



Australian Government

Assessment Requirements for CHCECE046 Implement strategies for the inclusion of all children

Release: 1

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Modification History

Release 1. CHCECE046 Implement strategies for the inclusion of all children supersedes and is not equivalent to CHCECE021 Implement strategies for the inclusion of all children.

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:

- use critical reflection to evaluate three different areas of practice in the service in terms of how they support inclusion and inclusive practices
- promote inclusion in each of the following contexts on at least one occasion:
 - curriculum development
 - interpersonal communication
- develop, implement and review a plan for support and inclusion for at least one child.

Knowledge Evidence

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

- requirements of the following National Quality Standard and related regulations and laws applicable to this unit including:
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children
- legal and ethical considerations that impact practice around inclusion at a leadership level:
 - key provisions of anti-discrimination legislation
 - human rights framework
 - positive guidance and behaviour guidance
 - privacy, confidentiality and disclosure requirements
- ways to promote inclusion across different areas of practice:
 - curriculum
 - communication with children, colleagues and families:
 - challenging bias
 - modelling behaviour
 - providing examples
 - provoking children's thinking

- behaviours that show respect for diversity
- types of additional needs or barriers to participation that may be identified, how to develop full understanding of these, and the implications for the role of the educator:
 - behavioural or psychological disorders
 - child at risk of harm or illness
 - family circumstances and needs
 - health problems
 - physical, sensory or developmental disability
- different backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs
- factors that may impact the inclusion of the child and their family
- strategies for individual support and inclusion:
 - how these are developed
 - initial and ongoing consultation and communication with families and others
 - how the child's and family's right to privacy is respected
 - monitoring of progress
- critical reflection:
 - what is critical reflection
 - why and how educators use critical reflection
 - what makes for meaningful critical reflection.

Assessment Conditions

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

- interactions with children must be supervised by an approved early childhood educator.

Skills related to curriculum development, planning, review and reflection may be demonstrated outside of the service, but must be based on work in a regulated children's education and care service in Australia.

Assessment must ensure access to:

- information technology for research and documentation
- National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- service standards, policies and procedures for:
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children
- educators for collaboration and to whom guidance is provided on inclusion
- children 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>