



**Australian Government**

**Assessment Requirements for CHCECE054  
Encourage understanding of Aboriginal  
and/or Torres Strait Islander peoples'  
cultures**

## **Assessment Requirements for CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures**

### **Modification History**

Release 1. CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures. New unit. No equivalent unit.

### **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 reflection to identify own perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures and discuss the reflection process and outcome with a workplace or learning supervisor on one occasion
- source information and collaborate to develop and report on three ideas about how local Aboriginal and/or Torres Strait Islander peoples' cultures could be embedded into daily practice in culturally safe and sensitive ways
- support one experience with a group of children that encourages their understanding of local Aboriginal and/or Torres Strait Islander peoples' cultures.

### **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 including direct relationships with First Nations families and communities
  - educational program and practice
  - relationships with children
- relevant Aboriginal and/or Torres Strait Islander peoples' led organisations and peak agencies
- the educator role in promoting children's understanding of, and respect for, Aboriginal and/or Torres Strait Islander peoples' history and cultures
- purpose and significance of Reconciliation Action Plans
- Aboriginal and/or Torres Strait Islander peoples' perspectives on early childhood learning and development
- aspects of Aboriginal and/or Torres Strait Islander peoples' ways of learning:
  - mathematics
  - music
  - art

- science
- how to use a process of reflection in relation to:
  - different perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures
  - evaluating information found in investigation
- reflective practice:
  - what is reflection
  - why and how educators use reflection
  - what is meaningful reflection
- sources of information on Aboriginal and/or Torres Strait Islander peoples' histories and cultures and how to determine what makes a credible source
- impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people in the local and broader Australian contexts
  - inter-generational effects of forced separation
  - inter-generational trauma and disadvantage
- protocols for researching and sharing information about Aboriginal and/or Torres Strait Islander peoples' histories and cultures:
  - relevant codes of ethics
  - permissions for sharing information
  - awareness around appropriation of Aboriginal and/or Torres Strait Islander peoples' cultures
  - awareness around languages when being re-learned
- ways in which Aboriginal and/or Torres Strait Islander peoples' cultures may be appropriately embedded in routines and learning experiences.

## Assessment Conditions

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

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

Skills related to collaboration, reflection and research may be demonstrated outside of the service but must be based on work in a regulated children's education and care service or school in Australia.

Assessment must ensure access to:

- curriculum from the regulated service or school
- sources of information on local Aboriginal and/or Torres Strait Islander peoples' histories and cultures
- service standards, policies and procedures for:
  - collaborative partnerships with families and communities including direct relationships with First Nations families and communities
  - educational program and practice
  - relationships with children

- National Quality Framework:
  - National Quality Standard
  - the relevant approved learning framework
- educators for collaboration
- children in an education and care service or school.

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>