



CATAPULT

CHCECE045

Foster positive and respectful interactions and behaviour in 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 CHCECE045.

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/CHCECE045/>

Unit mapping

KQ: Knowledge questions

P: Project

PA: Practical assessment

KQ

P

PA

Elements and performance criteria

1 Develop guidelines that support positive and respectful interactions and behaviour in children

1.1	Collaborate with colleagues about expectations for positive and respectful interactions and behaviour	Q 1.1.a, Q 1.1.b	YES
1.2	Collaborate with children to develop expectations for positive and respectful interactions and behaviour	Q 1.2.a, Q 1.2.b, Q 1.2.c	YES
1.3	Identify strategies that support children in managing their own pro-social skills and regulation, and are considerate of individual children's needs, cultures and backgrounds	Q 1.3	YES

2 Observe and monitor interactions and behaviour in children

2.1	Assess the impact of the physical and social environment and curriculum on children's behaviour	Q 2.1	YES
2.2	Observe children and provide clear and consistent support to encourage positive interactions and behaviour	Q 2.2.a, Q 2.2.b, Q 2.2.c, Q 2.2.d	YES
2.3	Model consistent approaches and provide support to colleagues through coaching and mentoring	Q 2.3.a, Q 2.3.b	YES
2.4	Assist children to resolve conflicts appropriate to their age and stage of development	Q 2.4.a, Q 2.4.b	YES
2.5	Collaborate with children to develop alternative responses and behaviours	Q 2.5	

3 Identify challenging behaviours

3.1	Recognise factors that may cause challenges for children's ability to interact positively and engage in the curriculum	Q 3.1	YES
3.2	Recognise effects of own life experiences and ideologies on perspectives about children's behaviour	Q 3.2.a, Q 3.2.b	YES
3.3	Observe and document patterns of challenging behaviour according to service policies and procedures	Q 3.3.a, Q 3.3.b	YES
3.4	Identify and reflect on the variables and influences that can impact an individual child's behaviour and how this may inform responses	Q 3.4.a, Q 3.4.b	YES
3.5	Identify and respond to the needs of other children who may be affected by the behaviour	Q 3.5	YES

KQ: Knowledge questions			
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4 Plan support for children

4.1	Analyse information regarding identified behaviour and use a collaborative approach to planning	Q 4.1	YES
4.2	Identify long-term and short-term objectives that are consistent with child's cultural practice, abilities, age and developmental stage	Q 4.2.a, Q 4.2.b, Q 4.2.c	YES
4.3	Identify situations where advice or liaison with other professionals or authorities is needed and take action according to service policies and procedures	Q 4.3.a, Q 4.3.b, Q 4.3.c	YES
4.4	Develop and document the plan according to service policies and procedures and in consultation with the child's family	Q 4.4.a, Q 4.4.b, Q 4.4.c, Q 4.4.d	YES

5 Implement and evaluate support plan

5.1	Collaborate with all those involved to implement the support plan	Q 5.1.a, Q 5.1.b	YES
5.2	Support colleagues to implement the plan effectively and consistently through coaching and mentoring	Q 5.2	YES
5.3	Review child's progress regularly using critical reflection, and modify plan where necessary in consultation with colleagues, family members and others caring for the child	Q 5.3	YES
5.4	Critically reflect on own pedagogy to inform future practice	Q 5.4.a, Q 5.4.b	YES

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

Requirements of the National Quality Standard applicable to this unit including:

- collaborative partnerships with families and communities Q 1.1.a, Q 1.1.b
- relationships with children

Early Childhood Australia Code of Ethics

Q 1.1.a,
Q 1.1.b

Principles of the UN Convention on the Rights of the Child

Q 1.1.a,
Q 1.1.b

Philosophy, policies and procedures of the service

Q 2.1,
Q 3.5,
Q 5.3

Current and emerging theory and research about developing children's cooperative behaviour:

- contrasting beliefs Q 2.2.a, Q 2.2.b,
- differing perspectives on child behaviour Q 2.2.c,
- supportive interventions Q 2.2.d

How own values impact perspectives on behaviour and how to use critical reflection to identify and respond to this

Q 3.2.a,
Q 3.2.b

Different domains of self-regulation and applications to assist those who deregulate in particular domains

Q 1.3

Stages of child development, specifically age-appropriate expectations of children's behaviour

Q 1.2.a,
Q 1.2.b,
Q 1.2.c

Family beliefs about behaviour in different cultures and social groups

Q 4.2.a,
Q 4.2.b,
Q 4.2.c

How to engage and collaborate with children

Q 1.2.a,
Q 1.2.b,
Q 1.2.c

Relationship-based guidance strategies that help children learn about behaviour, and how these are developed and implemented

Q 2.2.a,
Q 2.2.b,
Q 2.2.c,
Q 2.2.d

Features of environments (both physical and social) and the curriculum that nurture positive relationships and a sense of belonging

Q 2.1

KQ: Knowledge questions P: Project PA: Practical assessment			
	KQ	P	PA
Frameworks for observing children to understand individual needs	Q 2.2.a, Q 2.2.b, Q 2.2.c, Q 2.2.d, Q 3.3.a, Q 3.3.b		
Processes for identifying and recording challenging behaviours	Q 3.3.a, Q 3.3.b		
Situations where challenging behaviours may indicate a need for mandatory reporting	Q 4.3.a, Q 4.3.b, Q 4.3.c		
Potential contributing factors to behaviours: <ul style="list-style-type: none"> actions of others child's need for agency child's history consistency (lack of) culture curriculum, practices or environments of the service group dynamics illness needs not being met no sense of belonging partnerships with families personality recent and current events sensory input – body and environment size of group stage of development temperament and attachment 	Q 3.4.a, Q 3.4.b		
Plans for supporting positive interactions and behaviour (at both a group and individual level) and: <ul style="list-style-type: none"> how they are developed who should be involved what they should include: <ul style="list-style-type: none"> looking beyond the child's immediate behaviour and thinking about meeting genuine relationship needs how to develop children's self-regulation, positive self-concept and self esteem ways to re-frame children's behaviour practices to support the building of resilience how they are presented how they are implemented, monitored and evaluated 	Q 4.2.a, Q 4.2.b, Q 4.2.c, Q 4.4.a, Q 4.4.b, Q 4.4.c, Q 4.4.d, Q 5.1.a, Q 5.1.b		

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Ways to communicate with families about behaviour

Q 4.3.a,
Q 4.3.b,
Q 4.3.c,
Q 4.4.a,
Q 4.4.b,
Q 4.4.c,
Q 4.4.d

Performance evidence

Observe the social interactions of children on at least three occasions and identify:

- emerging pro-social skills
- strategies used by the educator to support the development of pro-social skills

P**YES**

Complete the following for two different children who require assistance with self-regulation and pro-social skills:

- review any pre-existing information regarding the child's interactions and behaviour
- review physical and social environment within and outside the service and identify impacts on child's behaviour
- observe and monitor the interactions and responses of the child to identify challenging behaviour
- participate in two collaborative discussions about the child's interactions and behaviour with colleagues
- document own reflections on the gathered information
- develop, implement and evaluate a support plan for the child in collaboration with colleagues

P**YES**

Trainer/assessor instructions and requirements

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.
