You resources, such as Professional Learning modules and tools, that have the potential to enrich teaching and learning in these units.

Top Picks 1a. CHCECE035 Support the holistic development of children

| Mapping | Top Picks 1a: Be You resources | |
|---|--|--|
| Elements, Performance Criteria, Knowledge Evidence | Professional Learning modules: Learning outcomes statements numbered for easy reference | Webinars, Fact Sheets, Tools |
| <p>General observation about the unit</p> <p>While children’s ‘mental health and wellbeing’ may not be overtly stated, the knowledge evidence is clear around impacts on development where there is trauma etc.</p> | <p>DOMAIN: <u>MENTALLY HEALTHY COMMUNITIES</u></p> <p>UNDERSTAND 1 Describe what mental health and wellbeing is</p> <p>UNDERSTAND 5 Understand the responsibility an educator has in supporting and fostering positive mental health and wellbeing for all children and young people</p> <p>DOMAIN: <u>EARLY SUPPORT</u></p> <p>NOTICE 2 Identify how changes in behaviours, emotional responses, expressed thoughts, learning outcomes, social interactions might indicate children/young people are experiencing mental health issues</p> <p style="text-align: right;"><small>With delivery partners</small></p> | <p>Webinars:</p> <p><u>Behaviour and wellbeing</u></p> <p><u>Transitions: preparing children and young people for change</u></p> <p>Tools:</p> <p><u>BETLS Observation Tool</u></p> <p style="text-align: right;"><small>Funded by</small></p> |

| Mapping | Top Picks 1a: Be You resources | |
|---|---|------------------------------|
| Elements, Performance Criteria, Knowledge Evidence | Professional Learning modules: Learning outcomes statements numbered for easy reference | Webinars, Fact Sheets, Tools |
| <p>Element 2: Support social development</p> <p>2.1 Encourage children to engage in play and social experiences with other children.</p> <p>2.2 Provide developmentally appropriate support and information that helps children understand and accept responsibility for their own actions.</p> <p>2.3 Provide opportunities for one-to-one and large and small group interactions.</p> <p>2.4 Model care, empathy and respect for children, educators and families.</p> <p>2.5 Support children when they are having difficulty understanding or communicating with each other.</p> <p>2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals.</p> <p>2.7 Use communication and modelling that encourages children to respect and value each other's individual differences.</p> | <p>DOMAIN: <u>LEARNING RESILIENCE</u></p> <p>AFFIRM 1 Describe what social and emotional learning is</p> <p>AFFIRM 2 Explain why social and emotional skills are necessary for good mental health and wellbeing</p> <p>AFFIRM 3 Describe what resilience is</p> <p>AFFIRM 4 Recognise why learning resilience is important for later in life</p> | |
| <p>Element 3: Support emotional development</p> <p>3.1 Provide children with strategies to make informed choices about their behaviours appropriate to their level of understanding.</p> <p>3.2 Assist and encourage children to experience pride and confidence in their achievements.</p> <p>3.3 Provide acknowledgement and support if a child experiences frustration and encourage children to see mistakes as an opportunity to learn.</p> <p>3.4 Assist children to identify physiological responses to situations and express and regulate feelings appropriately through modelling and guidance.</p> <p>3.5 Assist children to develop empathy through identifying and responding to emotions in other people.</p> | <p>DOMAIN: <u>LEARNING RESILIENCE</u></p> <p>AFFIRM 1-4 as above</p> | |

| Mapping | Top Picks 1a: Be You resources | |
|---|--|------------------------------|
| Elements, Performance Criteria, Knowledge Evidence | Professional Learning modules: Learning outcomes statements numbered for easy reference | Webinars, Fact Sheets, Tools |
| <p>3.6 Support and encourage children to persevere with challenges to assist in building resilience.</p> <p>3.7 Share children’s successes with families in informal and formal ways.</p> | | |
| <p>Knowledge Evidence: child development theory:</p> <ul style="list-style-type: none"> • early brain development and importance for future educational success • major developmental milestones from birth to 6 years: cognitive; communication; emotional, physical, social • how the different developmental domains are interrelated and how this informs a holistic approach • influences on development • variations in development • development in the context of inclusive practice • foundational knowledge of developmental theory • other theories of early childhood learning • physiological responses experienced by children when responding to situations: crying, tension, increased heart rate, shortness of breath. | <p>DOMAIN: <u>LEARNING RESILIENCE</u></p> <p>AFFIRM 1 Describe what social and emotional learning is</p> | |

[Scroll to next page for Top Picks 1b. CHCECE038 Observe children to inform practice](#)

Top Picks 1b. CHCECE038 Observe children to inform practice

| Mapping | Top Picks 1b: Be You resources | |
|--|--|--|
| Elements, Performance Criteria, Knowledge Evidence | Professional Learning modules: Learning outcomes statements numbered for easy reference | Webinars, Fact Sheets, Tools |
| <p>Element 1: Observe and interact with children</p> <p>1.1. Identify children’s interests, ideas, knowledge, skills and strengths based on observation and interactions.</p> <p>1.2. Investigate and understand a range of observation techniques and their application in the workplace.</p> <p>1.3. Seek guidance from colleagues about observation tools and processes.</p> <p>1.4. Select appropriate observation technique according to the context of the observation.</p> | <p>DOMAIN: <u>EARLY SUPPORT</u></p> <p>NOTICE 2 identify how changes in behaviours, emotional responses, expressed thoughts, learning outcomes, social interactions might indicate children or young people are experiencing mental health issues</p> <p>NOTICE 4 understand how to observe children and young people, and how to record these observations</p> | <p>Tools:</p> <p><u>BETLS Observation Tool</u></p> |
| <p>Element 2: Seek information from secondary sources</p> <p>2.1. Use information from children’s records and family to assist in curriculum planning.</p> <p>2.2. Collaborate with others to collect information about each child’s needs, interests, skills and cultural practices.</p> | | |
| <p>Element 3: Record and communicate information</p> <p>3.1 Observe the child and accurately record meaningful information according to service policies and procedures.</p> <p>3.2. Discuss information gathered with relevant people to inform planning.</p> <p>3.3. Discuss and record information in ways that are free from bias and negative labelling of children.</p> | | |

| Mapping | Top Picks 1b: Be You resources | |
|--|--|--|
| Elements, Performance Criteria, Knowledge Evidence | Professional Learning modules: Learning outcomes statements numbered for easy reference | Webinars, Fact Sheets, Tools |
| <p>Element 4: Analyse and interpret information and observations</p> <p>4.1. Reflect on information gathered from observations and secondary sources.</p> <p>4.2. Identify and use opportunities to discuss reflections with colleagues and gain their perspectives.</p> <p>4.3. Identify learning and development aspects of the child based on gathered information.</p> <p>4.4. Determine and document links to the approved learning framework.</p> | <p>DOMAIN: <u>EARLY SUPPORT</u></p> <p>NOTICE 2 identify how changes in behaviours, emotional responses, expressed thoughts, learning outcomes, social interactions might indicate children or young people are experiencing mental health issues</p> <p>NOTICE 4 understand how to observe children and young people, and how to record these observations</p> | <p>Tools:</p> <p><u>BETLS Observation Tool</u></p> |