

## CHCECEXXX Work in early childhood

<b>Unit code</b>	CHCECEXXX
<b>Unit title</b>	Work in early childhood
<b>Unit mapping information</b>	No equivalent unit.
<b>Modification history</b>	
<b>Unit outcomes</b>	<p>This unit describes the knowledge and skills required to work in early childhood education and care including roles, responsibilities, rights, legal and ethical obligations, expectations, professional communication, teamwork, self-reflection, self-regulation and self-care.</p> <p>This unit applies to early childhood educators in, or seeking, leadership roles in long day care, family day care, in home care and out of school hours care settings.</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>
<b>Knowledge</b>	<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none"><li>• Describe the range of services and roles that make up the early childhood education and care sector</li><li>• Outline the job role requirements and workplace rights of early childhood educators</li><li>• Explain the relationship between legal and regulatory requirements and service philosophy, policies and procedures</li></ul>

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	<ul style="list-style-type: none"><li>• Recognise appropriateness of different communication styles, techniques and requirements according to context</li><li>• Identify the necessary components of providing quality early childhood education and care</li><li>• Access and apply the UN Convention on the Rights of the Child and the Early Childhood Australia Code of Conduct</li><li>• Discuss continuous improvement processes and their role in service self-assessment in the quality improvement process</li><li>• Frameworks for addressing ethical dilemmas in early childhood settings</li><li>• Explain the importance of professional boundaries with children in your care and their families and with colleagues</li><li>• Explain the value of gender, cultural, and age diversity in the early childhood sector</li></ul>
<b>Skills</b>	<p>Learners must demonstrate the following skill outcomes:</p> <ul style="list-style-type: none"><li>• Locate and apply the National Quality Standards</li><li>• Respond to ethical dilemmas using a recognised framework</li><li>• Develop, reflect upon and seek feedback on professional learning goals</li><li>• Apply communication techniques appropriate to context Reflect on own values, beliefs and biases around early childhood</li><li>• Uphold relevant codes of conduct for early childhood educators</li><li>• Speak and act professionally according to Early Childhood Australia Code of Ethics</li><li>• Apply self-regulation model to practice</li><li>• Implement work life balance and self-care practices</li></ul>

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<b>Application of Knowledge &amp; Skills</b>	The individual applies knowledge and skills to understand the regulatory and policy frameworks that govern the early childhood sector and to understand their implications for workplace professional practice. It focuses on understanding the role of an educational professional, how to conduct work legally and ethically, and engage in professional reflective practice.
<b>Pre-requisite unit</b>	Nil
<b>Competency field</b>	Early Childhood Education and Care
<b>Unit sector</b>	Children's Education and Care
<b>Foundation skills</b>	
<b>Range of conditions</b>	
<b>Assessment Requirements</b>	
<b>Performance evidence</b>	<p>Learners must demonstrate the ability to:</p> <ul style="list-style-type: none"><li>• outline one response to an incident in at least four of the following areas of practice, demonstrating fulfilment of legal and ethical obligations:<ul style="list-style-type: none"><li>○ health, safety and wellbeing</li><li>○ incidents, injury, trauma and illness</li><li>○ response to medical condition</li><li>○ emergency response</li><li>○ governance and leadership</li><li>○ physical environment</li><li>○ staffing arrangements</li><li>○ apply workplace policies and procedures</li><li>○ uphold the rights of children</li><li>○ collaborate as part of a team</li></ul></li></ul>

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	<ul style="list-style-type: none"><li>• develop appropriate responses to 2 different ethical dilemmas relevant to early childhood education and care according to ethical decision-making framework</li><li>• request two pieces of feedback on professional skills or knowledge team members and develop two professional learning goals</li><li>• reflect on own values and beliefs about early childhood education practice according to reflection and self-regulation models</li><li>• develop a work life balance and self-care plan</li></ul>
<b>Knowledge evidence</b>	<p>Learners must demonstrate knowledge of:</p> <ul style="list-style-type: none"><li>• National Quality Framework and its key components</li><li>• educator duty of care</li><li>• key aspects of the regulatory environment for children's education and care:<ul style="list-style-type: none"><li>○ Education and Care Services National Law and Regulations</li><li>○ Early Learning Years Framework (EYLF)</li><li>○ National Quality Framework</li><li>○ relevant state or territory laws</li><li>○ staffing requirements:<ul style="list-style-type: none"><li>▪ minimum requirements for persons in charge</li><li>▪ educator-to-child ratios</li><li>▪ educational qualifications</li><li>▪ first aid qualifications</li><li>▪ staff and educator records</li></ul></li><li>○ information management:<ul style="list-style-type: none"><li>▪ record keeping and accessibility of information</li><li>▪ privacy and confidentiality</li><li>▪ data security and sharing protocols</li><li>▪ legislated storage requirements</li></ul></li></ul></li></ul>

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	<ul style="list-style-type: none"><li>▪ accessibility of information</li><li>• legislation around the use of personal technology in early childhood settings</li><li>• UN Convention on the Rights of the Child:<ul style="list-style-type: none"><li>○ its purpose</li><li>○ the articles relevant to children's education and care</li></ul></li><li>• Early Childhood Australia (ECA) Code of Ethics:<ul style="list-style-type: none"><li>○ core principles</li><li>○ commitments to action</li></ul></li><li>• National Best Practice Framework for Early Childhood Intervention</li><li>• ethical decision-making framework</li><li>• educator legal and ethical considerations when dealing with families including:<ul style="list-style-type: none"><li>○ parenting orders</li><li>○ child protection</li><li>○ confidentiality and privacy</li><li>○ family and service rights and responsibilities</li></ul></li><li>• potential legal and ethical issues and dilemmas that may arise and how to respond</li><li>• conflict of interest:<ul style="list-style-type: none"><li>○ identifying real and perceived conflicts of interest</li><li>○ responding to conflicts of interest</li></ul></li><li>• ways to contribute to workplace improvements</li><li>• service philosophy, principles, policies and procedures including<ul style="list-style-type: none"><li>○ their relationship to regulations and standards</li></ul></li><li>• service types and roles including:<ul style="list-style-type: none"><li>○ in-home care</li><li>○ family day care</li><li>○ long day care</li><li>○ outside school hours care</li></ul></li></ul>
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	<ul style="list-style-type: none"><li>• sources of employment information for early childhood educators including:<ul style="list-style-type: none"><li>○ employee associations</li><li>○ professional associations</li><li>○ staff handbooks</li><li>○ trade unions</li></ul></li><li>• professional workplace practices including:<ul style="list-style-type: none"><li>○ communication and reporting</li><li>○ employment conditions</li><li>○ personal presentation and uniform standards</li><li>○ procedures and expectations for work role activities</li><li>○ punctuality</li><li>○ teamwork and shift coverage</li></ul></li><li>• reflective practice:<ul style="list-style-type: none"><li>○ the purpose of reflection</li><li>○ reflection compared to description</li><li>○ professional and personal benefits</li><li>○ reflection models</li></ul></li><li>• self-regulation practice:<ul style="list-style-type: none"><li>○ the purpose of self-regulation</li><li>○ professional and personal benefits</li><li>○ self-regulation model</li></ul></li><li>• communication techniques:<ul style="list-style-type: none"><li>○ active listening without judgement</li><li>○ non-verbal communication</li><li>○ negotiating outcomes and conflict resolution</li><li>○ methods for conveying information clearly and concisely, both oral and written</li><li>○ open and closed questioning</li><li>○ voice tonality</li><li>○ respect for differences, beliefs and preferences</li><li>○ responding to questions and concerns</li></ul></li></ul>
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	<ul style="list-style-type: none"><li>○ context and audience appropriate language</li><li>● Communication styles to suit:<ul style="list-style-type: none"><li>○ professional conversations with families</li><li>○ professional interactions and positive role modelling with other educators</li><li>○ positive and developmentally appropriate interactions and language with children</li></ul></li><li>● recognised and evidence-based models of:<ul style="list-style-type: none"><li>○ reflective practice</li><li>○ self-regulation</li><li>○ self-care</li><li>○ work-life balance principles</li></ul></li></ul>
<b>Assessment conditions</b>	<p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>● suitable ...</li><li>● workplace or simulated conditions that</li><li>● scenarios ...</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs)/AQTF mandatory competency requirements for assessors.</p>
<b>Unit mapping information</b>	No equivalent unit.
<b>Links</b>	