

## CHCECEXXX Integrate First Nations cultures and perspectives

<b>Unit code</b>	<b>CHCECEXXX</b>
<b>Unit title</b>	<b>Integrate First Nations cultures and perspectives</b>
<b>Unit mapping information</b>	No equivalent unit.
<b>Modification history</b>	
<b>Unit outcomes</b>	<p>This unit describes the skills and knowledge required to develop and sustain an intercultural space in early childhood education where Indigenous and non-Indigenous knowledge systems work side by side.</p> <p>The unit requires the ability to implement key strategic plans and pedagogies to create a culturally responsive and safe learning environment for First Nations children and their families, and to design programming that celebrates First Nations cultures and perspectives.</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>No licensing, legislative or certification requirements apply to this unit at the time of publication.</p>
<b>Knowledge</b>	<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none"><li>• the purpose and importance of Reconciliation Action Plans for non-ACCO services</li><li>• contemporary First Nations early childhood pedagogies</li><li>• local First Nations cultural practice, celebrations and days of recognition.</li></ul>
<b>Skills</b>	Learners must demonstrate the following skill outcomes:

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	<ul style="list-style-type: none"><li>• develop the cultural capacity of colleagues in relation to local First Nations cultures and communities</li><li>• create a culturally safe and responsive service environment for First Nations children, family, educators and staff</li><li>• promote Closing the Gap targets concerning the proportion of First Nations children enrolled in Year Before Fulltime Schooling and assessed as developmentally on track</li><li>• connect and collaborate with local First Nations communities and services to enhance the cultural knowledge, responsiveness and safety of the service</li><li>• design curriculum that incorporates First Nations early childhood pedagogies</li><li>• create opportunities for First Nations children to express and celebrate their identity and culture</li></ul>
<b>Application of Knowledge &amp; Skills</b>	Learners will be 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. They will apply these skills and knowledge to support the cultural capability of colleagues, create a culturally safe and responsive service and integrate First Nations ways of knowing in early childhood curriculum according to service policy and procedures, the National Quality Standards and the Early Years Learning Framework.
<b>Pre-requisite unit</b>	Nil
<b>Competency field</b>	Early Childhood Education and Care
<b>Unit sector</b>	Children's Education and Care

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<b>Foundation skills</b>	
<b>Range of conditions</b>	
<b>Assessment Requirements</b>	
<b>Performance evidence</b>	<p>The learner must show evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• propose reconciliation actions, according to the Reconciliation Australia RAP Framework, that build: <ul style="list-style-type: none"> <li>○ relationships</li> <li>○ respect</li> <li>○ opportunity</li> </ul> </li> </ul> <p>in the:</p> <ul style="list-style-type: none"> <li>○ the classroom</li> <li>○ the service</li> <li>○ the community</li> </ul> <ul style="list-style-type: none"> <li>• design activities that engage children in First Nations ways of knowing: <ul style="list-style-type: none"> <li>○ for toddlers</li> <li>○ for pre-school children.</li> </ul> </li> </ul>
<b>Knowledge evidence</b>	<p>The learner must be able to demonstrate knowledge of:</p> <ul style="list-style-type: none"> <li>• The Reconciliation Australia Reconciliation Action Plan Framework</li> <li>• The Narragunnawali program (RAP in Education)</li> <li>• The Closing the Gap Strategy</li> <li>• First Nations pedagogies, including: <ul style="list-style-type: none"> <li>○ Uncle Ernie’s holistic approach</li> <li>○ 8 ways</li> <li>○ possum skin</li> <li>○ two/both-way teaching and learning</li> <li>○ big 5 ideas of traditional knowledge</li> </ul> </li> <li>• local First Nations communities and services including: <ul style="list-style-type: none"> <li>○ rangers</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"><li>○ councils</li><li>○ Aboriginal Community Controlled Organisations</li><li>○ Aboriginal Community Controlled Health Organisations</li><li>○ Traditional Owner Groups</li></ul> <ul style="list-style-type: none"><li>● protocols for engaging with local First Nations communities and services</li><li>● sources of contemporary and reliable information about local and national First Nations cultures, languages, histories, practices and perspectives.</li><li>● the importance, for children, of expressing and celebrating their First Nations identity.</li></ul>
<b>Assessment conditions</b>	
<b>Unit mapping information</b>	No equivalent unit
<b>Links</b>	Companion volumes, including implementation guides, are found on the national training register -