

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

## Top Picks 4

### CHCECE031 Support children’s health, safety and wellbeing

#### 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 4: Be You resources	
Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Webinars, Fact Sheets, Tools
<p>This unit focuses specifically on the health and hygiene aspects of the environment. The term mental health is not used. The areas listed in the knowledge evidence could impact on mental health, but it is not an explicit requirement of the unit.</p>	<p>If overall wellbeing is considered to include mental health, then these module learning outcomes align with Element 2 and Knowledge Evidence.</p>	
<p><b>Element 2: Support each child’s health needs</b></p> <p>2.1 Maintain knowledge of children’s health needs by seeking and sharing information with colleagues and families.</p> <p>2.2 Maintain confidentiality in relation to children’s individual health needs.</p> <p>2.3 Implement service risk-management strategies for children with long-term medical conditions.</p>	<p><b>DOMAIN: <u>FAMILY PARTNERSHIPS</u></b></p> <p><b>ASSIST 1</b> Know the boundaries of your role in working with families around mental health and wellbeing</p> <p><b>ASSIST 2</b> Explain the importance of supporting families to foster mental health and wellbeing</p> <p><b>DOMAIN: <u>EARLY SUPPORT</u></b></p> <p><b>PROVIDE 1</b> Role of educators in supporting children and young people with mental health challenges</p> <p>Continues next page</p>	<p>Webinars:</p> <p><a href="#"><u>Infant and toddler wellbeing: Laying the foundations for lifelong mental health</u></a></p> <p><a href="#"><u>Transitions: preparing children and young people for change</u></a></p> <p>Fact Sheets:</p> <p><a href="#"><u>Brain development</u></a></p> <p>Continues next page</p>

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<p><b>Knowledge Evidence</b></p> <p>Communication about health and safety: how to communicate with families and children – the types of information typically given and requested:</p> <ul style="list-style-type: none"> <li>• information regarding long-term medical conditions</li> <li>• information regarding short-term medical needs</li> <li>• information in health management plans</li> <li>• confidentiality and privacy requirements</li> <li>• other restrictions around the sharing of information</li> <li>• service procedures for communicating information.</li> </ul>	<p><b>PROVIDE 2</b> Understand how to work with colleagues and families to support children and young people</p> <p><b>PROVIDE 3</b> Provide appropriate daily care to children and young people in your care</p> <p><b>PROVIDE 4</b> Explain the importance of, and exceptions to, confidentiality requirements</p>	<p><u>Child development</u></p> <p><u>Nutrition and mental health</u></p> <p><u>Physical activity and mental health</u></p>