CHCECEXXX Engage with First Nations cultures and perspectives

Unit code	CHCECEXXX
Unit title	Engage with First Nations cultures and perspectives
Unit mapping information	No equivalent unit.
Modification history	
Unit outcomes	This unit describes the skills and knowledge required to begin creating an intercultural space in early childhood education where Indigenous and non-Indigenous knowledge systems work side by side. It requires the ability to articulate foundational knowledge of First Nations histories, cultures, pedagogies, and local kinship structures, child-rearing practices and perspectives. This unit applies to early childhood educators working 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.
Knowledge	Learners must demonstrate the following knowledge outcomes: • factors contributing to own identities, values and beliefs • local cultural protocols for accessing, engaging with and using First Nations knowledges • key socio-cultural events in First Nations history, pre- and post-colonisation • differences between Aboriginal and Zenadth Kes/Torres Strait Islander cultures

	• local First Nation's cultural practices, celebrations and days of recognition
	• local First Nation's names for animals, places and elements in the natural environment, play and learning
Skills	Learners must demonstrate the following skill outcomes: • reflect on own identity, values and beliefs to inform practice • differentiate between Aboriginal and Zenadth Kes/Torres Strait Islander cultures • create opportunities for First Nations children to express and take pride in their identity and culture • use First Nations names for animals, places and elements in the natural environment, play and learning
Application of Knowledge & Skills	Learners will be early childhood educators in long day care, family day care, in home care and out of school hours care settings. They will apply these skills and knowledge to reflect on their own identities, values and beliefs and local First Nations cultures to ensure they provide all children with a culturally responsive and safe education according to service policy and procedures, the National Quality Standards and the Early Years Learning Framework.
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care
Unit sector	Children's Education and Care
Foundation skills	
Range of conditions	
Assessment Requirements	

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Performance evidence	The learner must demonstrate the ability to:
	- reflect on own personal identity including: - family/kinship structure - roles and supports within their community - personal and cultural identities, values and beliefs, including spirituality - reflect on the ongoing impact on local First Nations communities of key socio-cultural events, pre- and post-colonisation - collaborate with First nations SME group to determine key socio-cultural events to include - deliver a learning or play activity drawing on a First Nations pedagogy: - for babies and toddlers - for pre-school age children - identify and describe 3 opportunities for First Nations children to express and take pride in their identity and culture
Knowledge evidence	The learner must demonstrate the following knowledge: - personal and professional reflection including: - the purpose of reflection - models of reflection - reflective practice - foundational knowledge of First Nations pedagogies including: - Uncle Ernie's holistic approach - big 5 ideas of traditional knowledge 8 ways - possum skin - two/both-way teaching and learning - local cultural protocols around accessing, engaging with and using First Nations knowledges

	- local Country including: - name and geographical area - Traditional Owners - significant socio-cultural events - significant animals, totems and symbols - important socio-cultural celebrations and days of recognition - important socio-cultural events in local First Nations history, pre- and post-colonisation including: - key differences between Aboriginal cultures and Zenadth Kes/Torres Strait Islander cultures - The Stolen Generation and inter-generational trauma - local First Nations names for animals, places and elements in the natural environment, play and learning - The Uluru Statement from the Heart
Assessment conditions	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	Companion volumes, including implementation guides, are found on the national training register -