**CHC Community Services
Training Package Release 1.1**

CHCECE020
Establish and implement plans for developing cooperative behaviour

SAMPLE

Learner guide
Version 1

**Training and Education Support
Industry Skills Unit
Meadowbank**

Product Code: 5796

Acknowledgments

TAFE NSW – TES Industry Skills Unit, Meadowbank, would like to acknowledge the support and assistance of the following people in the production of this resource package:

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Further acknowledgments

A considerable amount of the material in this learner resource has been developed from the following TAFENSW resource:

CHCIC510A Establish and implement plans for developing cooperative behaviour, version 2 (2012)

ISBN 978-1-74236-504-6

NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING

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About this unit

This unit describes the skills and knowledge required to support both individual and group plans for developing cooperative behaviour.
This unit applies to educators working in a range of education and care services.

Underpinning this unit is knowledge of the National Quality Standard quality areas, standards and elements, the Education and Care Services National Law and Regulations, and the relevant learning framework.
Additionally, whilst studying this unit you will need to access a range of other resources and documents, including;

ECA's C*ode of ethics*. http://www.earlychildhoodaustralia.org.au/

United Nations Convention on the Rights of the Child
http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx

Details of, and/or links to all required resources are listed in the resources section at the rear of this Learner Resource. In some cases you will need to use a computer and the internet to access the required resources. Sometimes internet pages can be moved over time – if you have difficulty finding the required resources with the link provided, try a google search, and if that fails, ask your facilitator for assistance.

Co-operative behaviour

What do we mean by co-operative behaviour? Again, let's dissect this a little more.

To 'co-operate' is to:

- Work or act together or jointly

- Be of assistance

So therefore to be 'co-operative' is to be willing to 'co-operate', be helpful, to act in conjunction with others. It is to do with communicating and interacting with others and involves empathy and self discipline.

Co-operative behaviour is acting and functioning in a specified, desired way with each other.

Before we can expect children to have self discipline we need to assist them to deal with emotions and feelings and provide an environment in which they can relate to others in a calm manner.

Responsive educators will reinforce children's appropriate behaviour by giving them opportunities to select some behaviours or actions over others, to make decisions and to experience the consequences of their choices.

By focusing on the *behaviour and not the child* we separate any inappropriate behaviour from the child. This avoids labelling and lowering the child's self esteem. This will result in children feeling in control and empowered and lead to the development of self discipline.

The responsibility of each educator is to guide children in learning appropriate behaviour based on their developmental level and according to their individual needs.

Positive behaviour guidance

Theoretical perspectives on behaviours of concern

In past studies of child development you would have heard and explored the concept of 'nature versus nurture'. Many theoretical perspectives have ideas on this concept, let's look at some:

Behaviourists such as Locke, Watson and Skinner view development as the responsibility of the adult and believe that learning is a result of external forces such as reinforcement and punishment. Children do not 'become' adults and chose professions because of their genetic makeup but because of the environment (including interactions with adults) that has shaped them - *nurture.*

Maturationists such as Gessell place development in the hands of each individual and learning happens via internal processes such as "psychological maturation and intrinsic motivation" (Miller, 2002 p.289) *Nature.*

Research more recently has placed emphasis on a range of different philosophies and theoretical perspectives to conclude that there is a closely linked relationship between nature and nurture.

- Developmental/ Cognitive/ Social interactionists/ Constructivists such as Vygotsky, Piaget, Erikson and Kohlberg believe that internal and external (nature and nurture) processes and forces are intertwined and that behaviour and learning is a result of this close and related connection.

You may ask the question – with so many different views which one is right? In **early childhood the view that children's development and b**ehaviour results from **the relationship between the child's stage of development, interests and** motivations and by interacting in a supportive, well designed and programmed environment predominates. That is having a balance between both worlds, nature and nurture.

It is by understanding these underlying reasons for how children grow, learn, develop and behave that we can then form ideas and beliefs about how to guide behaviour.

At this point it would be useful to revise Erickson's first four stages of psychosocial development. You may also like to read further in: Nixon D and Gould K. 2006. *Emerging: Child development in the first three years 2nd edition.* Social Science Press, Australia

Erikson's first 4 stages of Psychosocial Development are:

1   Infancy – Trust versus Mistrust

2   Toddler – Autonomy versus Shame and Doubt

3   Pre-school – Initiative versus Guilt

4   School-age – Industry versus Inferiority.

In early years children face challenges at each stage of development and need supportive, caring adults who can offer them positive guidance.

Meeting children's needs at various developmental stages

Infants	Consistently meet physical needs. Quickly respond to cues of distress or discomfort. Give one-to-one attention. Use warm, responsive communication, both verbal and non-verbal. Provide secure and predictable environments
Toddlers	Encourage play and exploration. Set clear yet flexible limits. Encourage independence by allowing the child choices and supporting their attempts in feeding, dressing and other self help skills. Understand and respond with empathy to the toddler's growing need for independence and self-sufficiency. Encourage toileting with care—make sure expectations are realistic. Assist toddlers to anticipate future events and cope with change. Acknowledge that fear and anxiety is at a high point at this age. Provide an extra measure of patience. **Provide many 'no fail' experiences.**
Preschoolers	Establish clear limits. Provide plenty of social experiences to assist children to learn social skills (e.g. turn taking, dividing and sharing resources, working cooperatively, preventing conflict and reading and understanding another's feelings). Be guided by children's interests and encourage ideas. Allow plenty of opportunities to make their own choices and decisions. Use role play for children to explore feelings and practise conflict resolution.
School age children	Include group experiences. Refrain from competition. Emphasise skill building and working cooperatively with others as a basis of establishing positive peer relationships. Show interest in and praise all efforts.

Differing personal values, beliefs and expectations

Can you identify different expectations that friends and family had, or may even still have, about you? Think about your childhood and the guidelines you were raised by. Did you have a curfew, were the whole family expected to be home for dinner together every night, did you have to ring to let your parents know if you weren't coming home for dinner, were you allowed to go to your friends house for sleep overs, were you allowed to choose your own clothes and style of clothes, did other siblings (older and younger) have the same rules as you, did you go to church or celebrate religious traditions, were you expected to look after your younger siblings regularly? Did this impact on and influence your behaviour?

Did you learn more from being 'punished; or 'guided'?

Image this:

You are in the habit of saying 'good girl' or 'good boy' in your centre and find it hard to think of things to say instead. Would you learn more if your Room Leader or Director

   a) *sat down with you and gave you some specific examples of what you could say next time in a similar situation and reassured you it will get easier with practice.*

   b) *told you she doesn't like doing this, so she's going to have to get you to clean the toilets during your lunch break.*

Different people have different personal values, beliefs and expectations about how we live our lives day to day. These values, beliefs and expectations are shaped by family and social environments and as educators we need to be tuned in to not only our own values and beliefs but also those of our colleagues and the children and families we care for to provide environments that are inclusive and supportive. Having insight into these values and beliefs will also help us to be open minded, anti bias and will importantly enable us to gather information to support children who display behaviours of concern.

Differing cultural practices and expectations

It is important for us to realise how the cultural background of our family may differ from that of a child in your centre. The following scenarios highlight the need for us to be sensitive to different cultural expectations.

Consider the following scenarios:

Renee is Aboriginal. In her family teasing is commonly used to correct behaviour in the family group. Renee has found herself getting into trouble because at the centre she goes to, the educators tell her that teasing is not allowed. Now she is confused. Her aunts and mother tease her. Are they doing the wrong thing?

In this situation the educator could have prevented the children from feeling confused if they had:

- **Been aware of the different cultural expectations of the child's family and** the centre.

- Given the child more information about what was expected of them.

Educators need to be aware that cultural differences may mean that children do not know what is expected of them.

Consider also the experience of Vince, recently arrived in Australia with his family from Italy.

*A note came home from school inviting him to a social evening, on the note it said everyone was to bring a **plate.** Vince and his mother read the note several times, the request seemed a little strange to them but many things were strange in their new country. On the night of the social Vince and his mother chose one of their best plates for him to take. When Vince arrived he happily presented his plate to the facilitator. He was mortified to find that he was supposed to have taken something **on it.** The embarrassment he felt was something he has carried into his adult life.*

Varying styles of discipline

Let's look at different styles of behaviour management. Think about your childhood and which approach best relates to your upbringing. Think about the different adults in your life and different contexts (preschool, home, school) and which approach was used in these different contexts. By understanding different **approaches we can begin to complete the 'puzzle' relating to child**ren with behaviours of concern.

'Controlling' or 'Authoritarian' approach to behaviour management:

- The goal is obedience

- The adult is the boss, with power

- Unreasonable expectations are usual

- Punishment is used

- Blaming occurs

- External controls

- The adults have the rights

- Rules are enforced without negotiation or explanation

- Control of children using force, threats or rewards

- Rigid limits are set and children are expected to follow instructions and rules without considering their level of understanding and development

- Children often criticised and put down

- Relationships appear to be lacking in physical affection.

Children's behaviour may include:

- Inability to make decisions.

- A display of anger and defiance.

- An inability to show independence.

- Poor communication skills.

- Difficulty in taking on new challenges.

- Withdrawing socially.

'Passive' or 'Permissive' approach to behaviour management:

- The goal is friendship

- No limits

- Children can do anything

- Low expectations

- Adults seem frightened of children

- Unexpected outbursts - **the 'last straw'**

- May aim to develop a warm, open relationship with the child

- Rules may be set but rarely enforced (followed through)

- Continual explanation of rules but no real direction provided for the child

- Ridicule or indirect 'emotional blackmail' sometimes used in an attempt to control behaviour

- No consistency for child - parents generally disorganised in their approach.

Children may lack:

- self reliance

- independence

- exploratory skills

- social responsibility - leave it to the others to pack away, organise, action, promote, protect

- recognition of the rights of others

- ability to fit into peer groups

- they receive negative feedback and so it perpetuates the ability to form friendships

'Guiding' or 'democratic' approach to behaviour management:

- The goal is considerate behaviour

- Adult and children have equal rights but different roles

- Adult lead, negotiates and influences

- Reasonable expectations and flexible

- Involves warmth, affection and empathy

- Realistic, high expectations

- Inner control

- Rules are set after consultation with children and guidelines are clear

- Children are assisted to understand the rules and reasons why they are set

- Children's opinions are valued

- Children are spoken to respectfully

- Children are helped to learn self discipline and develop autonomy.

These children are likely to be more:

- Content

- Self assertive

- Self reliant

- Exploratory

- Self controlled

- Confident

- Socially responsible

- Do well at school

- Make good friends

- Feel good about themselves!

Uninvolved or Neglecting Approach to behaviour management:

- For different reasons, these parents/ caregivers appear not to be able to meet their children's needs because their own needs are more important at that time.

- At this point, you may be interested in reading more about how we teach values to children. You may wish to begin with this website: http://tigger.uic.edu/%7Elnucci/MoralEd/articles/kohn.html

It may be that one parent uses one style and the other parent uses another. This can cause confusion for the child and also cause the child to maintain behaviour that is inappropriate. The child learns indirect ways of dealing with problems which are not always constructive. We are all a mixture of these different styles at different times and our style is influenced by things such as:

- The way we were parented

- Stress

- Money

- Time

- Background

- Our job

Part of developing cooperative, responsible relationships is to ensure that parents are supported and educated in the area of guidance and discipline.

Activity 1.1 Discipline and guidance styles

Task

Scenario

Below are examples of caregiving and parenting approaches.

Jenny:

Jenny is 24 years old. She recently completed her Certificate III in Early Childhood Education and Care at TAFE.

Her mother, after her divorce, had single-handedly raised Jenny and her sister. Jenny's mother, Emily, was always warm and caring to her children. Although they were poor in things material, they were rich in love, Emily used to say. She not only allowed her two girls a lot of latitude but would often give in to them even when she knew that what they wanted was not good for them.

Jenny is a kind and caring person and has difficulty setting the limits for the children. She would much rather give in to Joe in his recent outbursts. Joe really feels comfortable with Jenny but really tests her with the limits as she usually gives in.

Mayom:

Mayom is in the preschool room as a trainee. He has a First Aid Certificate and is studying for his Certificate III in Early Childhood Education and Care. He started working at the long-day-care service three months ago.

Mayom's parents had died, leaving him to the guardianship of his uncle who encouraged him to study. After completing his HSC, his uncle was able to help him secure an apprenticeship in the building industry.

Mayom's authoritarian uncle thinks he knows what is best for Mayom. He was most annoyed when Mayom decided that he did not want to continue with his apprenticeship. There were frequent arguments at home when Mayom announced that he had a traineeship in education and care.

Although Mayom rebels against his uncle's wishes and vows never to be like his uncle, he often reverts to quite authoritarian responses when dealing with the children when they exhibit inappropriate behaviour at the centre, especially if he knows there is a rule about something.

Otherwise he is a very warm man and the children like him. He has a great deal of fun with them and really enjoys his work.

Activity 1.1 Discipline and guidance styles   cont'd

Carole:

Carole has a Diploma of Early Childhood Education and Care and Bachelor of Teaching (Early Childhood). She also has a Certificate in Small Business Management and a First Aid Certificate.

She works in the preschool room as the trained teacher. Carole is 25 years of age and has five years experience. She started her degree after working for 12 months. This is Carole's first full-time job as a trained education and care teacher. Prior to this she worked as a casual across a range of children's services.

Carole's parents had been unable to look after her when she was born. Eventually Carole was adopted when she was 10.

Her adoptive parents were not at all unkind to her and Carole gradually developed affection for them. However, they were always busy at work and would usually take work home. That meant Carole would be left mostly on her own. She often felt lonely and sometimes frustrated.

Carole has a lot of time and empathy for children with additional needs, not least those experiencing displacement and stress in their family situation.

Marie, Centre Director:

Marie is the director at the centre and the preschool team leader. She has a Bachelor in Early Childhood Education and a Bachelor in Special Education, a Certificate in Food Safety and Handling, a Certificate in Menu Planning and Nutrition, a First Aid Certificate and a Certificate 1V in Workplace Training and Assessment.

Marie is 45 years old and has been at the centre for three years. She previously worked with the Life Education Van in regional New South Wales. Prior to that she worked in a long-day-care centre. Recently she led her team through the National Quality Standards assessment and at that time the Centre was deemed to be exceeding the National Quality Standard.

Marie's father left the children's upbringing to his wife. He saw himself as the patriarch and his needs were the most important. Once the children were older, Marie's mother pursued studies in music, eventually becoming a cello facilitator.

Marie's mother was most democratic in the way she brought up the children. They were encouraged to be independent and self-disciplined right from their early childhood. Their mother encouraged creativity and the pursuit of a range of interests.

Marie resolved never to be cold and distant to children. However, she comes across as stoic; the children do warm to her over time.

Activity 1.1 Discipline and guidance styles   cont'd

'Aunty Mina':

'Aunty Mina' is now 60 years of age and has retired from her job. She had to leave school at 13 to look after her younger siblings. She married at 20. Not long after, her husband ended up in goal and she had to single-handedly raise their daughter.

During the day, Mina looks after Tina's youngest child, James, aged 2. Later in the afternoon, she picks up Joe from the centre and Tina's eldest child, Jane, aged seven, from school. She cares for Tina's three children until their mother comes home.

She is warm and caring to the children. She places restrictions on them—and the children know what she expects and they behave. Her fear is that the children might end up like her violent and dishonest ex-husband—or leave school early. She sometimes gives them a cuff—'Spare the rod and spoil the child', she says.

Tina (Joe's mother):

Tina says: 'I don't know what I'd do without Aunty Mina'. Tina always feels guilty that she doesn't spend as much time with the children as she thinks she should.

With a full-time job, Tina is often tired and she allows the children to do whatever they want. She often indulges their whims—as does the children's father, Bill.

Now considering the styles of discipline you have just learnt about - who would you link certain styles to?

Jenny_____

Mayom_____

Carole_____

Marie_____

Aunty Mina_____

Tina_____

Interpreting children's behaviour

A sound knowledge of child development, observational techniques and interpretation of observations is essential in understanding children's behaviour and developing programs to meet children's interests and abilities. Refer back to your notes on child development and observational techniques to recap here. Through this unit we will look at interpreting behaviour, particularly behaviours of concern.

Industry standards and guidelines

The *United Nations Convention on the Rights of the Child and Early Childhood Code of Ethics* have clear guidelines for what is appropriate for children and best practice when working with children. Positive, respectful relationships with children and families is also high on the agenda of organisations involved in implementation of the National Quality Framework.

The Education and Care Services National Regulations, National Quality Standard and codes of practice give details of behaviour guidelines. It is essential you are informed about the *Education and Care Services National Regulations* and *National Quality Standard*, and comply with these policies and procedures.

Let's look more closely here at just some of the industry standards and guidelines governing our profession. You will need to access the following documents;

- *Belonging, Being & Becoming: The Early years Learning Framework for Australia.* http://acecqa.gov.au/early-childhood-in-australia/learning-frameworks/

- *Belonging, Being & Becoming: Educators' Guide to the Early years Learning Framework for Australia.* http://acecqa.gov.au/early-childhood-in-australia/learning-frameworks/

- *My Time, Our Place, Framework for School Age Care for Australia.* http://acecqa.gov.au/early-childhood-in-australia/learning-frameworks/

- *Educators – My Time, Our Place, Framework for School Age Care for Australia.* http://acecqa.gov.au/early-childhood-in-australia/learning-frameworks/

- *Education and Care Services National Regulations* http://acecqa.gov.au/national-quality-framework/

- *Guide to the National Quality Standard 2011* http://acecqa.gov.au/national-quality-framework/national-quality-standard/

These documents form part of a nationally endorsed framework for quality early childhood practice. **The EYLF takes advises that "Holistic approaches to teaching** and learning recognise the connectedness of mind body and spirit. When early **childhood educators take an holistic approach they pay attention to children's**

physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning" (DEEWR, p.14).

Due to the integrated nature of these documents, you will find references to developing co-operative relationships with children throughout them. Browse through the documents and try to identify for yourself some examples of how they guide our practice in relation to this area of children's learning. Try doing a key word search, for example on 'interactions', or 'behaviour'.

Early Childhood Australia Code of Ethics was developed to 'inform and guide the decisions and behaviours' of early childhood educators in relation to children, families, colleagues, society and oneself as a professional and includes reference to the *United Nations Convention on the Rights of the Child* (1991). The code of ethics is available from:
http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_austr alias_code_of_ethics.html

The Code is not intended to and could not possibly provide easy answers, formulae, or prescriptive solutions for the complex issues early childhood professionals or Outside School Hours Care professionals face in their work. As aspirational documents, they provide "a basis for critical reflection, a guide for professional behaviour and principles to inform individual and collective decision making" (*ECA Code of Ethics*. 2006)

Activity 1.2 EYLF/FSAC

Task

Access a copy of Belonging, Being & Becoming: The Early Years Learning Framework for Australia, or My Time, Our Place Framework for School Age Care from the website listed above, depending on your area of study

Identify 3 Learning Outcomes/Principles/Practices which are relevant for this unit of competency based on what you have learned during the learner. List them below and explain their relevance to this unit of competency;

Positive guidance techniques

The question now is how do we guide children towards cooperative, positive behaviour? This is a long process—so how do we plan for this outcome? By helping the child learn about themselves. During childhood, we learn about ourselves and how to get along with others. If we have positive help from supporting adults we will learn to make friends, learn how to develop positive relationships and feel good about ourselves. Our learning is encouraged and guided by supportive adults. If the adults around us do not guide us and do not help us develop a good feeling about ourselves, our learning is stifled.

Reflect back to when you were young. Was there someone who made you feel positive about yourself? Is there anything that you can identify that this person did that gave you a sense of self-worth?

Behaviour guidance commonly referred to in the past as discipline can mean many things to different people. Let's explore what it does mean? It is derived from the old Latin word, which means, "to teach". It is the use of positive techniques to help children learn appropriate behaviour. Based on our knowledge of child development we no longer think of discipline as 'punishment'.

The autocratic approach in which the punishment is decided upon by the adult (adult as 'power' figure), leads to feelings of inferiority and children lacking responsibility and self-discipline.

The use of 'punitive' methods (forms of punishment or rewards) is not acceptable as a means of eliminating inappropriate behaviour. Children make choices about the way in which they behave. The choice is not only because they fear punishment or seek rewards.

The main aim of behaviour guidance is to assist children to develop self control or self discipline by encouraging them to accept responsibility for their own behaviour.

It is interesting to consider how a word can have different meanings for each of us. Our experience really affects the way we think about words.

When considering why we want to establish a plan to promote cooperative and responsible behaviour we need to look at the concept of what it is to be cooperative and responsible. Being responsible is to be answerable and accountable, to have a capacity for making moral judgements and to show reliability. The idea of establishing a behaviour plan is so that children can benefit from guidance practices that foster changes in attitudes and behaviour.

> Guide rather than control

Refer back to Porter's ideas on guiding principles, read Part One, *The Basics of Discipline. Chapter 1, Fundamentals of a guidance approach in Porter, L. (2006) Children are people too. A parent's guide to young children's behaviour. 4th ed.*

Here is a list of basic ideas that developed from ideas from Porter (2006):

- Be a good role model.

- Be clear about your limits and the service limits and guidelines.

- Always give positively worded instructions.

- Be assertive when behaviour is inappropriate – **don't let poor behaviour** escalate.

- Work collaboratively with your colleagues and parents both in developing guidelines and managing incidents of inappropriate behaviours as they occur.

- **Don't attempt to reason with a child when they are 'out of control' or being** unreasonable themselves – wait until they are calm.

- Stay calm yourself and avoid going into battle with the child or trying to exert control over their behaviour.

- **Don't fall into the trap of excusing the behaviour because you feel sorry** for the child. This will not help them to learn acceptable behaviour.

- Ensure the environment is safe and well structured to prevent incidents occurring.

- Have well established routines that will give both you and the child a sense of security.

- Balance consistency with flexibility. Avoid sticking rigidly to the rules. Use your judgment which will grow with experience

Let's recap on some strategies you can use in promoting positive behaviour.

Redirection

Redirection is about channelling children's feelings into ways of behaving appropriately. This is a useful strategy as you acknowledge a child's feelings by offering them a choice and then redirecting them to an activity with a similar outlet for their feelings.

Reflect on this situation:

Michael is painting at the table with other four-to-five year olds. A dispute breaks out when Jan refuses to hand over the pot of blue paint. Michael flicks his paint brush at Jan and then at the others when they say they will tell on him.

You move quickly and you take Michael aside (so that he will not feel humiliated in front of the other children). You say: 'Michael, it seems like you