

UNIT CODE	CHCECE054
UNIT TITLE	Promote understanding of Aboriginal and/or Torres Strait Islander cultures
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to identify different perspectives on Aboriginal and/or Torres Strait Islander cultures, research the local cultural context, and use that research to develop ideas about embedding cultural activities into daily practice with children.</p> <p>This unit applies to all educators who work in children's education and care services, 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/New Zealand 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. Identify perspectives on Aboriginal and/or Torres Strait Islander cultures.	1.1 Identify and critically reflect on perspectives about Aboriginal and/or Torres Strait Islander cultures and the experiences that have informed them. 1.2 Identify and act on ways to improve awareness of Aboriginal and/or Torres Strait Islander cultures.
2. Research the local context for Aboriginal and/or Torres Strait Islander cultures.	2.1 Source and access credible sources of information about local Aboriginal and/or Torres Strait Islander 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 culture in daily practice.	<p>3.1 Evaluate and use information from research as the basis for ideas in promoting children's understanding.</p> <p>3.2 Investigate opportunities for the embedding of Aboriginal and/or Torres Strait Islander cultures in practical routines and learning experiences consistent with the approved learning framework or community cultural protocols.</p> <p>3.3 Develop and communicate ideas through collaboration with others.</p>
4. Support children's understanding and respect.	<p>4.1 Facilitate children's experiences that acknowledge Aboriginal and/or Torres Strait Islander cultures</p> <p>4.2 Model language and interactions that show respect for Aboriginal and/or Torres Strait Islander ways of knowing and communication</p> <p>4.3 Use opportunities to encourage children to reflect on and engage with different aspects of Aboriginal and/or Torres Strait Islander cultures.</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
Reading skills to:	<ul style="list-style-type: none"> ■ interpret the learning framework.
Writing skills to:	<ul style="list-style-type: none"> ■
Oral communication skills to:	<ul style="list-style-type: none"> ■
Numeracy skills to:	<ul style="list-style-type: none"> ■
Learning skills to:	<ul style="list-style-type: none"> ■
Problem-solving skills to:	<ul style="list-style-type: none"> ■
Initiative and enterprise skills to:	<ul style="list-style-type: none"> ■
Teamwork skills to:	<ul style="list-style-type: none"> ■
Planning and organising skills to:	<ul style="list-style-type: none"> ■
Self-management skills to:	<ul style="list-style-type: none"> ■
Technology skills to:	<ul style="list-style-type: none"> ■

UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	

TITLE	Assessment Requirements for CHCECE054 Promote understanding of Aboriginal and/or Torres Strait Islander cultures
PERFORMANCE EVIDENCE	<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 critical reflection to identify perspectives on Aboriginal and/or Torres Strait Islander cultures and discuss the reflection process and outcome with a workplace or learning supervisor on one occasion■ use research and collaboration to develop and report on three ideas about how local Aboriginal and/or Torres Strait Islander cultures could be embedded into daily practice■ support one experience with a group of children that integrates local Aboriginal and/or Torres Strait Islander cultures.

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 following National Quality Standard(s) and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ○ educational program and practice ○ relationships with children ■ the educator role in promoting children's understanding of, and respect for, Aboriginal and/or Torres Strait Islander history and cultures ■ Aboriginal and/or Torres Strait Islander perspectives on early childhood learning and development ■ how to use a process of critical reflection in relation to: <ul style="list-style-type: none"> ○ different perspectives on Aboriginal and/or Torres Strait Islander cultures ○ evaluating information found in research ■ reflective practice: <ul style="list-style-type: none"> ○ what is critical reflection ○ why and how educators use critical reflection ○ what is meaningful reflection ■ sources of information on Aboriginal and/or Torres Strait Islander 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 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 history and cultures <ul style="list-style-type: none"> ○ permissions for sharing information ○ awareness around appropriation of Aboriginal and/or culture ○ awareness around languages when being re-learned ■ ways in which Aboriginal and/or Torres Strait Islander history and cultures may be embedded in practical routines and learning experiences.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a children's education and care service:</p> <ul style="list-style-type: none"> ■ interactions with children must be supervised by an approved early childhood educator. <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 ■ sources of information on local Aboriginal and/or Torres Strait Islander history and culture ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ○ educational program and practice ○ relationships with children ■ National Quality Framework for Early Childhood Education and Care <ul style="list-style-type: none"> ○ National Quality Standard ○ the relevant approved national learning framework ■ other educators for collaboration activities ■ children in an education and care service. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	