

UNIT CODE	CHCECE046
UNIT TITLE	Implement strategies for the inclusion of all children
APPLICATION	<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. 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/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. Promote inclusion.	<p>1.1 Make curriculum decisions that promote inclusion and equitable and effective participation of all children.</p> <p>1.2 Interact with families and children in ways that demonstrate belief in children's capacity to succeed and achieve learning outcomes.</p> <p>1.3 Identify and use opportunities to develop own professional knowledge about inclusive practice.</p> <p>1.4 Support all children to fully participate as valued members of the group.</p> <p>1.5 Encourage others to adopt inclusive attitudes and practices through role-modelling and pro-active communication</p> <p>1.6 Identify and reflect on practices that relate to inclusion, equity and diversity and use outcomes to inform improvements.</p>
2. Identify barriers affecting children's participation.	<p>2.1 Recognise and investigate barriers to learning for individual children.</p> <p>2.2 Collect and use data to that assists in understanding of the barrier to learning.</p> <p>2.3 Discuss concerns with others, develop a holistic understanding of child's needs and use this information for planning.</p>

3. Develop individual plan for support and inclusion.	<p>3.1 Consider the child's abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements when making decisions.</p> <p>3.2 Develop and document the plan in consultation with other professionals and the family.</p> <p>3.3 Adapt the environment and routines to ensure inclusion of the child.</p>
4. Implement plan to meet the child's needs.	<p>4.1 Support child's entry into the service through positive and supportive communication.</p> <p>4.2 Assess and reflect on the 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 constant information exchange with family and appropriate community members about the child's needs and care strategies.</p> <p>4.5 Respond to the daily needs of children with additional needs and seek assistance as 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 the 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 the goals of the plan.</p> <p>5.4 Seek and gain family permission prior to 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 the impact of these 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
Reading skills to:	■
Writing skills to:	■
Oral communication skills to:	■
Numeracy skills to:	■

Learning skills to:	■
Problem-solving skills to:	■
Initiative and enterprise skills to:	■
Teamwork skills to:	■
Planning and organising skills to:	■
Self-management skills to:	■
Technology skills to:	■ obtain information, and document support plans using digital media.
UNIT MAPPING INFORMATION	No equivalent unit.
LINKS	

TITLE	Assessment Requirements for CHCECE046 Implement strategies for the inclusion of all 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"> ■ use critical reflection to evaluate three different areas of practice in the service in terms of how well they support inclusion ■ promote inclusion in both of the following contexts: <ul style="list-style-type: none"> ○ curriculum development ○ interpersonal communication ■ develop, implement and review a plan for support and inclusion for at least one 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 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 ○ partnerships with families and community ■ legal and ethical considerations that impact practice around inclusion at a leadership level: <ul style="list-style-type: none"> ○ key provisions of anti-discrimination legislation ○ human rights framework ○ privacy, confidentiality and disclosure requirements ■ ways to promote inclusion across different areas of practice: <ul style="list-style-type: none"> ○ curriculum ○ communication with children, colleagues and families: <ul style="list-style-type: none"> ● challenging bias ● modelling behaviour ● providing examples ● provoking children's thinking ■ behaviours that show respect for diversity ■ 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"> ○ behavioural or psychological disorders ○ child at risk of harm or illness ○ family circumstances and needs ○ health problems ○ physical, sensory or developmental disability ■ different backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs ■ strategies for individual support and inclusion: <ul style="list-style-type: none"> ○ how these are developed ○ initial and ongoing consultation and communication with families and others ○ how the child's and family's right to privacy is respected ○ monitoring of progress.
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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"> ■ interactions with children must be supervised by an approved early childhood educator. <p>Skills related to curriculum development, planning and review/reflection may be demonstrated outside of the service.</p> <p>Skills related to the planning and implementation of support plans may be demonstrated through simulated activities and scenarios.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ National Quality Framework for Early Childhood Education and Care <ul style="list-style-type: none"> ○ National Quality Standard ○ the relevant approved national learning framework ■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> ○ educational program and practice ○ relationships with children ■ educators for collaboration and to whom guidance is provided on inclusion ■ children in a regulated education and care service. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	