

BSBINN502 Build and sustain an innovative work environment

This unit describes the skills and knowledge required to create an environment that enables and supports the application of practices focusing on innovation across all areas of work practice. It explores effective leadership and innovation through theory and promotes workplace collaboration using strategies to empower others to participate in sharing ideas and problem solving. Educators spend many hours each day in the workplace, so the impact on the environment and spaces provided for adults is explored to support reflective practice, creativity and innovation. Value is placed on the notion that each person has the potential to lead others towards improved practice if supported by the culture of the organisation. This is embedded through building teams, effective recruitment and creating a sense of belonging.

Throughout this unit, there are many examples of innovative practice and leadership that relate to the education and care sector to inspire and motivate team collaboration and reflective practice within a service.

BSBLED401 Develop teams and individuals

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup. It explores strategies for teams and individuals to be involved in self-evaluation, formal workplace performance appraisals and the provision of feedback as tools to identify learning styles and learning needs towards the setting of appropriate goals. Methods to support learning towards identified goals, including provision to address and manage obstacles to learning and development, are included. Emphasis is placed on progress and directions for the individual by establishing learning and development plans, including further reflection, evaluation and modifications as needed. Development, viewed as a process of continuous improvement for both teams and individuals, underpins this unit.

CHCDIV001 Work with diverse people

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people. It explores many concepts of diversity, including a range of values and beliefs, and focuses on how legislation and understanding underpins service delivery. The unique challenges faced by Aboriginal and Torres Strait Islander people are highlighted with reference to historic inequities and continued marginalisation, and an exploration of ways to readdress these imbalances and potential barriers is included. Opportunity for personal reflection is provided, with exploration into self-awareness and individual bias, to become more socially and culturally aware. Further support is provided with information to develop effective communication, guide inclusive practice, and build relationships based on mutual respect. It offers a unique opportunity on a personal, workplace and wider community level to counteract stereotyping, challenge attitudes which perpetuate negative biases and support inclusive practices.

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

Cultural safety is about creating an environment that is physically, emotionally, spiritually and socially competent and aware. An environment that promotes respect, shared learning and interaction at a deeper level is more able to support families and children. This unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in your own work practice, and develop strategies to enhance cultural safety.

Historical perspectives are included from colonisation through to the national apology, and looking further into the current challenges and barriers faced by the first Australians to support the learner to reflect on their own practices and undertake appropriate actions within the workplace. The provision of some measures to evaluate a service promotes the value of reflective practice, with the aim of improving service delivery inline with cultural safety considerations. An emphasis is placed on making connections, building relationships and sourcing quality resources to improve practices.

CHCECE001 Developing cultural competence

This unit describes the skills and knowledge required to work towards cultural competency and to support participation of all children and families in children's services. This support includes contributing to children's understanding beyond just ethnic diversity, but more broadly into understanding varying beliefs, ways of life and personal identity. Attention and respect is given to historical issues relating to Aboriginal and/or Torres Strait Islander peoples, as well as strategies to reflect on the environment, resources and the curriculum. It provides opportunities to explore communication, relationships, language and the planning and implementing of experiences that embed an understanding and reflection of cultural competence.

CHCECE002 Ensure the health and safety of children

This unit describes the skills and knowledge to ensure the health and safety of children and applies to educators working in a variety of education and care services. Educators are supported to navigate legislative requirements and supporting documents and the links to effective practices that safeguard children's health and safety. Gathering information and developing systems within a service prepares staff to understand each child's health, needs and safety requirements. This unit covers sleep, rest and relaxation; effective hygiene and health practices; illness and administering medication; and managing allergies, anaphylaxis and asthma. In addition, there is a focus on minimising risks within a service through safety checks, hazard identification and effective supervision. There is an emphasis on following procedures in relation to service policies and record keeping through practical examples to support knowledge and understanding.

CHCECE003 Provide care for children

This unit describes the skills and knowledge required to ensure health and safety through the exploration of emotional and physical development, the child's participation in the educational program and the importance of the physical environment to support this. It explores supporting children to navigate change, separation anxiety and expressing emotions through caring practices. Focus is also placed on the provision of appropriate physical care in relation to meal times, toileting, hygiene practices and sun protection to support wellbeing. There are examples and activities throughout to enhance understanding and guide the educator towards the fundamental appreciation of the role they play in guiding learning and caring for children.

CHCECE004 Promote and provide healthy food and drinks

This unit describes the skills and knowledge required to promote healthy eating and ensure that food and drinks provided are nutritious, appropriate for each child and prepared in a safe and hygienic manner. In addition to encouraging healthy food choices and combining physical activity to support children's wellbeing, there is emphasis placed on preparing and handling food safely; the Australian Dietary Guidelines; an exploration of the five food groups; and an understanding of food allergies and preferences. Specific information on menu planning to meet nutritional requirements is provided along with understanding food labels. To embed healthy eating and physical activity into the educational program, some examples of learning experiences are provided as well as offering some suggestions to involve families.

CHCECE005 Provide care for babies and toddlers

Working with babies and toddlers requires complex understanding of this unique phase of life. This includes the theory behind development and developmental milestones in children under two years, as well as the importance of safety, relationships and attachment. By understanding these vital elements, the educator is equipped with an understanding of the importance of their role as a significant adult in the child's early life. Developing the required skills will take practice, experience, patience, teamwork and communication.

This unit describes the skills and knowledge required by educators to ensure that the children's physical and emotional wellbeing is maintained, and their needs are met in relation to individual routines, sleep, nappy change and toileting, meal times and nutrition, health and safety, and the service environment.

CHCECE006 Supporting behaviour of children and young people

This unit describes the skills and knowledge required to guide the behaviour of children and young people in a safe and supportive environment. It explores the impact of the physical environment on behaviour, and the strategies educators can use to support children and young people to become better able to manage their own emotions and behaviours. Educators are provided with information in relation to typical development and factors that may influence a child's behaviour. Where there are concerns relating to a child's behaviour, information needs to be gathered through observation and documentation and different approaches to this are provided. There is also support for communicating concerns to families and working together with them and other professionals to develop and monitor support plans for children.

CHCECE007 Develop positive and respectful relationships with children

This unit describes the skills and knowledge required by educators to ensure they develop and maintain effective relationships and promote positive behaviour with children. Children form relationships and secure attachments with educators who are responsive, sensitive and consistent, and this learning guide enhances awareness of communication, meaningful interactions and reflection. Through the creation of a sense of belonging within a service and positive guidance from educators, children are supported to understand the impact of their behaviour on others and begin to develop abilities of self-regulation, managing their own behaviours and emotions, and gaining greater independence.

CHCECE009 Use an approved learning framework to guide practice

This unit describes the skills and knowledge required to enable educators to provide children with opportunities to maximise their potential and develop a foundation for future success by applying the approved learning frameworks. While there are a number of approved learning frameworks in different states and territories made mention in this unit, it is the national approved frameworks of *My Time, Our Place: Framework for School Age Care* and *Belonging, Being & Becoming: The Early Years Learning Framework* that are unpacked in relation to principles, practices and learning outcomes for children in this guide. Emphasis is placed on not just defining and understanding, but also the practical applications and intentional focus for the benefit of children.

While the learning framework acts as the foundation and support, the context of every service is different. The children, families, educators and community will be represented through interactions, experiences, routines, transitions, displays and relationships. These concepts are explored throughout this unit.

CHCECE010 Support the holistic development of children in early childhood

This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from birth to 6 years of age. Without a comprehensive understanding of how children grow and develop, educators will not have the foundation to support, and therefore build on children's learning. In addition, it is impossible to focus on one area without impacting on other areas in some way. Learning in one area will automatically be learning in another area of development. Through the thorough exploration of development and the ability to support emerging skills, educators provide an environment that supports each child to become the best that they can be holistically.

CHCECE011 Provide experiences to support children's play and learning

This unit describes skills and knowledge to support children's play and learning.

It is widely viewed that children make sense of their world by engaging in play. As educators, it is important to understand the theory behind this; have an understanding about different learning styles and types of play; and how to enhance children's opportunities to explore the world around them. This unit focuses on the physical learning environment we provide (such as resources and furniture) and the role of the educator in supporting children's play and learning. The role of intentional teaching and spontaneous learning is explored, as well as supporting children's interests, facilitating play, and strategies and provisions for learning.

CHCECE012 Support children to connect with their world

This unit describes the skills and knowledge to support and encourage children's connections with their environment. It focuses on developing an understanding and respect for the natural environment to encourage individuals and those within the learning community to build sustainable practices. Emphasis is placed on embedding sustainability and environmentally responsible behaviours through the philosophy, policies and practices on the service, and making long-term plans to ensure the longevity of resources available to the service and wider community. As role models for young children, educators are provided with many strategies and suggestions to explore care and respect for the natural environment, through managing waste, recycling and reusing materials, involving others, and working collaboratively with all stakeholders to become more connected with the world.

CHCECE013 Use information about children to inform practice

This unit describes the skills and knowledge required to gather information about children through observation and other sources to use as a basis to inform program planning cycles and to share with children and their families. It explores professional and ethical considerations and techniques to observe and gather information about children to document children's learning. Some possibilities of planning and learning are provided based on evidence gathered and on analysing and interpreting children's strengths, needs and interests. Educators are supported to reflect on children's learning both individually and with colleagues to assist with a deeper level of understanding to improve practice.

CHCECE016 Establish and maintain a safe and healthy environment for children

This unit describes the skills and knowledge to establish and maintain a safe and healthy environment for children. It provides strategies to support the health needs of each child and providing comfort through appropriate sleep and rest experiences. In addition, there is information to ensure children are adequately supervised through arrangement of suitable learning environments, processes that inform all staff about the requirements, and appropriate risk assessment when taking children out of the service on an excursion. Precautions to protect children from harm are introduced, including safety checks, appropriate warning signage, relevant training, record keeping, and provision of information to families to support knowledge. There is also a section devoted to developing plans and practices to effectively manage incidents and emergencies.

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from birth to 6 years of age, beginning with an exploration of the curriculum, core principles and influences of development, and an effective planning cycle to support learning. Examination of developmental norms, theory, and an understanding of each area of development – physical, social, emotional and psychological, cognitive and communication – provides educators with a starting point to guide planning and development. Practical examples of observation and interpretation, and the provision of ideas and strategies educators may provide to support learning, is provided. The outcome of this unit aims at educators being able to draw knowledge together to demonstrate the interconnection between areas of development and holistic learning of the child.

CHCECE018 Nurturing creativity in young children

This unit describes the skills and knowledge required to nurture creativity in children. Through the lens of the holistic development of children, fostering creativity is explored in relation to the physical learning environment, the role of the educator and a framework of flexibility, open-ended opportunities, critical thinking and problem solving. Strategies are suggested to facilitate discussion with children, and support collaboration and engagement in provisioning for creative opportunities. Focus is drawn to related theories, learning styles and development to support the decision-making of educators, as well as thoughtful selection and presentation of resources and materials provided for children. A range of experiences encompassing music, movement, construction, visual arts and dramatic play is provided to respond to the interests of children, and encourage the process of exploration rather than the end product. Educators are supported to engage in reflective practice in relation to the experiences they provide and the personal and professional views that underpin their decision-making.

CHCECE019 Facilitate compliance in an education and care service

This unit describes the skills and knowledge required to undertake supervisory and coordinating activities in work groups. Focus is on team leaders or managers responsible for coordinating and monitoring the activities and performance of work teams. It is contextualised to meet the requirements of the education and care sector under the National Quality Framework, the process of assessment and rating, use of the approved learning frameworks, and other supporting documents that guide practices in the sector. Information is provided to guide the process of self-assessment against the National Quality Standard and National Law and Regulations, including involving stakeholders, gathering and recording evidence, as well as collaboratively and reflecting on the implications for the service. This information is used to facilitate the development of the service Quality Improvement Plan, with examples to link and clarify the direction the service is undertaking. The process and time frames associated with assessment and rating are provided, along with strategies to prepare for the visit of the authorised officer. Throughout this unit, educators are supported to contribute to the continuous improvement of the service and quality outcomes for children and families in the service they provide.

CHCECE020 Establish and implement plans for developing cooperative behaviour

This unit describes the skills and knowledge required to support both individual and group plans for developing cooperative behaviour. It guides educators in the use of supporting documents, including the service philosophy and policies, as they relate to children's behaviour and the importance of relationships. Influences on behaviour are unpacked to build knowledge and understanding and ensure that educators consider these contexts in their work with children. Suggested strategies to encourage authentic relationships and provision of a physical environment are explored, with additional information about brain and social development to promote understanding. Further strategies are provided to effectively manage challenging and uncooperative behaviours, including supporting children to manage strong emotions.

There will be times when a child's behaviour is consistent, ongoing, severe or unexplained. In these cases, educators will meet to work with families, and sometimes other professionals, to develop a behaviour support plan. A support plan includes gathering evidence through observation, having open and honest discussion with families, developing goals and strategies, implementation and possible referrals, and a process of evaluation and monitoring. This process is illustrated through a case study within the unit.

CHCECE021 Implement strategies for the inclusion of all children

Inclusive practice is the exploration of differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity within each individual. This unit describes the skills and knowledge required to support the inclusion of all children and to work with relevant others to plan and implement supportive strategies where required. There is a focus on understanding and addressing barriers to learning, building partnerships with children and families, and sourcing additional support from other professionals and support services. In addition, strategies that promote consistency, effective communication and inclusive practices for all children are included.

Some information is provided in relation to additional needs, although it is important to remember that no two children are alike, and a diagnosis of disability or additional needs does not alter this. Each child will be unique in the requirements to support their development and inclusion.

Educators are guided through the process of following steps to support the inclusion of a child with specific requirements, by establishing steps towards an individual plan that is a dynamic, changing and flexible document that is responsive to the needs of the child.

CHCECE022 Promote children's agency

Agency, in the context of education and care, refers to the child's capacity to make their own choices and act independently to influence events and experiences within their world. This unit describes the skills and knowledge required by educators to promote and encourage children's agency. It explores strategies to establish a stimulating learning environment for play and social interactions, as well as using materials and resources to promote and reflect children's interests and learning. In the provision of the learning environment, educators are encouraged to share decision-making with children and families. There is a focus on self-directed learning, peer scaffolding and supporting children to persevere and undertake challenges. Techniques to encourage participation are provided, including acknowledging children's efforts and valuing the uniqueness of each child. Information gathered to promote children's agency is utilised with concrete examples of the process of planning and implementing learning experiences. In this way, educators are meeting the responsibility to provide children with programs that are engaging and purposeful, and curriculums that are responsive to ongoing growth and development throughout the childhood years.

CHCECE023 Analyse information to inform learning

This unit describes the skills and knowledge required to gather and analyse information about children's learning to inform practice. Methods used to gather evidence from a range of sources are explored to ensure children are provided with opportunities to learn through play, intentional teaching and the learning environment. Educators are provided with resources to evaluate and reflect on learning, in order to support children to achieve particular learning outcomes. Examples of observations are used to draw out knowledge about a child, and assessment principles are used to demonstrate authentic, representative, relevant and significant information about learning to inform practice.

CHCECE024 Design and implement the curriculum to foster children's learning and development

This unit describes the skills and knowledge required for educators to design, implement and evaluate the curriculum to foster children's learning and development. It unpacks curriculum design, approved learning frameworks and the service philosophy to support educators as they gather data about children to inform planning. A broad definition of curriculum includes everything that happens in the day in a service, including children's routines, interactions, planned experiences and those that happen spontaneously throughout the day. The decisions made by educators are therefore informed by a collaborative approach and deep reflection about the way in which children learn and develop. Strategies and techniques (such as scaffolding, seeking feedback to identify strengths, needs and emerging skills, and tools to interpret information) support the evaluation process and inform curriculum development.

CHCECE025 Embed sustainable practices in service operations

This unit describes the skills and knowledge required to support children to connect with and contribute to their world and embed sustainable practice into service operations. There are many global and sustainability issues affecting the world today. Services, through their philosophy, policies, procedures and actions, have the opportunity to support children and families to develop an understanding and respect for the natural environment and the impact of humans on the environment. This unit provides information to support awareness to identify areas where the service can improve, and how to develop a sustainability action plan. Ideas and examples are provided to inspire educators to get started in embedding intentional experiences to build and support children's growing abilities and natural curiosity about the world around them.

CHCECE026 Work in partnership with families to provide appropriate education and care for children

This unit describes the skills and knowledge required to work in partnership with families to provide appropriate care and education for the child. By creating an environment that is welcoming and reflects the families that represent the service, educators are beginning to form a collaborative relationship. This process begins with being approachable and authentic in interactions, and respectful of individual practices and beliefs as they relate to child-rearing decisions and engagement in the service. In this unit, methods are explored to gather information about children and families, as well as how the service provides information to families about their child, and about the workings of the service and the wider community. Practical examples are provided to inspire and promote positive engagement within the service, and a mutually beneficial learning community where others are safe, secure and supported.

CHCLEG001 Working legally and ethically

This unit describes the skills and knowledge needed to identify and work within the legal and ethical frameworks that apply to an individual job role. It includes identifying legal requirements (such as mandatory reporting and duty of care) and identifying and meeting ethical responsibilities in the workplace. Working legally and ethically also requires that individuals and the team recognise and respond to workplace situations, including managing complaints, following an identified grievance procedure and ensuring that documentation is completed for any incident within the workplace that may compromise the health or wellbeing of others. Educators are provided with information to support their contributions to workplace improvements, such as problem solving and participation in the development of the service's Quality Improvement Plan. An example of a staff appraisal and goal setting will encourage individual educators to reflect on their own learning needs, and how this may be supported with further training and development.

CHCMGT003 Lead the work team

This unit describes the skills and knowledge required to undertake supervisory and coordinating activities in work groups. Focus is on team leaders or managers responsible for coordinating and monitoring the activities and performance of work teams and other service providers. This unit guides and initially supports a leader to determine their own leadership style and reflect on personal qualities and practices. A collaborative approach to implementing staff processes, recruitment, professional learning and development is explored. Expertise is built in relation to effective communication, conflict resolution and facilitating group discussion, and guided by an effective leader. Leaders are also provided with knowledge to undertake formal and informal performance management, including strategies to provide feedback to individuals and the team, providing support, identifying areas for improvement, and developing goals and effective plans to work towards desired outcomes.

CHCPOL002 Develop and implement policy

This unit describes the skills and knowledge required to research, develop and implement new policy initiatives. The National Quality Framework (NQF) includes the Education and Care Services National Law, Education and Care Services National Regulations and National Quality Standard (NQS) and supports the understanding of the requirements for early childhood services in relation to the development of effective policies and procedures that guide practice. This unit guides educators through the process of consultation; developing an appropriate template; sourcing current and relevant supporting information; and drafting, modifying and reviewing policy. Additional information is provided in navigating barriers that may occur in implementing policy and ensuring understanding by all stakeholders.

CHCPRP003 Reflect on and improve own professional practice

This unit describes the skills and knowledge required to evaluate and enhance practice through a process of self-reflection and ongoing professional development. Guided by legal and ethical knowledge, educators are supported to become aware of their own beliefs and values and the impact this has on others. Strategies to reflect on own workplace performance, via feedback from others and through a formal appraisal process within the service, are explored. The unit introduces Jodie, an educator, who shares her own journey of reflection, and details of her actions and thought processes about her roles and responsibilities within a service.

Suggestions to facilitate ongoing learning, professional development and expanding expertise are provided, as well as methods to assist in thinking deeply about practice. This leads into building an individual self-development plan, including goals, strategies, resources and measures to support progress. This also includes a focus on taking good care of ourselves.

CHCPRT001 Identify and respond to children and young people at risk

This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. When working with children and young people, educators may be exposed to situations of concern involving children and families. It is therefore important to ensure there is significant knowledge, training and support to manage concerns based on legal, ethical, policy frameworks and duty of care. Information based on legislation for each state and territory is provided. In addition, detailed descriptors of physical, sexual, emotional/psychological abuse, neglect and domestic violence are provided to ensure all educators are able to identify and act to support children and young people. This may be challenging for educators, however it is important to remain child-focused when managing each situation. The unit also offers educators guidelines in how to respond to children who disclose, reporting suspected abuse or neglect and how to document concerns. There is additional information about maintaining professional boundaries and confidentiality.

HLTWHS001 Participate in work health safety

This unit describes the skills and knowledge required to participate in safe work practices to ensure your own health and safety, and that of others. Work health safety (WHS) is guided by legislation, regulatory requirements and policies and procedures in the workplace. In education and care services, there are many potential risks that may cause harm to children, families, staff or visitors. Therefore, it is important to that there are not only policies to guide roles and responsibilities, but also methods in place to identify, assess and document what is occurring. Educators are guided through the process of hazard prevention and management of a safe workplace through effective hygiene practices, cleaning, managing spills, handling food, and protocols for managing illness and immunisation. Educators should also be aware of their own health and wellbeing, by monitoring their own stress and fatigue and ensuring that they follow correct lifting techniques and policies of the service to minimise risk to their own health.

HLTWHS003 Maintain work health safety

This unit describes the skills and knowledge required to implement and monitor work health safety (WHS) policies, procedures and work practices as part of a small team. Work health safety involves all stakeholders cooperating and communicating effectively. This unit provides an understanding of WHS requirements, and supports educators with strategies and methods to engage children, staff, families, management and wider community in this process. In addition, the workplace is required to understand the principles of assessing hazard and risk, and to meet legislative requirements in relation to practices and well-defined roles and responsibilities. Risk controls are put in place, including effective cleaning and hygiene practices, manual handling, and policies and procedures, to guide the actions of all. Providing and sharing information is one of the most important aspects of WHS and requires a collaborative approach. Therefore, others should be equipped with tools and knowledge to ensure that risks and hazards are managed, and have a thorough understanding of record keeping.