



Australian Government

CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

Release: 1

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Modification History

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

Application

This unit describes the performance outcomes, skills and knowledge required to identify different perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures, develop an understanding of the local and broader cultural contexts, and use the identified information to embed culturally appropriate experiences, interactions, behaviours and physical environments into daily practice with children.

This unit applies to educators who work in regulated children's education and care services or schools in Australia, including those who identify as Aboriginal and/or Torres Strait Islander and educators from other cultural backgrounds.

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.

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| 1. Identify perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures. | 1.1. Identify and reflect on perspectives about Aboriginal and/or Torres Strait Islander peoples' cultures and the experiences that have informed them. |
| | 1.2. Identify and implement ways to improve awareness of Aboriginal and/or Torres Strait Islander peoples' cultures. |
| 2. Investigate the local context for Aboriginal and/or Torres Strait Islander peoples' cultures. | 2.1. Source and access credible sources of information about local Aboriginal and/or Torres Strait Islander peoples' cultures and history. |
| | 2.2. Reflect on the contemporary impacts of historical issues in the local context. |
| | 2.3. Handle information in a culturally sensitive way taking account of how and with whom information can be shared. |
| 3. Contribute ideas for embedding Aboriginal and/or Torres Strait Islander peoples' cultures in daily practice. | 3.1. Identify opportunities for the embedding of Aboriginal and/or Torres Strait Islander peoples' cultures in routines and learning experiences consistent with the community's cultural protocols, the approved learning framework and the curriculum. |
| | 3.2. Evaluate and use opportunities to promote children's understanding of Aboriginal and/or Torres Strait Islander peoples' cultures and languages. |
| | 3.3. Develop and communicate ideas to promote children's understanding of Aboriginal and/or Torres Strait Islander peoples' cultures and languages through collaboration with others in culturally safe and sensitive ways. |
| 4. Support children's understanding and respect. | 4.1. Facilitate children's experiences in meaningful and culturally appropriate ways that model respect, values and positively portray Aboriginal and/or Torres Strait Islander peoples' cultures and languages. |
| | 4.2. Model language and interactions that show respect for Aboriginal and/or Torres Strait Islander peoples' cultural knowledge. |
| | 4.3. Develop an understanding of Aboriginal and/or Torres Strait peoples' ways of learning. |
| | 4.4. Use opportunities to encourage children to reflect on and engage with different Aboriginal and/or Torres Strait Islander peoples' ways of learning. |

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

Reading skills to:

- interpret the learning framework or curriculum.

Oral communication skills to:

- ask open and closed questions and actively listen to seek information and confirm understanding
- interact and engage with children and community members to build a genuine, trusting rapport in a culturally sensitive manner.

Learning skills to:

- develop own knowledge of local Aboriginal and/or Torres Strait Islander peoples' cultures.

Initiative and enterprise skills to:

- determine methods of relaying information in a culturally appropriate manner
- facilitate understanding of cross-cultural issues and beliefs.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet -

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