



**Australian Government**

# **Assessment Requirements for CHCECE033**

## **Develop positive and respectful relationships with children**

**Release: 1**

## Assessment Requirements for CHCECE033 Develop positive and respectful relationships with children

### Modification History

Release 1. CHCECE033 Develop positive and respectful relationships with children supersedes and is not equivalent to CHCECE006 Support behaviour of children and young people, CHCECE007 Develop positive and respectful relationships with children and CHCECE022 Promote children's agency.

### 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:

- communicate positively and respectfully during interactions with children between the ages of birth and 6 years that collectively include each of the following at least once:
  - group interactions
  - mealtimes
  - play opportunities
  - physical care routines
  - sustained individual interaction
  - situation where child is reluctant to participate
  - situation of conflict
  - times of transition – at least one of the following:
    - from one activity to another
    - from one location to another
    - during arrival at the service
- document and reflect on observations about the ways in which relationships are developed in the workplace:
  - own relationships with children
  - other educator relationships with children
  - child to child relationships
- perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia.

### Knowledge Evidence

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

- requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:
  - relationships with children

- partnerships with families and community development factors relevant to communication with children in early childhood
- the reasons why it is important for children to have positive and respectful relationships
- the features of positive and respectful relationships and how educators support these through:
  - demonstrating sensitivity and initiating warm, trusting and reciprocal relationships with children and their families
  - supporting families' choices and decision making
  - ensuring that children experience safe and stimulating learning environments
  - helping children to establish secure attachments and develop self-regulation
  - developing learning programs that are responsive to each child and build on their culture, strengths, interests and knowledge
  - supporting shared sustained thinking
  - listening to, hearing and respecting the views and feelings of each child
  - recognising when a child learns something significant and applying this knowledge to strengthen learning relationships
  - recognising and deepening children's understanding about other people and cultures and how values and beliefs influence their own world view
  - demonstrating respect and understanding of the views of other professionals and families when communicating and interacting across cultures
- children's emotional development:
  - brain development and its role in emotional development of children
  - labels for emotions felt or displayed
  - development of pro-social skills
  - self-regulation of emotions
- basic aspects of positive communication models
- communication techniques and their specific application to communication with children in early childhood:
  - active listening
  - questioning
  - verbal
  - non-verbal
- how individual educator cultural beliefs and practices may influence communication with children
- techniques to guide children's behaviour using a strengths-based approach
- the factors that influence children's behaviour
- impact of group dynamics on children's behaviour
- how to recognise situations where further support or intervention may be required
- principles of inclusiveness, diversity, equity and access in children's education and care
- techniques for building children's resilience.

## Assessment Conditions

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

- the following aspects of performance evidence must be directly observed by the assessor on at least one occasion each:
  - communicate positively and respectfully during interactions with children between the ages of birth and 6 years that collectively include:
    - group interactions
    - play opportunities
    - physical care routines
    - sustained individual interaction
    - times of transition – at least one of the following:
      - from one activity to another
      - from one location to another
      - during arrival at the service
- remaining performance evidence may be collected through authenticated third-party reports
- observation and third-party reports must be supplemented by other forms of evidence
- interactions with children must be supervised by an approved early childhood educator.

Skills related to reflection and documentation may be demonstrated outside of the service and may include experiences from work in non-regulated children's education and care environments.

Assessment must ensure access to:

- National Quality Framework:
  - National Quality Standard
  - the relevant approved learning framework
- service policies and procedures for relationships with children
- educators and supervisor for guidance and collaboration
- children up to 6 years of age 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>