Assessment Requirements for CHCECE045 Foster positive and respectful interactions and behaviour in children

Release: 1

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Modification History

Release 1. CHCECE045 Foster positive and respectful interactions and behaviour in children supersedes and is not equivalent to CHCECE020 Establish and implement plans for developing cooperative behaviour.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- observe the social interactions of children on at least three occasions and identify:
    - emerging pro-social skills
    - strategies used by the educator to support the development of pro-social skills
- complete the following for two different children who require assistance with self-regulation and pro-social skills:
    - review any pre-existing information regarding the child's interactions and behaviour
    - review physical and social environment within and outside the service and identify impacts on child's behaviour
    - observe and monitor the interactions and responses of the child to identify challenging behaviour
    - participate in two collaborative discussions about the child's interactions and behaviour with colleagues
    - document own reflections on the gathered information
    - develop, implement and evaluate a support plan for the child in collaboration with colleagues.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of the National Quality Standard applicable to this unit including:
    - collaborative partnerships with families and communities
    - relationships with children
- Early Childhood Australia Code of Ethics
- principles of the UN Convention on the Rights of the Child
- philosophy, policies and procedures of the service
- current and emerging theory and research about developing children's cooperative behaviour:
    - contrasting beliefs

- differing perspectives on child behaviour

- supportive interventions

- how own values impact perspectives on behaviour and how to use critical reflection to identify and respond to this

- different domains of self-regulation and applications to assist those who deregulate in particular domains

- stages of child development, specifically age-appropriate expectations of children's behaviour

- family beliefs about behaviour in different cultures and social groups

- how to engage and collaborate with children

- relationship-based guidance strategies that help children learn about behaviour, and how these are developed and implemented

- features of environments (both physical and social) and the curriculum that nurture positive relationships and a sense of belonging

- frameworks for observing children to understand individual needs

- processes for identifying and recording challenging behaviours

- situations where challenging behaviours may indicate a need for mandatory reporting

- potential contributing factors to behaviours:

  - actions of others

  - child's need for agency

  - child's history

  - consistency (lack of)

  - culture

  - curriculum, practices or environments of the service

  - group dynamics

  - illness

  - needs not being met

  - no sense of belonging

  - partnerships with families

  - personality

  - recent and current events

  - sensory input – body and environment

  - size of group

  - stage of development

  - temperament and attachment

- plans for supporting positive interactions and behaviour (at both a group and individual level) and:

  - how they are developed

  - who should be involved

  - what they should include:

- looking beyond the child's immediate behaviour and thinking about meeting genuine relationship needs
    - how to develop children's self-regulation, positive self-concept and self esteem
    - ways to re-frame children's behaviour
    - practices to support the building of resilience
  - how they are presented
  - how they are implemented, monitored and evaluated
- ways to communicate with families about behaviour.

Assessment Conditions

Skills must be demonstrated in a regulated children's education and care service in Australia:

- interactions with children must be supervised by an approved early childhood educator.

Skills related to reflection may be demonstrated outside of the service, but must be based on work in a children's education and care service in Australia.

Assessment must ensure access to:

- information technology for documenting support plans
- National Quality Framework:
    - Education and Care Services National Regulations
    - National Quality Standard
    - the relevant approved learning framework
- Early Childhood Australia Code of Ethics
- UN Convention on the Rights of the Child
- service standards, policies and procedures for:
    - collaborative partnerships with families and communities
    - relationships with children
- educators for collaboration
- children in a regulated education and care service in Australia.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53