



Australian Government

CHCECE046 Implement strategies for the inclusion of all children

Release: 1

CHCECE046 Implement strategies for the inclusion of all children

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.

Application

This unit describes the performance outcomes, skills and knowledge required to promote inclusion and diversity and to plan, implement and monitor individual support strategies.

This unit applies to educators working at a leadership level in a regulated children's education and care service in Australia. Work is undertaken collaboratively according to the philosophy of the service and involves providing guidance to others.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Early Childhood Education and Care

Unit Sector

Children's Education and Care

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Promote inclusion and inclusive practices.
 - 1.1. Make curriculum decisions that promote inclusion and equitable and effective participation of all children.
 - 1.2. Interact with children and families in ways that demonstrate belief in children's capacity to succeed and achieve learning outcomes.
 - 1.3. Identify and use opportunities to develop own professional knowledge about inclusive practice.
 - 1.4. Support all children to fully participate as valued members of the group.
 - 1.5. Encourage others to adopt inclusive attitudes and practices through modelling and pro-active communication.
 - 1.6. Identify and reflect on practices that relate to inclusion, equity and diversity and use outcomes to inform improvements.
2. Identify barriers affecting children's participation.
 - 2.1. Recognise and investigate barriers to learning for individual children.
 - 2.2. Collect and use data that assists in understanding of barriers to learning.
 - 2.3. Develop a holistic understanding of child's needs in collaboration with others and use this information for planning.
3. Develop individual plan for support and inclusion.
 - 3.1. Consider child's abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements when making decisions.
 - 3.2. Develop and document the plan in consultation with other professionals and the family.
 - 3.3. Adapt environment, routines and curriculum to facilitate inclusion of the child.
4. Implement plan to meet the child's needs.
 - 4.1. Support the child's and family's entry into the service through positive and supportive communication.
 - 4.2. Assess and reflect on level of support provided on a regular basis and adjust actions based on assessment.
 - 4.3. Communicate with, and provide support to others, to implement agreed strategies.
 - 4.4. Establish and maintain ongoing information exchange with family and appropriate community members about child's needs and care strategies.
 - 4.5. Respond to daily needs of children with additional needs and seek assistance when support is required.
5. Monitor and evaluate strategies.
 - 5.1. Monitor child's progress through observation and critical reflection.

- 5.2. Identify any barriers to strategies being implemented and trial alternative strategies that may address barriers.
- 5.3. Identify and discuss issues of concern with relevant colleagues and family members based on goals in the plan.
- 5.4. Seek and gain family permission before consulting with other professionals regarding the child.
- 5.5. Implement strategies designed or suggested by family or other professionals.
- 5.6. Ensure communication occurs within a culturally and linguistically responsive framework.
- 5.7. Closely monitor new strategies and their impact on the child.
- 5.8. Use evaluation outcomes to inform future practice.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS

DESCRIPTION

Writing skills to:	record information and observations according to service procedures.
Oral communication skills to:	- ask open and closed questions and actively listen to seek information and confirm understanding - interact and engage with children, families, colleagues and community members to build rapport.
Initiative and enterprise skills to:	determine methods of relaying information in a culturally appropriate manner.
Teamwork skills to:	share information to provide support in line with service policies and procedures.
Technology skills to:	obtain information, and document support plans using digital media.

Unit Mapping Information

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.

Links

Companion Volume implementation guides are found in VETNet -

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