



Australian Government

Department of Education, Employment and Workplace Relations

CHCIC201B Communicate with children

Release: 1

CHCIC201B Communicate with children

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required for worker to communicate with children

Application of the Unit

Application

This unit may apply to working with children in a range of community service contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Communicate positively with children | 1.1 Use routines to welcome and farewell children |
| | 1.2 Listen attentively and responsively |
| | 1.3 Explore the child's interests and concerns through conversation |
| | 1.4 Model positive and respectful <i>communication</i> style |
| | 1.5 <i>Be accessible for the child</i> to initiate contact |
| | 1.6 Respond to non-verbal cues |
| | 1.7 Acknowledge and accept children's feelings |
| | 1.8 Modify interactions in response to child's mood |
| | 1.9 Promote enjoyment and fun |
| 2. Apply <i>limits and guidelines</i> for behaviour within <i>service policies</i> | 2.1 Model appropriate behaviour to the child |
| | 2.2 Redirect children to more positive behaviours as necessary |
| | 2.3 Clearly communicate to children guidelines and limits for their behaviour |
| | 2.4 Respond to children's behaviour according to service policy and procedures |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Importance of modelling
- Importance of listening
- The range of children's feelings and reactions to key events in their lives
- The importance of consistent communication of guidelines for children's behaviour
- Organisation standards, policies and procedures

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Communicate verbally and non-verbally and set and apply appropriate limits, taking into account child's age, development, culture and needs

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of skills including:
 - interpersonal relationship
 - active listening
 - use and respond to non-verbal communication and cues of children

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions, over a number of assessment situations

Access and equity considerations:

- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

Context of and specific resources for assessment:

- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
- Resources required for assessment of this unit include access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment

EVIDENCE GUIDE

Method of assessment:

- In cases where the learner does not have the opportunity to cover all relevant aspects in the work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on 'What if?' scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on Essential knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Be accessible for the child may include:

- Proximity to child
- Making eye contact
- Working at child's level

RANGE STATEMENT

Communication with children will vary according to the age of the child

Some examples are:

For babies and infants

- Worker responds to non-verbal cues and decides whether a response is required
- Initiation or reflection of babbling and cooing
- Responds to crying in ways that meets the babies/infants need

For toddlers

- Responds to verbal and non-verbal communication of the toddler
- Spend sufficient time to respond to child's comments

For 3 to 5 year olds

- Conversations during routines and experiences

For 6 to 12 year olds

- Interactions are more reciprocal
- Communication focuses on events that are important
- Interactions are often informal in nature

The application of guidelines and limits will vary according to the age of the child

Some examples are:

For babies and infants

- Saying no
- Remove child from problem/trouble
- Distract to another activity

For toddlers:

- Patiently respond, provide a consistent message

For 3 to 5 year olds:

- Communicate the guidelines of the service clearly

For 6 to 12 year olds

- Will involve discussions with children e.g. About the reason the guideline is required

Service policies on response to behaviour may include:

- Accurate documentation of incident
- Report incidents to colleagues, more senior workers or appropriate authority

RANGE STATEMENT

- Limits and guidelines may cover:*
- Out of bounds areas
 - Expectations about behaviour with other children/adults
 - Procedures for health and safety

Unit Sector(s)

Not Applicable