CHCECEXXX Build relationships with children, families and communities

Unit code	CHCECEXXX
Unit title	Build relationships with children, families and communities
Application	This unit describes the skills and knowledge required to establish and sustain warm, trusting and professional relationships with children aged birth to 6 years, their families and their communities. It includes applying developmentally appropriate communication techniques and supportive interactions to facilitate child development and emerging autonomy. This unit applies to early childhood educators in long day care, family day-care, in-home care and out of school hours care settings. The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice. No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Elements	**Performance criteria**

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1. Interact and engage with children and families	1.1 Communicate with children and families to build rapport, develop trust, provide feedback, resolve conflicts 1.2 Provide families information about rights, responsibilities, service operations, available supports and quality rating 1.3 Record information regarding children's and family's objectives, needs, routines, patterns, identities, practices and preferences 1.4 Organise physical spaces, resources, experiences and routines that support children's sense of security and willingness to engage and minimise feelings of stress and frustration 1.5 Actively supervise children with consideration given to children's attachment style, stage of development, level of participation with others, communication styles and interests 1.6 Facilitate developmentally appropriate communications between children to support their development and emerging autonomy
2. Support and respect children	2.1 Implement practices that facilitate children's active participation and decision making 2.2 Facilitate established care routines according to children's familial and cultural practices and preferences 2.3 Comfort and support children who show signs of distress, anxiety, frustration or anger 2.4 Identify opportunities for children to engage with local and broader communities
4. Develop professional practice	3.1. Assess relationships with and between children to determine how to support or improve them 3.2 Collaborate with other educators to assess where children may benefit from additional experiences, supports or interactions with others 3.3 Request and receive feedback from families, and negotiate outcomes and process grievances and complaints

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	3.3. Evaluate and link professional practice to National Quality Standards using a Quality Improvement Plan
Foundation skills	
Range of conditions	
Assessment requirements	
Performance evidence	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: - establish and maintain professional relationships with at least 3 different children of varying ages including: - one infant (birth to 12 months) - one toddler (18 months to 3 years) - one preschooler (3 to 6 years) - for each of the 3 children, demonstrate the following on at least 2 separate occasions: - facilitate a transition - facilitate at least one child to child interaction - engage in professional exchanges with families - support developmentally appropriate autonomy - for each of the 3 children, use an established reflection model to reflect on: - the progress of child's relationships with yourself and other children - where the child requires additional support and development in relationship-building - where you require professional development around building relationships with children and between - Request feedback from 3 families specific to:

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	- what has worked well for them and their children - areas that need improvement - suggested actions
Mandatory Workplace Requirements	The performance criteria must be met during a period of at least 160 hours of work placement in a regulated children's education and care service in Australia.
Knowledge evidence	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit including: - relevant regulations, standards, frameworks and laws including: - National Quality Standard - Early Years Learning Framework - United Nations Convention on the Rights of the Child - Early Childhood Australia Code of Ethics - Service philosophy, policies and procedures - established reflection models including: - their relevance and appropriateness to specific contexts - the range of established childcare routines and how these may be influenced by cultural and personal practices and preferences - the range of transitions in a typical day including: - between activities - mealtimes - changes in play groups and dynamics - arrival of children at the service - child drop-off - child pick-up - techniques and opportunities for communication with children that support positive and supportive relationships including:

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	- repeating words, sounds and gestures that children use - describing objects or events - talking about routine activities - initiating and extending on one-to-one interactions - responding positively to exploratory behaviour - responding positively to varying levels of children's ability and confidence - respecting children's rights to privacy, dignity and decision making - developmental stages in young children including: - cognitive - emotional - language - physical - social - active and dynamic supervision including: - how and when to apply - when to transition between types of supervision - attachment styles including: - different types of attachment - possible contributors to attachment style development - indicators of attachment style in young children - responding to a child's attachment style - supporting a child to develop secure attachment - appropriate communication techniques with babies and toddlers including: - face-to-face interactions - facial expressions - movements - language

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	○ utterances and babbling ○ gestures ○ sounds ○ Turn-taking ○ repetition ○ parentese ○ mirroring ○ serve-and-return ○ proximity ○ reading and singing - importance of positive and respectful relationships to child development - features of positive and respectful relationships and how educators support these including through: ○ demonstrating sensitivity and initiating warm, trusting and reciprocal relationships with children and their families ○ supporting families' choices and decision-making ○ ensuring that children experience safe and stimulating learning environments ○ selecting physical spaces, experiences and items that support children's participation and sense of security ○ helping children to establish secure attachments ○ practicing co-regulation with children ○ developing learning programs that are responsive to each child and build on their culture, strengths, interests and knowledge ○ supporting shared sustained thinking ○ listening to, hearing and respecting the views and feelings of each child ○ demonstrating respect and understanding of the views of families and other professional

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	- child to child interactions and communications including:
	    o children with disability and diversity
	    o incorporating other children into play
	 - children's emotional development:
	    o brain development and its role in children's emotional development
	    o labels for emotions felt or displayed
	    o development of respectful interpersonal skills
	    o self-regulation of emotions
	    o basic aspects of positive communication models
	 - dimensions of communication with young children:
	    o active listening
	    o questioning
	    o verbal communication
	    o non-verbal communication
	    o educators' cultural beliefs and practices around communicating with young children
	 - Supporting children's behaviour including:
	    o strengths based techniques
	    o the range of influential factors
	    o the impact of group dynamics
	    o recognising when behavioural supports or interventions are required
	 - techniques for building children's resilience
	 - the range of child-rearing practices and parenting styles:
	 - the role and value of the family as the first educator
	 - the range of contemporary family structures
	 - communication techniques for developing relationships with families including:
	    o building rapport
	    o respecting differences, beliefs and preferences
	    o active listening without judgement
	    o provision of clear information

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	- o responding to questions and concerns
	- strategies and procedures for:
	    o involving family members in the service
	    o exchange of information with families about children
	    o provision of service and community information for families in appropriate formats and languages
	    o maintaining currency of information to be shared with families
	- theories and research that underpin the value of family-educator relationships in relation to outcomes for children
	- range of child-rearing practices and parenting styles:
	    o their origin
	    o own experience and its influence on beliefs
	- value of the family as the first educator
	- communication techniques for:
	    o active listening without judgement
	    o positive regard
	    o building rapport
	    o respecting differences, beliefs and preferences
	    o collaborative discussion and decision-making
	    o provision of clear information
	    o provision of clear verbal information
	    o questioning
	    o negotiation
	- grievances and complaints processes including:
	    o taking appropriate action based on urgency of situation
	    o informing complainant of process and what to expect
	    o mediation
	    o documentation

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	- culturally diverse care practices and how these impact interactions with individual families
	- legal and ethical considerations when dealing with families:
	    o child custody
	    o child protection
	    o confidentiality and privacy
	    o family and service rights and responsibilities

Assessment conditions Mandatory field	Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to: - suitable …. - workplace or simulated conditions that - scenarios … Assessors must satisfy the Standards for Registered Training Organisations (RTOs)/AQTF mandatory competency requirements for assessors.
Unit mapping information	No equivalent unit.
Links	