



Australian Government

CHCECE020 Establish and implement plans for developing cooperative behaviour

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

Application

This unit describes the skills and knowledge required to support both individual and group plans for developing cooperative behaviour.

This unit applies to educators working in a range of education and care services.

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. Establish and apply limits and guidelines for behaviour

1.1 Initiate strategies, which are consistent with children's abilities, to support them to manage their own behaviour

1.2 Establish guidelines in consultation with families that are relevant to the culture and background of the children and policies of the service

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	1.3 Develop guidelines in collaboration with children according to their ability to do so
	1.4 Decide how to respond to incidents in a timely manner and implement response clearly, consistently and calmly
2. Identify and review behaviour as required	2.1 Gather information from all those involved in caring for the children
	2.2 Reflect on the wide range of variables that can impact on behaviour
	2.3 Observe and analyse behaviour to identify triggers or consequences which are maintaining the behaviour
	2.4 Scan environment and curriculum for possible influences on behaviour
	2.5 Facilitate an analysis of children's behaviour with all involved in caring for the children
	2.6 Seek advice from appropriate authorities as required
	2.7 Discuss incidents causing concern with families and colleagues as appropriate
	2.8 Include families and colleagues in discussion about options for response
	2.9 Discuss needs and concerns of other children who may be affected by the behaviour
3. Develop a plan to guide a particular child's behaviour where required	3.1 Identify long-term and short-term objectives in the plan
	3.2 Clearly identify more acceptable alternative behaviours
	3.3 Develop the plan in accordance with the service philosophy and policies
	3.4 Develop goals of the plan consistent with child's abilities, age and developmental stage
	3.5 Ensure that the plan is realistic and that resources are available
	3.6 Establish plan in consultation with colleagues, family members and others who may be caring for the child
	3.7 Ensure plan considers relevant cultural practices for

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responding to behaviour

3.8 Liaise with appropriate authorities and referral bodies as necessary

4. Implement and monitor behaviour plan

4.1 Support the child to understand specific expectations for behaviour

4.2 Inform all those involved in implementing and reinforcing the plan of its rationale, limits and strategies

4.3 Minimise as far as possible, factors that may lead to or maintain inappropriate behaviour

4.4 Support colleagues to implement the plan effectively and consistently

4.5 Review child's behaviour against the plan and modify where necessary in consultation with colleagues, family members and others caring for the child

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 facilitate a range of collaborative discussions with children, families and other educators.

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>

Assessment Requirements for CHCECE020 Establish and implement plans for developing cooperative behaviour

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Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks:

- observed and analysed children's behaviour, on at least three occasions, in a range of situations and contexts
- created, implemented and measured the effectiveness of at least one plan, including:
- developing long-term and short-term goals and objectives
 - establishing a baseline for the behaviour
 - clearly outlining alternative behaviours
 - communicating expectations with children
 - supporting and communicating with colleagues to implement the plan
 - revisiting the plan and reflecting on its effectiveness
- developed positive relationships with children, respected family expectations and their cultural values, and acted within the service policy
- interacted with children and involved them in decision-making and planning.

Knowledge Evidence

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:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to interpret the relevance of framework and standards documents in guiding work in this unit of competency
- stage of development/age-appropriate expectations of children's behaviour
- appropriate and inappropriate behaviours – review of own stance and reflection on own values
- different family styles of discipline and beliefs about behaviour in different cultures and social groups
- relationship-based strategies to help children learn about behaviour
- possible contributing factors to behaviours of concern, i.e. recent events, child's history, actions of others, or developmental or emotional reasons
- code of ethics
- United Nations Conventions on the Rights of the Child
- organisation standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

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