

## **Errata**

**ISBN:** 978 1 74349 272 7

**Title:** CHCECE007 Develop positive and respectful relationships with children – Trainer's and assessor's guide (TAG)

**Affected editions:** Version 1.1, December 2013; Version 1.2, March 2014; Version 1.3, October 2016; Version 1.4, August 2016

**Page numbers:** 24, 27, 29, 31

<b>Attachments</b>
NEW p. 24, 27, 29, 31: CHCECE007 Develop positive and respectful relationships with children – TAG

**Please use the attached page/s to replace erroneous page in the above resource.**

Aspire Learning Resources

## 2.2 Training strategies

The following training strategies can be used to deliver *CHCECE007 Develop positive and respectful relationships with children*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Communicating positively with children	
<p><b>Suggested time allocation:</b> 6 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 2–9</p>
Recommended reading	Terminology checklist
<p>Aspire learner guide <i>CHCECE007 Develop positive and respectful relationships with children</i></p> <p>Chapter 1: Communicating positively with children</p>	<ul style="list-style-type: none"> <li>▪ Nonverbal checklist</li> </ul>
Suggested training strategies	
<ul style="list-style-type: none"> <li>▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE007 Develop positive and respectful relationships with children</i>. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> <li>▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.</li> <li>▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.</li> </ul>	

<b>Topic: Interacting positively with children</b>	
<p><b>Suggested time allocation:</b> 4-5 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 10-19</p>
<b>Recommended reading</b>	<b>Terminology checklist</b>
<p>Aspire learner guide <i>CHCECE007 Develop positive and respectful relationships with children</i></p> <p>Chapter 2: Interacting positively with children</p>	<ul style="list-style-type: none"> <li>▪ Observer</li> <li>▪ Provider</li> <li>▪ Player</li> <li>▪ Mediator</li> <li>▪ Consultation</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>▪ In section 2A, learners develop the competence to participate in children’s play to contribute to their development and to build positive relationships. Introduce Chapter 2 with a discussion that focuses learners on the role of educators in play. Learners should suggest the benefits to children when educators participate in play.</li> <li>▪ Section 2A introduces learners to four play roles: observer, provider, mediator and player. It is important that learners have an opportunity to observe each of these roles ‘in action’, either via a classroom, online demonstration or in an actual workplace.</li> <li>▪ Learners should complete an activity, preferably in an actual workplace, where they observe educators interacting with children in a range of situations during the day. They should complete observation records and identify the type of play role that was being adopted by the educators involved.</li> <li>▪ Skills practice could be facilitated for section 2A in either a role-play or actual workplace. Learners should interact with children in various play experiences and adopt each of the four play roles where appropriate. Keeping a journal is a useful extension to this activity and allows learners to practice critical reflection.</li> <li>▪ Section 2B consolidates learning of the key concepts regarding communication that were the focus of Chapter 1. You may wish to revise the elements of effective communication prior to skills practice.</li> <li>▪ Learners may respond to a number of case studies by identifying the types of positive behaviours they could role-model for children. Scenarios could require learners to describe appropriate behaviours for role-modelling: <ul style="list-style-type: none"> <li>- Healthy food and drink choices</li> <li>- Sustainable practice</li> <li>- Sun safety</li> <li>- Personal hygiene; for example, washing hands</li> <li>- Assisting with daily routine such as food preparation</li> </ul> </li> <li>▪ Skills practice in section 2B may involve learners in planning an experience that focuses on a specific aspect of child development (for example, social, cognitive, physical or emotional). Learners should share details of the plan with their peers for their resource folder. Learners should implement the activity where possible to practise interacting with children. Observation of the planned experience could be useful for formative assessment.</li> </ul>	

<b>Topic: Supporting and respecting children</b>	
<p><b>Suggested time allocation:</b> 4 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 20–29</p>
<b>Recommended reading</b>	<b>Terminology checklist</b>
<p>Aspire learner guide <i>CHCECE007 Develop positive and respectful relationships with children</i></p> <p>Chapter 3: Supporting and respecting children</p>	<ul style="list-style-type: none"> <li>▪ Ethnicity</li> <li>▪ Cultural priorities</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>▪ Section 3A provides a detailed examination of strategies that educators may use to promote a culturally inclusive environment. Learners should add at least one example of a strategy they would consider.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Learners may undertake an audit of a specific childcare service (preferably their workplace) to evaluate whether it incorporates the best practice strategies recommended in section 3A.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ You may have learners create a visual diary or image gallery where they gather images that represent the use of the types of strategies examined in section 3A.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ You may choose to have guest speakers from a range of cultural backgrounds make a presentation where they talk about experiences and resources that promote cultural sensitivity in children.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ You may choose to implement a small group activity where learners plan a celebration or end-of-year event for an inner-city childcare service in a socioeconomically disadvantaged community. A significant portion of the population consists of refugees from Northern Africa or Afghanistan, or Indigenous Australians.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Revise the topic of diversity in section 3B by having learners plan or develop a section of a service’s webpage that explains the organisation’s philosophical approach and policies in regard to promoting cultural inclusivity. The storyboard or webpage section should incorporate images that reflect the types of diversity listed in section 3B.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Use examples to explain measures that can be used to comfort children. Begin by explaining the triggers that may lead to a child being upset, frustrated or distressed. Strategies for comforting children are detailed in a table in section 3B. In addition to your verbal explanation, learners would benefit from observing the various strategies ‘in action’.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Consolidate learning following completion of Practice task 5 by having learners respond to several case studies that describe various children of different ages that need comforting. Feedback should be given prior to learners undertaking summative assessment for Chapter 3.</li> </ul>	
<b>Discussion topics</b>	

<b>Topic: Maintaining the dignity and rights of children</b>	
<p><b>Suggested time allocation:</b> 6-8 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 30–43</p>
<b>Recommended reading</b>	<b>Terminology checklist</b>
<p>Aspire learner guide <i>CHCECE007 Develop positive and respectful relationships with children</i></p> <p>Chapter 4: Maintaining the dignity and rights of children</p>	<ul style="list-style-type: none"> <li>▪ Redirection</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>▪ In section 4A, learners develop the competence to create positive environments. Following personal reading of the learner guide, learners could work with a partner to create a visual diary that incorporates images of physical environments that provide opportunities for children to interact positively.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Section 4A includes a table with detailed information about responding to various conditions that impact the childcare environment. Confirm that learners are able to apply the required knowledge for this topic by presenting them with a range of scenarios (visually or text-based) that describe similar conditions, and have learners explain the measures they would employ.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ It would be beneficial for learners to hear the firsthand accounts of experienced educators on measures they find effective for promoting positive behaviours in a childcare setting.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ You may choose to implement an extension activity where they plan an experience with the objective of supporting children to develop positive and respectful relationships with children of diverse cultural backgrounds.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Learners may undertake a research activity in section 4A that involves learning about strategies for supporting children with special needs, particularly where those needs and characteristics impact their behaviour and ability to interact positively with other children and adults.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ A suitable workplace activity for section 4A involves learners writing a picture book or story that reinforces behaviours that support children involving other children in their play equitably.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ The key to successful achievement of the learning outcomes for sections 4A and 4B is demonstration and coaching. Ensure that learners have an opportunity to observe educators using strategies, including those summarised in the learner guide, to manage children’s behaviour. Role-plays are suitable for skills practice. Learners should practise explaining choices, limits and consequences to children of various ages. Where possible, role-plays should be recorded so that learners can critically review their own performance. Feedback from a workplace coach or supervisor would be very beneficial.</li> </ul>	
<b>Discussion topics</b>	