



Australian Government

CHCECE007 Develop positive and respectful relationships with children

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • assessor requirements statement • foundation skills lead in statement • licensing statement • modification history to reflect 2012 standards Equivalent outcome.
Release 1	This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Application

This unit describes the skills and knowledge required by educators working with children to ensure they can develop and maintain effective relationships and promote positive behaviour.

This unit applies to educators who work with children in a range of education and care service settings.

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

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements define the essential outcomes.

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

1. Communicate positively with children

1.1 Respond sensitively and appropriately to all children's efforts to communicate

1.2 Engage in sustained conversations with individual

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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children about things that interest the child

1.3 Consistently respond positively to all children who require attention

1.4 Sit and talk with children at mealtimes and help create a relaxed and unhurried routine

2. Interact positively with children

2.1 Participate in children's play and using children's cues to guide the level and type of involvement

2.2 Respond positively and respectfully to children's comments, questions and requests for assistance

2.3 Role-model positive interactions with others

2.4 Encourage children to share their stories and ideas

3. Support and respect children

3.1 Assist to create an environment that reflects the lives of the children, their families and the local community

3.2 Support implementation of practices and routines that honour children, their family and the community context

3.3 Show genuine interest in, understanding of and respect for all children

3.4 Comfort children who cry or show signs of distress

3.5 Respond positively to the varying abilities and confidence of all children

3.6 Acknowledge children's efforts and achievements

4. Maintain the dignity and rights of children

4.1 Assist in organising spaces, resources and routines to minimise times when children are likely to experience stress or frustration

4.2 Allow children to make choices and to experience natural consequences of these where there is no risk of physical or emotional harm to the child or another being

4.3 Monitor and respond to children's play and support interactions where there is conflict

4.4 Acknowledge children when they make positive choices

ELEMENT

Elements define the essential outcomes.

PERFORMANCE CRITERIA

Performance criteria specify the level of performance needed to demonstrate achievement of the element.

in managing their own behaviour

4.5 Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them

4.6 Be gentle, calm and reassuring even when children strongly express distress, frustration or anger

4.7 Consistently guide all children's behaviour in ways that are focused on supporting children to develop skills to self-regulate and preserve and promote children's self-esteem

4.8 Involve children in developing limits and consequences for inappropriate behaviours

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- Oral communication – in order to engage in sustained conversations with children.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>