

CHCSS00072 BUILDING INCLUSIVE PRACTICES IN EARLY CHILDHOOD EDUCATION AND CARE SKILL SET



20 21 Study Schedule



ABOUT US

Communities@Work is a small Registered Training Organisation, trading as **Centre of Professional Learning and Education (CPLÉ)** (RTO 88148).

We pride ourselves in delivering exceptional training programs and services that have been developed to meet sector requirements. Our passionate team specialise in delivering vocational education and training (VET) qualifications in early childhood education and business. Our quality, evidence-based approach to delivering VET qualifications consists of a range of teaching and learning strategies used to deliver our qualifications including; face to face classes, virtual support, guided learning and hands on experience in the work environment.

Our training facilitators are qualified professionals who have relevant industry experience, qualifications and are committed to supporting students throughout their enrollment to successfully achieve their qualification.

In addition to delivering VET qualification, we offer an array of professional development learning sessions and customised training across the ACT and surrounding regions.

The professional learning and training programs delivered by CPLÉ are designed to enhance the quality and capacity of services in providing education and care that aligns with the National Quality Standards (NQS) and the National Standards of Registered Training Organisation's 2015.

WINNER
ACT Large Employer
of the Year

ACT TRAINING
AWARDS 2019 2020

COURSE OUTLINE

CHCSS00072 Building Inclusive Practices in Early Childhood Education and Care Skill Set



Recognise the significance of diversity and the importance of a positive learning experience for each individual child.

This skill set can add to your existing qualifications, or it can be a starting point for future study.

This skill set is for people with existing experience or qualifications in early childhood education who are seeking to broaden their inclusive practice knowledge and capabilities.

It reflects the skill requirements for educators to build inclusive practices in an early childhood education and care sector.

UNITS WITHIN THE CHCSS00072 SKILL SET

The following core units of competency make up this skill set:

- CHCECE007 Develop positive and respectful relationships with children
- CHCECE020 Establish and implement plans for developing cooperative behaviour
- CHCECE017 Foster the holistic development and wellbeing of the child in early childhood
- CHCECE021 Implement strategies for the inclusion of all children
- CHCECE026 Work in partnership with families to provide appropriate education and care for children
- CHCPRP003 Reflect and improve on professional practice

Upon completion, students will be issued with a statement of attainment.

These competencies from the CHC Community Services Training Package meet industry requirements for leading the development of inclusive practices in an early childhood education and care sector organisation. They also provide credit towards a range of qualifications in the CHC Community Services Training Package



SKILL SET REQUIREMENTS

This skill set has been endorsed by industry as suitable for individuals who:

- hold a qualification at Certificate III level or higher in early childhood education and care
- **or**
- have skills equivalent to the qualification requirement validated through a recognition of prior learning process.

COURSE DURATION

- 9 months (see intake schedule)

ASSESSMENT METHODS

- **Theory:** written tasks, case studies, questions, activities and/or portfolios.
- **Practical:** vocational placement or employment in an ACECQA approved early childhood service. Workplace tasks, observation, projects, third party reports.

PRACTICAL EXPERIENCE REQUIRED

Every unit of competency within this qualification contains assessment that must be conducted within a workplace or simulated work environment for the sake of demonstrating skills and knowledge to pass each unit.

For this reason, will be required that you find an opportunity to complete consistent work experience or gain employment upon enrolment into this qualification, for the sake of being capable of meeting assessment expectations.

REQUIRED ICT INFRASTRUCTURE

In undertaking this course, you MUST have access to the following ICT infrastructure

- A computer and/or laptop
- Internet access
- Microsoft Office (i.e. Word) or equivalent
- Webcam capability

These resources are required for undertaking assessments as well as to access our online learning system and trainer/assessor support.

MODES OF DELIVERY



ONLINE LEARNING

Via our Learning Management System (LMS) Canvas, learners get access to all the required study materials they need to complete their studies. Readings, assessments, videos, forums and additional resources are all on offer.

Learners are able to download assessment and upload completed work for marking. Modules open on the start date as allocated in the schedule and remain open until completion, however strict due dates are set.



WEBINARS

Pre-recorded webinars completed by our experienced trainer/assessors are loaded into Canvas and are accessible on demand. These webinars contain information that will support you in the completion of the assessments contained within each module and support you in your learning at a time dictated by you.



WORKPLACE CONTACT

Competency-based assessment is the process of collecting evidence and making judgments on the development of practical skills. Each module you complete will have practical assessment that needs to be implemented. Our trainer/assessors may conduct workplace visits over the course of your enrolment for the purpose of observing your practice and supporting your skill development. We will also regularly liaise with your workplace supervisor to oversee the completion of your workplace observation reports.



FACE-TO-FACE SUPPORT SESSIONS (UPON REQUEST)

CPLC recognise the importance of face to face learning in a day and age where many RTO's are moving towards online-only learning which can be very isolating and lack the support many learners need. These face to face learning opportunities allow for learners to meet with their assigned trainer/assessor for the sake of assessment mentoring, explanation and guidance.



CANVAS CONFERENCES

Via the use of the inbuilt video conferencing system in Canvas; Big Blue Button, we offer you the opportunity to touch base with your CPLC trainer/assessor in the comfort of your own home, for the sake of accessing virtual face to face support with your studies. Individual conferences can be arranged with your trainer, as requested.

UNIT OUTLINES



CHCECE007 Develop positive and respectful relationships with children

This unit describes the skills and knowledge required by educators working with children to ensure they can develop and maintain effective relationships and promote positive behaviour.

To complete this unit, students need to demonstrate the ability to:

- communicate positively and respectfully and interacted effectively with at least three children
- assess and respond appropriately to behaviours of concern
- encourage children to respect similarities and differences between each other
- involved and encouraged children in decision-making and planning
- perform the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service (employed hours can be incorporated as placement hours for students)

CHCECE020 Establish and implement plans for developing cooperative behaviour

This unit describes the skills and knowledge required to support both individual and group plans for developing cooperative behaviour.

To complete this unit, students must demonstrate the ability to:

- observe and analyse children's behaviour, on at least three occasions, in a range of situations and contexts and,
- create, implement and measure the effectiveness of at least one plan, including:
 - developing long-term and short-term goals and objectives
 - establishing a baseline for the behaviour
 - clearly outlining alternative behaviours
 - communicating expectations with children
 - supporting and communicating with colleagues to implement the plan
 - revisiting the plan and reflecting on its effectiveness
 - developed positive relationships with children, respected family expectations and their cultural values, and acted within the service policy
 - interacted with children and involved them in decision-making and planning.

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from birth to 6 years of age.

To complete this unit, students must:

- plan and provide at least three opportunities for children of varying ages to develop in a range of areas, including:
 - facilitating and supporting emotional and psychological development in children
 - encouraging self-help and independence of children
 - planning opportunities to foster children's positive self-concept and self-esteem
 - providing a positive and safe environment to encourage children to express thoughts, feelings and ideas
- perform the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in at least one regulated education and care (employed hours can be incorporated as placement hours for students)

CHCECE021 Implement strategies for the inclusion of all children

This unit describes the skills and knowledge required to support the inclusion of all children and to work with relevant others to plan and implement support strategies where required.

To complete this unit, students need to demonstrate the ability to:

- develop and implement a plan for support and inclusion for at least one child, including:
 - contributing to individualised, child-centred planning and service delivery
 - collaborating and sharing information with family and other educators to develop and implement an inclusion plan
 - investigating and trialling strategies to address the needs of the child
 - reviewing and suggesting adaptations to service delivery to meet the needs of children with special needs
 - identifying and assessing the additional needs of individual children
 - gathering additional resources or sources of information to assist in developing and adapting curriculum to meet additional needs.

CHCECE026 Work in partnership with families to provide appropriate education and care for children

This unit describes the skills and knowledge required to work in partnership with families to provide appropriate education and care for the child.

To complete this unit, students need to demonstrate the ability to:

- work collaboratively with at least three different families to support education and care, including:
 - communicating information about children's interests and development
 - developing care strategies together
 - engaging in discussion relevant to the child and family
- involve families in the service/program by:
 - encouraging participation in children's experiences
 - providing opportunities for families to give feedback on service/program

CHCPRP003 Reflect and improve on professional practice

This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.

To complete this unit, students need to demonstrate the ability to undertake a structured process to reflect on and improve own practice and created 1 personal development plan that includes goals, timeframes and ways of measuring progress.

COURSE FEES



This skill set is on offer through JobTrainer

JobTrainer offers fee-free vocational education and training to young people (17 to 24 years, who have finished school), and job seekers across Canberra in areas of employment growth.

This is one of the ways the ACT Government is supporting jobs and the economy during COVID-19.

CPLC has registered to deliver this skill set through this initiative.

To be eligible for JobTrainer, students must be:

- an Australian citizen, permanent resident, or New Zealand passport holder resident for more than 6 months, or
- an eligible visa holder, and living or working in the ACT, and
- a person aged 17 to 24 years of age, regardless of employment status, who is not enrolled in or attending a school or college, or another program leading to the completion of year 12

In addition to these requirements, students must also meet the following CPLC enrolment conditions:

- hold sufficient levels of language and literacy skills as determined via completion of an LLN assessment,
- be employed within an education and care service or have access to a service for the sake of placement

JobTrainer is a jointly funded initiative of the Commonwealth, state and territory governments.



BONUS INCLUSION



Enrol into this skill set with CPLE and we will offer you the opportunity to attend two FREE bonus PD sessions as part of our 2021 Professional development calendar.

BEHAVIOUR GUIDANCE

The focus of this session is about understanding and guiding children's behaviours in an educational setting. The approach to guiding behaviour is from the perspective of relationships, attachments, behaviour as communication, and your ability to support individuals and groups of children to guide responsible behaviour of children and young people in a safe and supportive environment.

PROMOTING FAIRNESS IN EARLY CHILDHOOD

This session is designed to bring together early childhood professionals with a variety of perspectives, to challenge and explore the ways in which early childhood education is, and can be, engaging with social fairness and democratic practices.

Sessions typically run between 10am – 1pm weekdays. Dates to be advised in early 2021.



HOW DO I ENROL?



Contact CPLE on 026293 6220 or cple@commsatwork to book a pre-enrolment session with one of our staff.

During this session we will determine eligibility, explain training delivery modes, collect your enrolment documents and allocate time towards the completion of a Language, Literacy and Numeracy assessment.

Upon making an informed decision, your JobTrainer place will be applied for.

Places are capped at 30 ACT wide and will go fast and so act now!

For more information regarding this qualification and others CPLE deliver, refer to our [website](#).



TRAINING SCHEDULE



CHCECE007 Develop positive and respectful relationships with children

START DATE

Monday 18th January 2021

END DATE

Friday 26th February 2021

CHCECE026 Work in partnership with families to provide appropriate education and care for children

START DATE

Monday 24th May 2021

END DATE

Friday 2nd July 2021

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

START DATE

Monday 1st March 2021

END DATE

Friday 9th April 2021

CHCECE021 Implement strategies for the inclusion of all children

START DATE

Monday 5th July 2021

END DATE

Friday 13th August 2021

CHCECE020 Establish and implement plans for developing cooperative behaviour

START DATE

Monday 12th April 2021

END DATE

Friday 21st May 2021

CHCPRP003 Reflect and improve on professional practice

START DATE

Monday 16th August 2021

END DATE

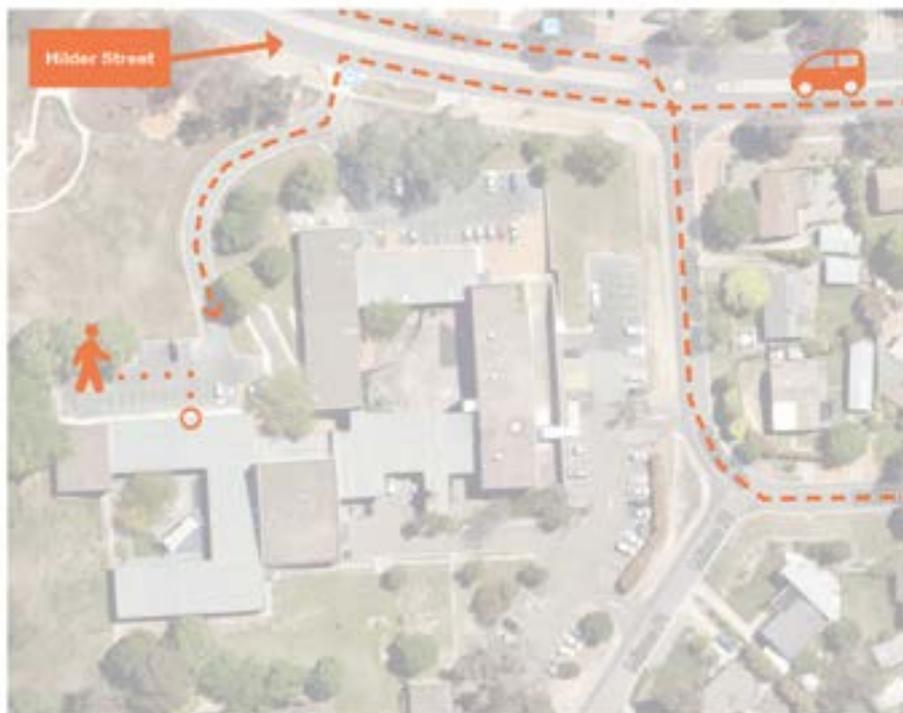
Friday 24th September 2021

CLASS LOCATION >

Weston Community Hub

Hilder Street

Weston



Training Room



Car Park
Enter via Hilder Street, Weston.
The entrance is off the car
park on Hilder Street.



Training Room
Once you have parked your
car, you will have a short
20m walk to the training room.

If you are having
difficulty finding
any of the training
rooms, please call
6293 6220

CONTACT DETAILS

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