

UNIT CODE	CHCECE045
UNIT TITLE	Foster positive and respectful interactions and behaviour in children
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to contribute to guidelines that foster positive and respectful interactions and behaviour, and to monitor and support children's learning, development and wellbeing in this area.</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>
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. Develop guidelines that support positive and respectful interactions and behaviour in children.	<p>1.1 Collaborate with colleagues about expectations for positive and respectful interactions and behaviour.</p> <p>1.2 Collaborate with children to develop expectations for positive and respectful interactions and behaviour.</p> <p>1.3 Identify strategies that support children in managing their own pro-social skills and regulation, and are considerate of individual children's needs, cultures and backgrounds.</p>

2. Observe and monitor interactions and behaviour in children.	<p>2.1 Assess the impact of the physical and social environment and curriculum on children's behaviour.</p> <p>2.2 Observe children and provide clear and consistent support to encourage positive interactions and behaviour.</p> <p>2.3 Model consistent approaches and provide support to colleagues through coaching and mentoring.</p> <p>2.4 Assist children to resolve conflicts appropriate to their age and stage of development.</p> <p>2.5 Collaborate with children to develop alternative responses and behaviours.</p>
3. Identify challenging behaviours.	<p>3.1 Recognise factors that may cause challenges for children's ability to interact positively and engage in the curriculum.</p> <p>3.2 Observe and document patterns of challenging behaviour according to service policies and procedures.</p> <p>3.3 Identify and reflect on the variables and influences that can impact an individual child's behaviour and how this may inform responses.</p> <p>3.4 Identify and respond to the needs of other children who may be affected by the behaviour.</p>
4. Plan support for children.	<p>4.1 Analyse information regarding identified behaviour and use a collaborative approach to planning.</p> <p>4.2 Identify long-term and short-term objectives that are consistent with child's cultural practice, abilities, age and developmental stage.</p> <p>4.3 Identify situations where advice or liaison with other professionals or authorities is needed and take action according to service policies and procedures.</p> <p>4.4 Develop and document the plan according to service policies and procedures and in consultation with the child's family.</p>
5. Implement and evaluate support plan.	<p>5.1 Collaborate with all those involved to implement the support plan.</p> <p>5.2 Support colleagues to implement the plan effectively and consistently through coaching and mentoring.</p> <p>5.3 Review child's progress regularly using critical reflection, and modify plan where necessary in consultation with colleagues, family members and others caring for the child.</p> <p>5.4 Critically reflect on own pedagogy 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
Reading skills to:	<ul style="list-style-type: none"> ■ interpret educational program information and curriculum documentation. ■ comprehend content of organisational policies and procedures.

Writing skills to:	<ul style="list-style-type: none"> ■ record information and observations according to organisational procedures. ■ produce accurate, informative documents and reports.
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 and families to build rapport. ■ Provide accurate detail of observations to colleagues and other relevant persons.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> ■ determine and use appropriate template for reporting, according to organisational policies and procedures. ■ use appropriate support strategies when opportunities arise.
Technology skills to:	<ul style="list-style-type: none"> ■ document support plans using digital media.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE045 Foster positive and respectful interactions and behaviour in children
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"> ■ observe the social interactions of children on at least three occasions and identify: <ul style="list-style-type: none"> ◦ emerging pro-social skills ◦ strategies used by the educator to support the development of pro-social skills ■ complete the following for two different children who exhibit challenging behaviour/s: <ul style="list-style-type: none"> ◦ review any pre-existing information regarding the child's interactions and behaviour ◦ observe and monitor the interactions and responses of the child to identify challenging behaviour ◦ participate in two collaborative discussions about the child's interactions and behaviour with colleagues ◦ document own reflections on the gathered information ◦ develop, implement and evaluate a support plan for the child.

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 applicable to this unit including: <ul style="list-style-type: none"> ◦ relationships with children
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- partnerships with families and community
- Early Childhood Australia Code of Ethics
- principles of the UN Conventions on the Rights of the Child
- current and emerging theory and research about developing children's cooperative behaviour:
 - contrasting beliefs
 - differing perspectives on child behaviour
 - supportive interventions
- how own values impact perspectives on behaviour and how to use critical reflection to identify and respond to this
- different domains of self-regulation and applications to assist those who deregulate in particular domains
- stages of child development, specifically age-appropriate expectations of children's behaviour
- family beliefs about behaviour in different cultures and social groups
- how to engage and collaborate with children
- relationship-based guidance strategies that help children learn about behaviour, and how these are developed and implemented
- features of environments (both physical and social) and the curriculum that nurture positive relationships and a sense of belonging
- frameworks for observing children to understand individual needs
- processes for identifying and recording challenging behaviours
- situations where challenging behaviours may indicate a need for mandatory reporting
- potential contributing factors to behaviours:
 - actions of others
 - child's need for agency
 - child's history
 - consistency (lack of)
 - culture
 - curriculum, practices or environments of the service
 - group dynamics
 - illness
 - needs not being met
 - no sense of belonging
 - partnerships with families
 - personality
 - recent and current events
 - sensory input – body and environment
 - size of group
 - stage of development
 - temperament and attachment
- plans for supporting positive interactions and behaviour (at both a group and individual level) and:
 - how they are developed
 - who should be involved
 - what they should include:
 - looking beyond the child's immediate behaviour and thinking about meeting genuine relationship needs
 - how to develop children's self-regulation, positive self-concept and self esteem
 - ways to re-frame children's behaviour
 - practices to support the building of resilience
 - how they are presented
 - how they are implemented and monitored
- ways to communicate with families about behaviour.

ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none"> ■ interactions with children must be supervised by an approved early childhood educator. <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ National Quality Framework: <ul style="list-style-type: none"> ○ Education and Care Services National Regulations ○ National Quality Standard ○ the relevant approved learning framework ■ Early Childhood Australia Code of Ethics ■ UN Convention on the Rights of the Child ■ service standards, policies and procedures for: <ul style="list-style-type: none"> ○ relationships with children ■ educators for collaboration ■ 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