

UNIT CODE	CHCECE054
UNIT TITLE	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to identify different perspectives on Aboriginal and/or Torres Strait Islander Peoples cultures, investigate the local and broader cultural context, and use the identified information to embed culturally appropriate experiences, interactions, behaviours and physical environments into daily practice with children.</p> <p>This unit applies to educators who work in children's education and care services and schools in Australia, including those who identify as Aboriginal and/or Torres Strait Islander and educators from other cultural backgrounds.</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	
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. 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.

<p>3. Contribute ideas for embedding Aboriginal and/or Torres Strait Islander Peoples culture in daily practice.</p>	<p>3.1 Identify opportunities for the embedding of Aboriginal and/or Torres Strait Islander Peoples cultures in routines and learning experiences consistent with the approved learning framework, curriculum or community cultural protocols. 3.2 Evaluate and apply 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.</p>
<p>4. Support children’s understanding and respect.</p>	<p>4.1 Facilitate children’s experiences that value and positively engage 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.</p>

<p>FOUNDATION SKILLS</p>	
<p><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></p>	
<p>SKILLS</p>	<p>DESCRIPTION</p>
<p>Reading skills to:</p>	<ul style="list-style-type: none"> ■ interpret the learning framework or curriculum.
<p>Oral communication skills to:</p>	<ul style="list-style-type: none"> ■ ask open and closed questions and actively listen to seek information and confirm understanding. ■ interact with and engage children and community members to build rapport.
<p>Learning skills to:</p>	<ul style="list-style-type: none"> ■ develop own knowledge of local Aboriginal and/or Torres Strait Islander Peoples culture.
<p>Initiative and enterprise skills to:</p>	<ul style="list-style-type: none"> ■ determine methods of relaying information in a culturally appropriate manner. ■ facilitate understanding of cross-cultural issues and beliefs.
<p>Technology skills to:</p>	<ul style="list-style-type: none"> ■ document experience plans using digital media.
<p>UNIT MAPPING INFORMATION</p>	<p>Pending</p>
<p>LINKS</p>	<p>Companion Volume Implementation Guide</p>

<p>TITLE</p>	<p>Assessment Requirements for CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples cultures</p>
<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"> ■ 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 integrates local Aboriginal and/or Torres Strait Islander Peoples cultures.

<p>KNOWLEDGE EVIDENCE</p>	<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 following National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ○ educational program and practice ○ relationships with children ○ collaborative partnerships with families and communities including direct relationships with First Nations families and communities ■ relevant Aboriginal and 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: <ul style="list-style-type: none"> ○ mathematics ○ music ○ art ○ science ■ how to use a process of reflection in relation to: <ul style="list-style-type: none"> ○ different perspectives on Aboriginal and/or Torres Strait Islander Peoples cultures ○ evaluating information found in investigation ■ reflective practice: <ul style="list-style-type: none"> ○ what is reflection ○ why and how educators use reflection ○ what is meaningful reflection ■ sources of information on Aboriginal and/or Torres Strait Islander Peoples history 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 context <ul style="list-style-type: none"> ○ 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 history and cultures <ul style="list-style-type: none"> ○ permissions for sharing information ○ awareness around appropriation of Aboriginal and/or Torres Strait Islander Peoples culture ○ awareness around languages when being re-learned ■ ways in which Aboriginal and/or Torres Strait Islander Peoples cultures may be embedded in routines and learning experiences.
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<p>ASSESSMENT CONDITIONS</p>	<p>Skills must be demonstrated in a children’s education and care service or school in Australia:</p> <ul style="list-style-type: none"> ■ interactions with children must be supervised by an approved early childhood educator or teacher. <p>Skills related to collaboration, reflection and research may be demonstrated outside of the service.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ curriculum from the regulated service or school ■ sources of information on local Aboriginal and/or Torres Strait Islander Peoples history and culture ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ○ educational program and practice ○ relationships with children ○ collaborative partnerships with families and communities including direct relationships with First Nations families and communities ■ National Quality Framework: <ul style="list-style-type: none"> ○ National Quality Standard ○ the relevant approved learning framework ■ other educators for collaboration activities ■ children in an education and care service or school. <p>Assessors must satisfy the Standards for Registered Training Organisations’ requirements for assessors.</p>
<p>LINKS</p>	<p>Companion Volume Implementation Guide</p>