

UNIT CODE	CHCECE033
UNIT TITLE	Develop positive and respectful relationships with children.
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to communicate and interact respectfully with children and to guide their behaviours in ways that support their agency, positive sense of self and self-regulation.</p> <p>This unit applies to educators who work according to established policies and procedures and under the guidance of others in regulated children's education and care services in Australia.</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>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Interact positively with children.	1.1 Respond sensitively and respectfully to all children's efforts to communicate. 1.2 Engage in sustained conversations with individual children about things that interest the child and encourage them to share their stories and ideas. 1.3 Communicate during practical tasks in ways that help create a relaxed and unhurried routine. 1.4 Participate in children's play and use children's cues to guide the level and type of involvement. 1.5 Model positive interactions with others.

2. Support and respect children.	<p>2.1 Implement practices that empower children to exercise their right to be active participants in their own lives.</p> <p>2.2 Organise spaces, resources and routines within scope of own responsibility that reduce the potential for children's stress or frustration and increase their ability to have agency and be decision makers.</p> <p>2.3 Support practices and routines that honour children, their family and the community context.</p> <p>2.4 Show genuine interest in, understanding of, and respect for all children.</p> <p>2.5 Comfort children who cry or show signs of distress in ways appropriate for individual children.</p> <p>2.6 Respond positively to varying abilities and confidence levels and acknowledge children's efforts and achievements.</p> <p>2.7 Support children to recognise and label their range of emotions.</p> <p>2.8 Model self-regulation through gentle and calm behaviour and provide reassurance when children express distress, frustration or anger.</p> <p>2.9 Support children's agency to make choices and experience natural consequences.</p>
3. Identify factors that influence behaviour of individuals.	<p>3.1 Identify factors of the social and physical environments of the child's home and community which may impact on the child's behaviour.</p> <p>3.2 Gather information about the child's education and care social and physical environments to facilitate understanding of the child's behaviour.</p> <p>3.3 Assess the child's individual stage of development, temperament and personality to facilitate understanding of the child's behaviour.</p> <p>3.4 Reflect on own pedagogical practices and identify how they may influence behaviours.</p> <p>3.5 Use information collected to inform a holistic understanding of the child's behaviour.</p>
4. Identify factors that influence group dynamics.	<p>4.1 Observe interaction and behaviour patterns of children in groups.</p> <p>4.2 Identify gender influences on group dynamics.</p> <p>4.3 Encourage positive relationship building between children.</p>
5. Support the development of pro-social behaviours.	<p>5.1 Guide children's behaviour in ways that promote self-regulation and preserve and promote children's self-esteem and wellbeing.</p> <p>5.2 Communicate expectations for behaviour based on service policies in ways that children will understand.</p> <p>5.3 Involve children in developmentally appropriate ways when agreeing expectations of behaviour.</p> <p>5.4 Provide instructions and guidance in a positive and supportive manner.</p> <p>5.5 Acknowledge children's positive choices and use clear verbal and non-verbal communication when children make positive choices.</p> <p>5.6 Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them.</p> <p>5.7 Use appropriate strategies to redirect behaviour and defuse situations of conflict or stress.</p> <p>5.8 Identify situations where children may need additional support and seek guidance from relevant supervisor.</p>

6. Reflect on relationships with children.	6.1 Identify ways of developing positive relationships through review of own experiences and observation of others in the workplace. 6.2 Identify opportunities to enhance own skills through reflection, and develop actions with guidance from supervisor.
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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
Oral communication skills to:	<ul style="list-style-type: none"> ask open and closed questions and actively listen to seek information and confirm understanding. interact with and engage with children to build rapport.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> determine appropriate strategies to support children's individual needs.
Self-management skills to:	<ul style="list-style-type: none"> proactively seek opportunities to improve own work practice and conduct.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE033 Develop positive and respectful relationships with children.
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<p>PERFORMANCE EVIDENCE</p>	<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"> ■ communicate positively and respectfully during interactions with children between the ages of birth to 6 years that individually or collectively include all of the following at least once: <ul style="list-style-type: none"> ○ group interactions ○ mealtimes ○ play opportunities ○ physical care routines ○ sustained individual interaction ○ situation where child is reluctant to participate ○ situation of conflict ○ times of transition – at least one of the following: <ul style="list-style-type: none"> ● from one activity to another ● from one location to another ● during arrival at the service ■ document and reflect on observations about the ways in which relationships are developed in the workplace: <ul style="list-style-type: none"> ○ own relationships with children ○ other educator relationships with children ○ child to child relationships ■ perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia.
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KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ requirements of the National Quality Standard and related regulations and laws applicable to this unit, including: <ul style="list-style-type: none"> ○ relationships with children ■ partnerships with families and community development factors relevant to communication with children in early childhood ■ the reasons why it is important for children to have positive and respectful relationships ■ the features of positive and respectful relationships and how educators support these through: <ul style="list-style-type: none"> ○ demonstrating sensitivity and initiating warm, trusting and reciprocal relationships with children and their families ○ supporting families' choices and decision making ○ ensuring that children experience safe and stimulating learning environments ○ helping children to establish secure attachments and develop self-regulation ○ developing learning programs that are responsive to each child and build on their culture, strengths, interests and knowledge ○ supporting shared sustained thinking ○ listening to, hearing and respecting the views and feelings of each child ○ recognising when a child learns something significant and applying this knowledge to strengthen learning relationships ○ recognising and deepening children's understanding about other people and cultures and how values and beliefs influence their own world view ○ demonstrating respect and understanding of the views of other professionals and families when communicating and interacting across cultures ■ children's emotional development <ul style="list-style-type: none"> ○ brain development and its role in emotional development of children ○ labels for emotions felt or displayed ○ development of pro-social skills ○ self-regulation of emotions ■ basic aspects of positive communication models ■ communication techniques and their specific application to communication with children in early childhood: <ul style="list-style-type: none"> ○ active listening ○ questioning ○ verbal ○ non-verbal ■ how individual educator cultural beliefs and practices may influence communication with children ■ techniques to guide children's behaviour using a strengths-based approach ■ the factors that influence children's behaviour ■ impact of group dynamics on children's behaviour ■ how to recognise situations where further support or intervention may be required ■ principles of inclusiveness, diversity, equity and access in children's education and care ■ techniques for building children's resilience.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none"> ■ the following aspects of the Performance Evidence must be directly observed by the assessor on at least one occasion each: <ul style="list-style-type: none"> ○ communicate positively and respectfully during interactions with children between the ages of birth to 6 years that individually or cumulatively include: <ul style="list-style-type: none"> ● group interactions ● play opportunities ● physical care routines ● sustained individual interaction ● times of transition – at least one of the following: <ul style="list-style-type: none"> ● from one activity to another ● from one location to another ● during arrival at the service ■ remaining performance evidence may be collected through authenticated third-party reports ■ observation and third-party reports must be supplemented by other forms of evidence ■ interactions with children must be supervised by an approved early childhood educator. <p>Skills related to reflection and documentation may be demonstrated outside of the service and include experiences from work in non-regulated children's education and care environments.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ National Quality Framework: <ul style="list-style-type: none"> ○ National Quality Standard ○ the relevant approved learning framework ■ service policies and procedures for: <ul style="list-style-type: none"> ○ relationships with children ■ children in a regulated education and care service in Australia. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide