



Australian Government

CHCECE033 Develop positive and respectful relationships with children

Release: 1

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Modification History

Release 1. CHCECE033 Develop positive and respectful relationships with children supersedes and is not equivalent to CHCECE006 Support behaviour of children and young people, CHCECE007 Develop positive and respectful relationships with children and CHCECE022 Promote children's agency.

Application

This unit describes the performance outcomes, skills and knowledge required to communicate and interact respectfully with children and to guide their behaviours in ways that support their agency, positive sense of self and self-regulation.

This unit applies to educators who work according to established policies and procedures and under the guidance of others in regulated children's education and care services in Australia.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Early Childhood Education and Care

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Interact positively with children.
 - 1.1. Respond sensitively and respectfully to all children's efforts to communicate.
 - 1.2. Engage in sustained conversations with individual children about things that interest the child and encourage them to share their stories and ideas.
 - 1.3. Communicate during practical tasks in ways that help create a relaxed and unhurried routine.
 - 1.4. Participate in children's play and use children's cues to guide the level and type of involvement.
 - 1.5. Model positive interactions with others.

2. Support and respect children.
 - 2.1. Implement practices that empower children to exercise their right to be active participants in their own lives.
 - 2.2. Organise spaces, resources and routines within scope of own responsibility that reduce the potential for children's stress or frustration and increase their ability to have agency and be decision makers.
 - 2.3. Support practices and routines that honour children, their family and the community context.
 - 2.4. Show genuine interest in, understanding of, and respect for all children.
 - 2.5. Comfort children who cry or show signs of distress in ways appropriate for individual children.
 - 2.6. Respond positively to varying abilities and confidence levels and acknowledge children's efforts and achievements.
 - 2.7. Support children to recognise and label their range of emotions.
 - 2.8. Model self-regulation through gentle and calm behaviour and provide reassurance when children express distress, frustration or anger.
 - 2.9. Support children's agency to make choices and experience natural consequences.

3. Identify factors that influence behaviour of individuals.
 - 3.1. Identify factors of the social and physical environments of the child's home and community which may impact on the child's behaviour.
 - 3.2. Gather information about aspects of the child's social and physical education and care environment to facilitate understanding of the child's behaviour.
 - 3.3. Assess the child's individual stage of development, temperament and personality to facilitate understanding of the child's behaviour.
 - 3.4. Reflect on own pedagogical practices and identify how they may influence behaviours.
 - 3.5. Use information collected to inform a holistic understanding of the child's behaviour.
4. Identify factors that influence group dynamics.
 - 4.1. Observe interaction and behaviour patterns of children in groups.
 - 4.2. Identify gendered behaviour influences on group dynamics.
 - 4.3. Encourage positive relationship building between children.
5. Support the development of pro-social behaviours.
 - 5.1. Guide children's behaviour in ways that promote self-regulation and preserve and promote children's self-esteem and wellbeing.
 - 5.2. Communicate expectations for behaviour based on service policies in ways that children will understand.
 - 5.3. Involve children in developmentally appropriate ways when agreeing expectations of behaviour.
 - 5.4. Provide instructions and guidance in a positive and supportive manner.
 - 5.5. Acknowledge children's positive choices and use clear verbal and non-verbal communication when children make positive choices.
 - 5.6. Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them.
 - 5.7. Use appropriate strategies to redirect behaviour and defuse situations of conflict or stress.
 - 5.8. Identify situations where children may need additional support and seek guidance from relevant supervisor.
6. Reflect on relationships with children.
 - 6.1. Identify ways of developing positive relationships through review of own experiences and observation of others in the workplace.
 - 6.2. Identify opportunities to enhance own skills through reflection, and develop actions with guidance from supervisor.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Oral communication skills to:	<ul style="list-style-type: none">ask open and closed questions and actively listen to seek information and confirm understandinginteract and engage with children to build rapport.
Initiative and enterprise skills to:	<ul style="list-style-type: none">determine appropriate strategies to support children's individual needs.
Self-management skills to:	<ul style="list-style-type: none">proactively seek opportunities to improve own work practice and conduct.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>