

Be You for VET: CHC30121 Certificate III in Early Childhood and Care

Top Picks 3

CHCECE033 Develop positive and respectful relationships with children

Mapping Be You to qualifications

This Top Picks unit contains Elements, Performance Criteria and/or Knowledge Evidence to support and facilitate the mental health and wellbeing of children. The following tables identify Be You resources, such as Professional Learning modules and tools, that have the potential to enrich teaching and learning in this unit.

Mapping	Top Picks 3: Be You resources	
Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Videos, Fact Sheets, Tools
<p>Element 1: Interact positively with children</p> <p>1.1. Respond sensitively and respectfully to all children’s efforts to communicate.</p> <p>1.2. Engage in sustained conversations with individual children about things that interest the child and encourage them to share their stories and ideas.</p> <p>1.3. Communicate during practical tasks in ways that help create a relaxed and unhurried routine.</p> <p>1.4. Participate in children’s play and use children’s cues to guide the level and type of involvement.</p> <p>1.5. Model positive interactions with others.</p>	<p>No direct alignment with a Professional Learning module</p>	<p>Video: Kids Capers North Lakes and Be You</p> <p>Fact Sheets: Communication skills for educators Brain development Child development</p> <p>(Fact Sheets relate to entire unit)</p>

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Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Videos, Fact Sheets, Tools
<p>Element 2: Support and respect children</p> <p>2.1 Implement practices that empower children to exercise their right to be active participants in their own lives.</p> <p>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.</p> <p>2.3 Support practices and routines that honour children, their family and the community context.</p> <p>2.4 Show genuine interest in, understanding of, and respect for all children.</p> <p>2.5 Comfort children who cry or show signs of distress in ways appropriate for individual children.</p> <p>2.6 Respond positively to varying abilities and confidence levels and acknowledge children’s efforts and achievements.</p> <p>2.7 Support children to recognise and label their range of emotions.</p> <p>2.8 Model self-regulation through gentle and calm behaviour and provide reassurance when children express distress, frustration or anger.</p> <p>2.9 Support children’s agency to make choices and experience natural consequences.</p>	<p>DOMAIN: <u>LEARNING RESILIENCE</u></p> <p>AFFIRM 1 Describe what social and emotional learning is</p> <p>AFFIRM 2 Explain why social and emotional skills are necessary for good mental health and wellbeing</p> <p>AFFIRM 3 Describe what resilience is</p> <p>AFFIRM 4 Recognise why learning resilience is important for later in life</p>	<p>As above plus</p> <p>Fact Sheet:</p> <p><u>Separation anxiety</u></p>
<p>Element 3: Identify factors that influence behaviour of individuals</p> <p>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.</p> <p>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.</p> <p>3.3. Assess the child’s individual stage of development, temperament and personality to facilitate understanding of the child’s behaviour.</p>	<p>DOMAIN: <u>EARLY SUPPORT</u></p> <p>NOTICE 4 Understand how to observe children and young people and how to record these observations</p> <p>DOMAIN: <u>FAMILY PARTNERSHIPS</u></p> <p>PARTNER 1 Describe what positive relationships with families look like</p> <p>PARTNER 2 Understand effective communication strategies</p>	<p>As above plus</p> <p>Fact Sheet:</p> <p><u>How trauma affects children and young people</u></p>

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<p>3.4. Reflect on own pedagogical practices and identify how they may influence behaviours.</p> <p>3.5. Use information collected to inform a holistic understanding of the child's behaviour.</p>	<p>PARTNER 4 Contribute to a culture of partnership and mutual support for families [Note: Completion of this unit would show a direct link to the service (and educator) using the practices to contribute to a culture of partnership and mutual support for families]</p>	
<p>Element 4: Identify factors that influence group dynamics</p> <p>4.1. Observe interaction and behaviour patterns of children in groups.</p> <p>4.3. Encourage positive relationship building between children.</p>	<p>DOMAIN: <u>EARLY SUPPORT</u></p> <p>NOTICE 4</p> <p>DOMAIN: <u>FAMILY PARTNERSHIPS</u></p> <p>PARTNER 1,2,4 as above</p>	
<p>Element 5: Support the development of pro-social behaviours</p> <p>5.1. Guide children's behaviour in ways that promote self-regulation and preserve and promote children's self-esteem and wellbeing.</p> <p>5.2. Communicate expectations for behaviour based on service policies in ways that children will understand.</p> <p>5.3. Involve children in developmentally appropriate ways when agreeing expectations of behaviour.</p> <p>5.4. Provide instructions and guidance in a positive and supportive manner.</p> <p>5.5. Acknowledge children's positive choices and use clear verbal and non-verbal communication when children make positive choices.</p> <p>5.6. Use positive language, gestures, facial expressions and one of voice when redirecting or discussing children's behaviour with them.</p> <p>5.7. Use appropriate strategies to redirect behaviour and defuse situations of conflict or stress.</p> <p>5.8. Identify situations where children may need additional support and seek guidance from relevant supervisor.</p>		<p>Fact Sheets:</p> <p><u>Bullying</u></p> <p><u>Brain development</u></p> <p><u>Child development</u></p>

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<p>Knowledge evidence</p> <ul style="list-style-type: none"> • Partnerships with families and community development factors relevant to communication with children in early childhood • the reasons why it is important for children to have positive and respectful relationships • the features of positive and respectful relationships and how educators support these through: <ul style="list-style-type: none"> ○ demonstrating sensitivity and initiating warm, trusting and reciprocal relationships with children and their families ○ supporting families' choices and decision making ○ ensuring that children experience safe and stimulating learning environments ○ 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 • children's emotional development: <ul style="list-style-type: none"> ○ brain development and its role in emotional development of children 	<p>DOMAIN: <u>FAMILY PARTNERSHIPS</u></p> <p>See PARTNER above</p>	

<ul style="list-style-type: none">○ labels for emotions felt or displayed○ development of pro-social skills○ self-regulation of emotions● basic aspects of positive communication models● communication techniques and their specific application to communication with children in early childhood: active listening, questioning, verbal, non-verbal● how individual educator cultural beliefs and practices may influence communication with children● techniques to guide children's behaviour using a strengths-based approach● the factors that influence children's behaviour● impact of group dynamics on children's behaviour● how to recognise situations where further support or intervention may be required● principles of inclusiveness, diversity, equity and access in children's education and care● techniques for building children's resilience.		
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