



CATAPULT

CHCECE033

Develop positive and respectful relationships with children

Unit/Assessment Mapping (Extract)

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This Unit/Assessment Mapping extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCECE033.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

<https://catapultlearning.com.au/product/CHCECE033/>

Unit mapping

KQ: Knowledge questions

P: Project

PA: Practical assessment

KQ

P

PA

Elements and performance criteria

1 Interact positively with children

1.1	Respond sensitively and respectfully to all children's efforts to communicate	Q 1.1	P	YES
1.2	Engage in sustained conversations with individual children about things that interest the child and encourage them to share their stories and ideas	Q 1.2.a, Q 1.2.b	P	YES
1.3	Communicate during practical tasks in ways that help create a relaxed and unhurried routine	Q 1.3	P	YES
1.4	Participate in children's play and use children's cues to guide the level and type of involvement	Q 1.4.a, Q 1.4.b	P	YES
1.5	Model positive interactions with others	Q 1.5	P	YES

2 Support and respect children

2.1	Implement practices that empower children to exercise their right to be active participants in their own lives	Q 2.1	P	YES
2.2	Organise spaces, resources and routines within scope of own responsibility that reduce the potential for children's stress or frustration and increase their ability to have agency and be decision makers	Q 2.2	P	YES
2.3	Support practices and routines that honour children, their family and the community context	Q 2.3.a, Q 2.3.b	P	YES
2.4	Show genuine interest in, understanding of, and respect for all children	Q 2.4	P	YES
2.5	Comfort children who cry or show signs of distress in ways appropriate for individual children	Q 2.5	P	YES
2.6	Respond positively to varying abilities and confidence levels and acknowledge children's efforts and achievements	Q 2.6	P	YES
2.7	Support children to recognise and label their range of emotions	Q 2.7.a, Q 2.7.b	P	YES
2.8	Model self-regulation through gentle and calm behaviour and provide reassurance when children express distress, frustration or anger	Q 2.8.a, Q 2.8.b	P	YES
2.9	Support children's agency to make choices and experience natural consequences	Q 2.9	P	YES

KQ: Knowledge questions			
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3 Identify factors that influence behaviour of individuals

3.1	Identify factors of the social and physical environments of the child's home and community which may impact on the child's behaviour	Q 3.1.a, Q 3.1.b, Q 3.1.c	P	YES
3.2	Gather information about aspects of the child's social and physical education and care environment to facilitate understanding of the child's behaviour	Q 3.2.a, Q 3.2.b	P	YES
3.3	Assess the child's individual stage of development, temperament and personality to facilitate understanding of the child's behaviour	Q 3.3.a, Q 3.3.b	P	YES
3.4	Reflect on own pedagogical practices and identify how they may influence behaviours	Q 3.4	P	YES
3.5	Use information collected to inform a holistic understanding of the child's behaviour	Q 3.5	P	YES

4 Identify factors that influence group dynamics

4.1	Observe interaction and behaviour patterns of children in groups	Q 4.1.a, Q 4.1.b	P	YES
4.2	Identify gendered behaviour influences on group dynamics	Q 4.2.a, Q 4.2.b	P	YES
4.3	Encourage positive relationship building between children	Q 4.3	P	YES

5 Support the development of pro-social behaviours

5.1	Guide children's behaviour in ways that promote self-regulation and preserve and promote children's self-esteem and wellbeing	Q 5.1	P	YES
5.2	Communicate expectations for behaviour based on service policies in ways that children will understand	Q 5.2	P	YES
5.3	Involve children in developmentally appropriate ways when agreeing expectations of behaviour	Q 5.3	P	YES
5.4	Provide instructions and guidance in a positive and supportive manner	Q 5.4	P	YES
5.5	Acknowledge children's positive choices and use clear verbal and non-verbal communication when children make positive choices	Q 5.5	P	YES
5.6	Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them	Q 5.6.a, Q 5.6.b	P	YES
5.7	Use appropriate strategies to redirect behaviour and defuse situations of conflict or stress	Q 5.7	P	YES
5.8	Identify situations where children may need additional support and seek guidance from relevant supervisor	Q 5.8	P	YES

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KQ

P

PA

6 Reflect on relationships with children

6.1	Identify ways of developing positive relationships through review of own experiences and observation of others in the workplace	Q 6.1	P	YES
6.2	Identify opportunities to enhance own skills through reflection, and develop actions with guidance from supervisor	Q 6.2	P	YES

KQ: Knowledge questions**P: Project****PA: Practical assessment****KQ****P****PA****Knowledge evidence**

Requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:

- relationships with children

Q 7.1 P

Partnerships with families and community development factors relevant to communication with children in early childhood

Q 2.3.a,
Q 2.3.b,
Q 3.1.a,
Q 3.1.b,
Q 3.1.c,
Q 3.2.a,
Q 3.2.b

The reasons why it is important for children to have positive and respectful relationships

Q 1.2.a,
Q 1.2.b,
Q 2.3.a,
Q 2.3.b

The features of positive and respectful relationships and how educators support these through:

- demonstrating sensitivity and initiating warm, trusting and reciprocal relationships with children and their families
- supporting families' choices and decision making
- helping children to establish secure attachments and develop self-regulation
- 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
- recognising when a child learns something significant and applying this knowledge to strengthen learning relationships
- recognising and deepening children's understanding about other people and cultures and how values and beliefs influence their own world view
- demonstrating respect and understanding of the views of other professionals and families when communicating
- and interacting across cultures

Q 1.1,
Q 1.2.a,
Q 1.2.b,
Q 1.3,
Q 2.2,
Q 2.3.a,
Q 2.3.b,
Q 2.7.a,
Q 2.7.b,
Q 2.8.a,
Q 2.8.b

KQ: Knowledge questions**P: Project****PA: Practical assessment****KQ****P****PA**

Children's emotional development: <ul style="list-style-type: none"> brain development and its role in emotional development of children labels for emotions felt or displayed development of pro-social skills self-regulation of emotions 	Q 2.7.a, Q 2.7.b, Q 2.8.a, Q 2.8.b, Q 2.9, Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.3.a, Q 3.3.b, Q 4.1.a, Q 4.1.b, Q 5.1
Basic aspects of positive communication models	Q 1.1, Q 1.2.a, Q 1.2.b, Q 1.3, Q 2.8.a, Q 2.8.b
Communication techniques and their specific application to communication with children in early childhood: <ul style="list-style-type: none"> active listening questioning verbal non-verbal 	Q 1.1, Q 1.2.a, Q 1.2.b, Q 2.5, Q 2.6, Q 4.3, Q 5.2, Q 5.6.a, Q 5.6.b
How individual educator cultural beliefs and practices may influence communication with children	Q 3.4, Q 4.2.a, Q 4.2.b
Techniques to guide children's behaviour using a strengths-based approach	Q 5.1, Q 5.2
The factors that influence children's behaviour	Q 2.7.a, Q 2.7.b, Q 3.1.a, Q 3.1.b, Q 3.1.c, Q 3.2.a, Q 3.2.b, Q 4.1.a, Q 4.1.b

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Impact of group dynamics on children's behaviour	Q 4.1.a, Q 4.1.b, Q 4.2.a, Q 4.2.b, Q 4.3		
How to recognise situations where further support or intervention may be required	Q 3.2.a, Q 3.2.b, Q 5.6.a, Q 5.6.b, Q 5.7, Q 5.8		
Principles of inclusiveness, diversity, equity and access in children's education and care	Q 2.3.a, Q 2.3.b, Q 2.4, Q 4.2.a, Q 4.2.b		
Techniques for building children's resilience	Q 5.1		
Performance evidence			
Communicate positively and respectfully during interactions with children between the ages of birth to 6 years that collectively include each of the following at least once:			
<ul style="list-style-type: none"> ▪ group interactions ▪ mealtimes ▪ play opportunities ▪ physical care routines ▪ sustained individual interaction ▪ situation where child is reluctant to participate ▪ situation of conflict ▪ times of transition – at least one of the following: <ul style="list-style-type: none"> ▪ from one activity to another ▪ from one location to another ▪ during arrival at the service 		P	YES
Document and reflect on observations about the ways in which relationships are developed in the workplace:			
<ul style="list-style-type: none"> ▪ own relationships with children ▪ other educator relationships with children ▪ child to child relationships 		P	YES
Perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia.		P	YES

Trainer/ assessor user instructions

These training and assessment materials are a commercially produced resource designed to underpin training and assessment delivery strategies.

Catapult Smallprint resources

Catapult Smallprint resources are current, according to information provided by the official National Register of Information on Training Packages, training.gov.au (TGA).

Catapult Smallprint offer:

- a learning resource—theory component
- an assessment workbook—a suite of assessment tools

The assessment tools are mapped against:

- elements and performance criteria
- performance evidence
- knowledge evidence

Information for Registered Training Organisation only

RTOs must conduct their own validation and mapping to verify that the assessment tools and instruments used:

- enable the collection of evidence that complies with the Principles of Assessment and the Rules of Evidence
- can be used by different trainer/assessors to achieve consistent results
- can be applied in a range of assessment situations
- align with the RTO's Training and Assessment Strategy (TAS)

If any gaps are identified the RTO must develop their own evidence gathering methods, assessment tools or activities.

If used correctly the assessment tools should provide a comprehensive assessment.

Catapult Smallprint do not promote that the use of their resources will ensure compliance with all VET Regulations. It is the responsibility of the RTO to meet those requirements and develop their own Training and Assessment Strategy (TAS).

Learning resource

The learning content is divided into topics which address the learning elements and performance criteria for each unit.

At the end of each topic the learner is provided with:

- a set of true or false questions
- a set of multiple choice questions

These questions are self-marking and do not form part of the assessment. They provide an opportunity for learners to test their understanding of the topics.

The learning resource is designed for self-paced learning but is also suitable for face to face or workshop delivery.

The trainer/assessor should provide supplementary information including interpretation of the contents of this resource. They should initiate discussion about the subject matter and encourage learners to contribute their own experiences and their interpretations of the material.

Learners should be encouraged to undertake additional research.

This might include:

- reading
- reflection
- drawing on their own knowledge and experience

It is not necessary to work through the resource in the order in which it is written. This is at the discretion of the trainer/assessor.

Assessment workbook

The trainer/assessor must explain to learners:

- what competency-based training is
- how competency-based assessment works and how they will be assessed
- what constitutes competency
- the assessment conditions applicable to this unit
- the resources required for assessment
- the Rules of Evidence
- the training organisation's complaints and appeals procedures
- the role of the trainer/assessor
- how the skills recognition (RPL) checklist can be used
- when the completion record will be signed

The tools that can be used to assess learners' competencies include the:

- knowledge questions
 - project
 - practical assessment
-

Assessment agreement

The trainer/assessor must explain:

- how and when assessment will occur
- the tools and instruments that will be used to collect evidence
- the assessment conditions that apply to this unit
- how adjustments can be made for special needs
- the learner's rights if they want to dispute an assessment result
- that all work submitted by the learner must be their own
- that plagiarism is not acceptable
- why the assessment agreement must be signed

The learner and the trainer/assessor need to sign the assessment agreement.

Foundation skills checklist

The trainer/assessor should identify the foundation skills levels of learners to determine whether additional support needs to be provided.

The foundation skills checklist in this resource is a general listing of the base foundation skills that are required to successfully complete any unit of competency

Foundation skills are:

- LLN Skills
 - reading
 - writing
 - oral communication
 - numeracy
- Employability skills
 - navigating the world of work
 - interacting with others
 - getting the work done

Training packages identify foundation skill requirements in a variety of ways:

- in some packages foundation skills are explicit in the performance criteria of the unit of competency
- in others specific foundation skills are identified for individual units of competency
- in others all foundation skills are identified separately

The trainer/assessor should source and use foundation skills assessment methodologies that suit the learner cohort.

Skills recognition

The trainer/assessor needs to determine how they wish to use this section.

Evidence of existing skills can be provided for all or parts of the unit. This could mean that some of the knowledge questions or practical tasks do not need to be completed.

Evidence of existing skills and knowledge can be obtained by sighting, for example:

- previous training results or qualifications
- workplace documents
- testimonials of skills obtained through unpaid work
- references from employers

Trainer/assessors must discuss the evidence requirements with the learner.

Any evidence submitted must comply with the Principles of Assessment and Rules of Evidence.

On completion of an RPL assessment the trainer/assessor should record their comments and mark the applicant's submission as Satisfactory/Not Satisfactory.

Knowledge questions

The knowledge questions address the learner's understanding of the information covered in:

- the elements and performance criteria for this unit
- the knowledge evidence for this unit

The questions address each performance criteria and are designed to elicit evidence of underpinning knowledge.

Where essential knowledge requirements have not been referred to in performance criteria, additional questions are provided.

The trainer/assessor will determine which questions need to be answered to ensure a satisfactory outcome.

The trainer/assessor must provide clear instructions to the learner regarding:

- the manner in which responses should be presented, for example: hand written in the space provided, in a word-processed document, verbally, on-line
- whether additional questions need to be answered

If verbal responses are provided the trainer/assessor must document the learner's responses verbatim.

When questions are answered the trainer/assessor should provide feedback to the learner. If responses are unsatisfactory the learner should be given the opportunity to provide additional information or to re-submit.

Answers should be marked as Satisfactory/Not Satisfactory.

Project

Projects are an assessment tool that can address either practical or knowledge-based skills. Learners might be asked to complete the project in addition to the other assessment activities. In some instances, it can be used as an alternative to the knowledge questions or the practical assessment tasks.

The assessor will decide how the project will be used and must advise learners about whether they need to complete it.

Practical assessment

Trainer/assessors must inform learners of:

- the assessment conditions
- the required performance standards
- how, when and where assessment will take place
- any assistance they will receive
- the resources that will be supplied
- how their performance will be recorded
- what to do if they disagree with the assessment results

The practical assessment requires that learners demonstrate the skills they have developed as a result of their training. They must perform the nominated skills and their performance must be observed by the assessor or a suitably qualified and experienced third party. The third party cannot conduct the assessment but can provide supplementary evidence for the assessor to use. Assessor comments must be recorded, and performance results marked as Satisfactory, or Not Satisfactory as they will contribute to the final judgment of competence.

Practical assessments might be conducted in a workplace, as simulations, or as a series of relevant role plays. If assessment cannot be conducted in a workplace the assessor must ensure that the simulations and role plays replicate a workplace as nearly as possible. The assessor is responsible for ensuring that learners have access to the resources needed to complete the assessment.

Completion record

The results of each form of assessment, plus any extra requirements nominated by the assessor, should be recorded in the assessment workbook.

The trainer/assessor must ensure that the:

- assessment conditions for this unit were met
- learner answered the knowledge questions at the required standard for the unit level
- learner performed all the practical tasks to the required standard for the unit level
- learner was provided with detailed feedback
- any additional assessment requirements were completed

The completion record should be signed by the learner and trainer/assessor.
