

<b>UNIT CODE</b>	CHCECE046
<b>UNIT TITLE</b>	Implement strategies for the inclusion of all children
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to promote inclusion and diversity and to plan, implement and monitor individual support strategies.</p> <p>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.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Early Childhood Education and Care
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
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.	<p>4.1. Support the child's and family's entry into the service through positive and supportive communication.</p> <p>4.2. Assess and reflect on level of support provided on a regular basis and adjust actions based on assessment.</p> <p>4.3. Communicate with, and provide support to others, to implement agreed strategies.</p> <p>4.4. Establish and maintain ongoing information exchange with family and appropriate community members about child's needs and care strategies.</p> <p>4.5. Respond to daily needs of children with additional needs and seek assistance when support is required.</p>
5. Monitor and evaluate strategies.	<p>5.1. Monitor child's progress through observation and critical reflection.</p> <p>5.2. Identify any barriers to strategies being implemented and trial alternative strategies that may address barriers.</p> <p>5.3. Identify and discuss issues of concern with relevant colleagues and family members based on goals in the plan.</p> <p>5.4. Seek and gain family permission before consulting with other professionals regarding the child.</p> <p>5.5. Implement strategies designed or suggested by family or other professionals.</p> <p>5.6. Ensure communication occurs within a culturally and linguistically responsive framework.</p> <p>5.7. Closely monitor new strategies and their impact on the child.</p> <p>5.8. Use evaluation outcomes to inform future practice.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Writing skills to:	<ul style="list-style-type: none"> <li>record information and observations according to service procedures.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>ask open and closed questions and actively listen to seek information and confirm understanding.</li> <li>interact and engage with children, families, colleagues and community members to build rapport.</li> </ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"> <li>determine methods of relaying information in a culturally appropriate manner.</li> </ul>
Teamwork skills to:	<ul style="list-style-type: none"> <li>share information to provide support in line with service policies and procedures.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>obtain information, and document support plans using digital media.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	Supersedes and is not equivalent to CHCECE021 Implement strategies for the inclusion of all children.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	Assessment Requirements for CHCECE046 Implement strategies for the inclusion of all children
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• use critical reflection to evaluate three different areas of practice in the service in terms of how they support inclusion and inclusive practices</li> <li>• promote inclusion in each of the following contexts on at least one occasion: <ul style="list-style-type: none"> <li>◦ curriculum development</li> <li>◦ interpersonal communication</li> </ul> </li> <li>• develop, implement and review a plan for support and inclusion for at least one child.</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• requirements of the following National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> <li>◦ collaborative partnerships with families and communities</li> <li>◦ educational program and practice</li> <li>◦ physical environment</li> <li>◦ relationships with children</li> </ul> </li> <li>• legal and ethical considerations that impact practice around inclusion at a leadership level: <ul style="list-style-type: none"> <li>◦ key provisions of anti-discrimination legislation</li> <li>◦ human rights framework</li> <li>◦ positive guidance and behaviour guidance</li> <li>◦ privacy, confidentiality and disclosure requirements</li> </ul> </li> <li>• ways to promote inclusion across different areas of practice: <ul style="list-style-type: none"> <li>◦ curriculum</li> <li>◦ communication with children, colleagues and families: <ul style="list-style-type: none"> <li>- challenging bias</li> <li>- modelling behaviour</li> <li>- providing examples</li> <li>- provoking children's thinking</li> </ul> </li> </ul> </li> <li>• behaviours that show respect for diversity</li> <li>• 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: <ul style="list-style-type: none"> <li>◦ behavioural or psychological disorders</li> <li>◦ child at risk of harm or illness</li> <li>◦ family circumstances and needs</li> <li>◦ health problems</li> <li>◦ physical, sensory or developmental disability</li> </ul> </li> <li>• different backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs</li> <li>• factors that may impact the inclusion of the child and their family</li> <li>• strategies for individual support and inclusion: <ul style="list-style-type: none"> <li>◦ how these are developed</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>◦ initial and ongoing consultation and communication with families and others</li> <li>◦ how the child's and family's right to privacy is respected</li> <li>◦ monitoring of progress</li> <li>• critical reflection:             <ul style="list-style-type: none"> <li>◦ what is critical reflection</li> <li>◦ why and how educators use critical reflection</li> <li>◦ what makes for meaningful critical reflection.</li> </ul> </li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in a regulated children's education and care service in Australia:</p> <ul style="list-style-type: none"> <li>• interactions with children must be supervised by an approved early childhood educator.</li> </ul> <p>Skills related to curriculum development, planning and review/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.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• information technology for research and documentation</li> <li>• National Quality Framework:             <ul style="list-style-type: none"> <li>◦ National Quality Standard</li> <li>◦ the relevant approved learning framework</li> </ul> </li> <li>• service standards, policies and procedures for:             <ul style="list-style-type: none"> <li>◦ collaborative partnerships with families and communities</li> <li>◦ educational program and practice</li> <li>◦ physical environment</li> <li>◦ relationships with children</li> </ul> </li> <li>• educators for collaboration and to whom guidance is provided on inclusion</li> <li>• children in a regulated education and care service in Australia.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide