



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CHCFC520C Promote ethical understanding of children**

**Release: 1**

## **CHCFC520C Promote ethical understanding of children**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Descriptor**

This unit describes the knowledge and skills required by workers in childcare settings to assist and promote the development of children's *ethical understanding*

### **Application of the Unit**

#### **Application**

This unit may be applied in the delivery of child care services in a range of community service work contexts

### **Licensing/Regulatory Information**

Not Applicable

### **Pre-Requisites**

Not Applicable

## Employability Skills Information

### Employability Skills

This unit contains Employability Skills

## Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |  |  |
|--|--|
| 1. Assist children to consider the consequences of their actions         | 1.1 Prompt children to consider potential impacts as well as consequences that are observable<br>1.2 Consider with children short term and longer term impacts   |
| 2. Assist children to make decisions about the fairness of their actions | 2.1 Encourage children to explore a range of responses to a situation<br>2.2 Encourage children to consider a range of reasons underlying their actions  |
| 3. Respond to children's questions about issues and principles           | 3.1 Ensure communication about values and moral issues is appropriate to child's family and cultural background<br>3.2 Ensure communication about values is in line with philosophy and guidelines of the service<br>3.3 Discuss with children issues that require a moral/ethical response<br>3.4 Discuss with children examples of children responding to ethical issues in different ways |

**ELEMENT**

4. Assist children to develop their role as members of a community

**PERFORMANCE CRITERIA**

- 4.1 Encourage children to voice their views in a range of forums relevant to an issue
- 4.2 Encourage children to participate in decision-making forums
- 4.3 Develop, select, implement and review practical strategies with children
- 4.4 Develop opportunities for children to contribute to community events
- 4.5 Develop opportunities where children can provide genuine assistance to others

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

#### *Essential knowledge:*

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Social development of children
- Cognitive development of children
- Emotional and psychological development of children
- Philosophies underpinning children's services
- Philosophy and mission of the organisation
- Range of cultural values of families using the service
- Range of religious values and teachings of families and children using service
- Codes of ethics e.g. AECA
- United Nations Convention on the rights of the child
- Organisation standards, policies and procedures

#### *Essential skills:*

It is critical that the candidate demonstrate the ability to:

- Provide opportunities for children to consider their actions and consequences whilst recognising different cultural values and beliefs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills in:
  - interpersonal
  - planning

## REQUIRED SKILLS AND KNOWLEDGE

- organisation
- dealing with cross-cultural issues and beliefs

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

*Critical aspects for assessment and evidence required to demonstrate this unit of competency:*

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit could be assessed either on the job or off the job through an appropriate workplace simulation for a range of age groups, a range of conditions, and over a number of assessment situations

*Access and equity considerations:*

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

## EVIDENCE GUIDE

*Context of and specific resources for assessment:*

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including access to:
  - a childcare workplace
  - children's services, resources and equipment
  - the local environment

*Method of assessment:*

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

## Range Statement

### RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

**RANGE STATEMENT**

*Citizenship may be at levels of:*

- Local
- National
- International
- Global

*Ethical understanding may include areas such as:*

- Relations with people
- Relations with animals and pets
- Relationship to the natural environment and the land
- Links to the immediate environment of the service
- Social responsibilities and rights

*This unit becomes increasingly relevant as children develop:*

*For 3 to 5 year olds:*

- Focus is practical and concrete
- Examples are used in discussion
- A more local view of community membership is developed

*For 5 to 12 year olds:*

- A wider view of community membership is developed including the global community
- Increasing self responsibility and initiative expected in relation to social interactions

**Unit Sector(s)**

Not Applicable