

CHCECEXXX Lead teams of educators

Unit code		CHCECEXXX	
Unit title		Lead teams of educators	
Unit mapping information			
Modification history	Release		
		Release 1	
Unit outcomes		<p>This unit describes the knowledge and skills to lead a small educational team to work cohesively to support the education of young children and engage in continuous improvement. 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>	
Knowledge		<p>Learners must demonstrate the following knowledge outcomes:</p> <ul style="list-style-type: none"> • describe principles and practices for leading teams of educators • describe leadership theories and strategies to enact positional and distributive leadership • outline stages of team development • discuss connections between creating a shared vision, collaborative decision-making, and contributing to continuous improvement, critical reflection, and change management • describe strategies for building psychologically safe, respectful and trusting workplace cultures 	

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	<ul style="list-style-type: none">• outline strategies for contributing to positive and inclusive team environments according to contemporary research and policy• identify workplace instruction strategies• outline steps and approaches for intervening and facilitating conflict resolution between staff members.
Skills	<p>Learner must demonstrate the following skill outcomes:</p> <ul style="list-style-type: none">• design a shared team vision according to approved frameworks, codes of practice, theory and research and service policies and procedures• develop collaborative processes for decision-making with teams of educators• plan steps for coaching a team member in developing skills to implement the planning cycle• prepare and provide workplace skill instruction for students, trainees and other educators• present requirements and steps to implement continuous improvement, self-assessment and assessment and rating processes• respond to change and team conflict and negotiate resolutions• provide team leadership according to positional and distributive theories.
Application of Knowledge & Skills	<p>The individual applies knowledge and skills to develop shared team visions and to lead teams collaboratively in early childhood settings. It focuses on supporting, developing and leading a team to enact an approved planning cycle according to established leadership theories and strategies.</p>
Pre-requisite unit	Nil
Competency field	Early Childhood Education and Care

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Unit sector	Children's Education and Care
Foundation skills	
Range of conditions	
Assessment Requirements	
Performance evidence	<p>Learners must demonstrate the ability to:</p> <ul style="list-style-type: none">• develop a shared team vision that provides links to approved frameworks, codes of practice, research and theory• identify an area of quality improvement and describe strategies to:<ul style="list-style-type: none">○ support the team to critical reflect on the area requiring improvement○ facilitate shared decision-making on strategies to implement improvements○ develop processes for managing the change required○ present to the team on the assessment and rating process• outline strategies to lead a team and facilitate a positive, safe and supportive environment including:<ul style="list-style-type: none">○ at each stage of team development○ when a new male educator joins a predominantly female team○ when a new staff member with disability joins a team○ When a new staff member from a culturally and linguistically diverse background joins a team

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	<ul style="list-style-type: none">• provide workplace skill instruction for a less experienced educator or learner around implementing the planning cycle
Knowledge evidence	<p>Learners must demonstrate knowledge of:</p> <ul style="list-style-type: none">• positional and distributive leadership theories• developing a shared team vision including:<ul style="list-style-type: none">○ aligning with the service philosophy○ consideration of code of ethics○ integration of theories and research• providing leadership to a small team including:<ul style="list-style-type: none">○ managing distribution of job role tasks and responsibilities within own job role contexts○ designing routines to facilitate children's learning and continuity of staff-child relationships○ leading effective shared ethical decision-making○ facilitating change management• building professional collaboration among staff members• identifying and utilising staff team strengths• encouraging collaborative critical reflection• modelling professional standards• resolving conflict and building a culture of respect and trust• supporting new staff• facilitating student placement and supporting trainees• the stage of team development:<ul style="list-style-type: none">○ forming○ storming○ norming

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	<ul style="list-style-type: none">○ performing● components of inclusive work cultures including:<ul style="list-style-type: none">○ supporting men working in early childhood○ creating culturally inclusive team approaches● enabling full workplace participation for educators with disability● contemporary research and policy about developing positive and inclusive team environments● supporting teams with continuous quality improvement including:<ul style="list-style-type: none">○ National Quality Framework○ self-assessment processes○ assessment and rating process● reflective practice and self-assessment as a daily practice● workplace skill instruction skills including:<ul style="list-style-type: none">○ coaching○ modelling○ scaffolding○ observation● practice<ul style="list-style-type: none">○ encouraging and constructive language○ progress recognition○ style and pace to suit individuals and team○ providing feedback○ supporting staff reflection and development of professional goals
Assessment conditions	Assessment of performance evidence may be in a workplace setting or an environment that accurately

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	<p>represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none">• suitable• workplace or simulated conditions that• scenarios ... <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p>
Unit mapping information	No equivalent unit.
Links	