



Australian Government

CHCECE045 Foster positive and respectful interactions and behaviour in children

Release: 1

CHCECE045 Foster positive and respectful interactions and behaviour in children

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.

Application

This unit describes the performance outcomes, skills and knowledge required to develop guidelines that foster positive and respectful interactions and behaviour, and to monitor and support children's learning, development and wellbeing in this area.

This unit applies to educators working at a leadership level in a regulated children's education and care service in Australia. Work is undertaken collaboratively according to the philosophy of the service and involves providing guidance to others.

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. Develop guidelines that support positive and respectful interactions and behaviour in children.
 - 1.1. Collaborate with colleagues about expectations for positive and respectful interactions and behaviour.
 - 1.2. Collaborate with children to develop expectations for positive and respectful interactions and behaviour.
 - 1.3. Identify strategies that support children in managing their own pro-social skills and regulation, and are considerate of individual children's needs, cultures and backgrounds.
2. Observe and monitor interactions and behaviour in children.
 - 2.1. Assess the impact of the physical and social environment and curriculum on children's behaviour.
 - 2.2. Observe children and provide clear and consistent support to encourage positive interactions and behaviour.
 - 2.3. Model consistent approaches and provide support to colleagues through coaching and mentoring.
 - 2.4. Assist children to resolve conflicts appropriate to their age and stage of development.
 - 2.5. Collaborate with children to develop alternative responses and behaviours.
3. Identify challenging behaviours.
 - 3.1. Recognise factors that may cause challenges for children's ability to interact positively and engage in the curriculum.
 - 3.2. Recognise effects of own life experiences and ideologies on perspectives about children's behaviour.
 - 3.3. Observe and document patterns of challenging behaviour according to service policies and procedures.
 - 3.4. Identify and reflect on the variables and influences that can impact an individual child's behaviour and how this may inform responses.
 - 3.5. Identify and respond to the needs of other children who may be affected by the behaviour.
4. Plan support for children.
 - 4.1. Analyse information regarding identified behaviour and use a collaborative approach to planning.
 - 4.2. Identify long-term and short-term objectives that are consistent with child's cultural practices, abilities, age and developmental stage.
 - 4.3. Identify situations where advice or liaison with other professionals or authorities is needed and take action according to service policies and procedures.
 - 4.4. Develop and document the plan according to service policies and procedures and in consultation with the child's family.
5. Implement and evaluate support plan.
 - 5.1. Collaborate with all those involved to implement the support plan.
 - 5.2. Support colleagues to implement the plan effectively and

- consistently through coaching and mentoring.
- 5.3. Review child's progress regularly using critical reflection, and modify plan where necessary in consultation with colleagues, family members and others caring for the child.
- 5.4. Critically reflect on own pedagogy to inform future practice.

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
Reading skills to:	<ul style="list-style-type: none"> interpret educational program information and curriculum documentation interpret service policies and procedures.
Writing skills to:	<ul style="list-style-type: none"> record information and observations according to service procedures produce accurate, informative documents and reports.
Oral communication skills to:	<ul style="list-style-type: none"> ask open and closed questions and actively listen to seek information and confirm understanding interact and engage with children and families to build rapport provide accurate detail of observations to colleagues and other relevant persons.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> determine and use appropriate template for reporting, according to service policies and procedures use appropriate support strategies when opportunities arise.
Technology skills to:	<ul style="list-style-type: none"> document support plans using digital media.

Unit Mapping Information

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.

Links

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

