

Assessor Guide



RPL Resource

CHC30121 Certificate III in Early
Childhood Education and Care



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We acknowledge the Traditional Owners and Custodians of the Lands across Australia. We also acknowledge and extend our respect to Elders, past and present. We recognise and celebrate the contributions of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia, including their role in the education and care of children. We also acknowledge and recognise the rich histories and diverse cultures of Aboriginal and Torres Strait Islander peoples, and the valuable contribution their diversity brings.

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Recognition of prior learning

Recognition of prior learning (RPL) is an assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal learning) to determine the extent to which they meet the requirements specified in a training product.

Training products include AQF qualifications, units of competency, skill sets and accredited short courses.

Introduction

This guide has been developed for assessors who operate in the children's education and care sector.

It has been designed to help you conduct high quality recognition of prior learning (RPL) assessments against the CHC30121 Certificate III in Early Childhood Education and Care. It is part of a dedicated RPL assessment resource that also includes a Self-Evaluation Guide and a Mapping Guide.

As a minimum requirement, early childhood educators must hold – or be actively working towards – this National Quality Framework (NQF) approved qualification or its equivalent to work with children preschool age and under in a family day care or centre-based service.

To be awarded the CHC30121 Certificate III in Early Childhood Education and Care, candidates must meet the requirements of fifteen (15) core units and two (2) elective units of competency.

To streamline the assessment process, these units have been grouped into the following skill areas:

- ▷ Skill Area 1: Children's Health & Safety
- ▷ Skill Area 2: Professional Practice
- ▷ Skill Area 3: Relationships with Children
- ▷ Skill Area 4: Families & Communities

Each skill area contains a group of related (similar) units which have been consolidated to remove all duplicated / equivalent content. This means you will not have to repeat any steps or ask the same question more than once as you conduct an RPL assessment.

More information on the skill area groupings is provided in the 'Skill Areas' section of this guide.

Step 1

Self-evaluation

Step 2

Evidence review

Step 3

Knowledge questions

Step 4

Workplace observation

Step 5

Third-party reporting

Step 6

Assessment decision

RPL process

The RPL process promoted in this guide involves the following six steps.

Step 1: Self-evaluation (pre-assessment)

Candidates work through a series of self-evaluation questions that relate to the four skill areas (as described on the previous page). They also gather a portfolio of relevant evidence to support their responses to these questions, and they store this self-evaluation data as follows:

- ▷ their responses are saved in a Self-Evaluation Guide (fillable PDF form)
- ▷ their supporting evidence is saved to a flash drive or file hosting service.

Step 2: Evidence review

You will need to review the self-evaluation data that candidates submit for RPL consideration. The Evidence Evaluation Forms included in this guide can be used to record the outcomes of your review.

Step 3: Knowledge questions

You will need to interview candidates and ask them a series of questions to confirm they have the knowledge required to complete the tasks outlined in the units – which have been grouped into four skill areas. The Knowledge Question Checklists included in this guide can be used to record the outcomes of your interviews.

Step 4: Workplace observation (if required)

If further evidence is required, you can observe candidates undertake a skills demonstration in a regulated children's education and care service (or simulated assessment environment if this is permitted). The Workplace Observation Checklists included in this guide can be used to record the outcomes of your workplace observations.

Step 5: Third-party reporting (if required)

If further evidence is required, you can request third-party reports from suitably qualified people who have worked with candidates in positions of responsibility. The Third-Party Report template included in this guide can be used to gather third-party validations of workplace performance.

Step 6: Assessment decision

After reflecting on the evidence gathered during Steps 1 to 5, you will need to make a judgement of competency. The Assessment Outcome Form included in this guide can be used to record your assessment decision.

Skill Area 1

Children's Health & Safety

This skill area is portrayed with a yellow side banner in this guide to align with the *Children's health and safety* Quality Area (QA2) from the National Quality Standard.

Skill Area 2

Professional Practice

This skill area is portrayed with a green side banner in this guide to align with the *Educational program and practice* Quality Area (QA1) from the National Quality Standard.

Skill Area 3

Relationships with Children

This skill area is portrayed with an orange side banner in this guide to align with the *Relationships with children* Quality Area (QA5) from the National Quality Standard.

Skill Area 4

Families & Communities

This skill area is portrayed with a pink side banner in this guide to align with the *Collaborative partnerships with families and communities* Quality Area (QA6) from the National Quality Standard.

Skill areas

Candidates must meet the requirements of fifteen core and two elective units of competency to be awarded the CHC30121 Certificate III in Early Childhood Education and Care. That's seventeen units in total.

To streamline the RPL process, the units have been grouped into four skill areas (which have been summarised below).

Skill Area 1: Children's Health & Safety

- ▷ CHCECE031 Support children's health, safety and wellbeing
- ▷ CHCECE032 Nurture babies and toddlers
- ▷ CHCPRT025 Identify and report children and young people at risk
- ▷ HLTWHS001 Participate in workplace health and safety
- ▷ HLTAID012 Provide first aid in an education and care setting

Skill Area 2: Professional Practice

- ▷ CHCECE034 Use an approved learning framework to guide practice
- ▷ CHCECE055 Meet legal and ethical obligations in children's education and care
- ▷ CHCECE056 Work effectively in children's education and care
- ▷ CHCPRP003 Reflect on and improve own professional practice*

Skill Area 3: Relationships with Children

- ▷ CHCECE033 Develop positive and respectful relationships with children
- ▷ CHCECE035 Support the holistic learning and development of children
- ▷ CHCECE036 Provide experiences to support children's play and learning
- ▷ CHCECE037 Support children to connect with the natural environment
- ▷ CHCECE038 Observe children to inform practice

Skill Area 4: Families & Communities

- ▷ CHCECE030 Support inclusion and diversity
- ▷ CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- ▷ CHCDIV001 Work with diverse people*

*Elective units

Selecting elective units

The selection of electives must be guided by the job outcome sought, local sector requirements and the complexity of skills appropriate to Australian Qualifications Framework (AQF) level 3.

Elective units

The following two elective units of competency are addressed by the RPL process promoted in this guide:

- ▷ CHCPRP003 Reflect on and improve own professional practice
- ▷ CHCDIV001 Work with diverse people

You should not be limited by the two elective units addressed in this guide. If a candidate wants to seek recognition for the CHC30121 Certificate III in Early Childhood Education and Care, you should help them select suitable elective units that complement:

- ▷ their current (or future) work role
- ▷ any local sector requirements.

You are free to contextualise the checklists, reports and forms in this guide, especially if a candidate selects electives other than those identified above. You are also encouraged to use your networks and communities of practice to share any assessment instruments you develop for electives that are not addressed by the RPL process promoted in this guide.

Minimum mandated work hours

Candidates do not have to complete the mandated work hours for each unit of competency. The same work hours may provide evidence for more than one unit of competency.

Mandated work hours

To achieve the CHC30121 Certificate III in Early Childhood Education and Care, candidates must complete at least 160 hours of work in a regulated children's education and care service. This is specified in the Assessment Conditions of the following five core units of competency:

- ▷ CHCECE031 Support children's health, safety and wellbeing
- ▷ CHCECE032 Nurture babies and toddlers
- ▷ CHCECE033 Develop positive and respectful relationships with children
- ▷ CHCECE035 Support the holistic learning and development of children
- ▷ CHCECE036 Provide experiences to support children's play and learning

The mandated 160 work hour component may be applied 'collectively' as candidates perform the activities outlined in the performance criteria of the five units listed above. It does not necessarily mean that candidates have to complete the mandated work hours for each unit of competency.

Mandated work hours are typically addressed via work placements that are undertaken through a structured training program. You will need to account for these mandated work hours in your RPL evidence gathering activities.

Step 1

Self-evaluation

This pre-assessment activity is entirely self-paced and self-directed.

Candidates work through a series of self-evaluation questions and gather a portfolio of evidence to support their response to each question. They store their self-evaluation data in the following way:

- ▷ Their personal details, employment details and other related details are saved in a Self-Evaluation Guide (designed as a fillable PDF form)
- ▷ Their 'check-box' responses to 60 self-evaluation questions are also saved in the Self-Evaluation Guide
- ▷ Their supporting evidence is saved to a flash drive or file hosting service (and listed by name, type, size & location in the Self-Evaluation Guide).

Once they have completed their pre-assessment activity, candidates are advised to approach a registered training organisation (RTO) that currently offers the CHC30121 Certificate III in Early Childhood Education and Care.

Step 2

Evidence review

When you receive self-evaluation data from a candidate, you will need to carefully consider the evidence to ensure:

- ▷ it is of a sufficient quality, quantity and relevance to enable a judgement of competency
- ▷ it reflects the 'current' skills and knowledge of the candidate
- ▷ it is the candidate's own work.

Evidence Evaluation Forms

You are free to use the Evidence Evaluation Forms on the following pages (aligned to each skill area) to validate the evidence provided by candidates.

Type of evidence

The following evidence may be provided by candidates as part of their self-evaluation (as described in Step 1):

- ▷ A resume or curriculum vitae
- ▷ Photos or videos of work activities (noting images of children must have requisite approvals, permissions and consents)
- ▷ Job sheets, logbooks and other workplace documents
- ▷ Reflective journals and diaries
- ▷ Certificates or transcripts from completed courses
- ▷ First aid qualifications that cover asthma and anaphylaxis emergencies
- ▷ Professional development records
- ▷ Letters or references from employers, families and community groups (with requisite permissions and personal details deleted)
- ▷ Job descriptions of current and previous work roles
- ▷ Performance reviews
- ▷ Minutes of meetings attended
- ▷ Footage from webinars attended
- ▷ Reports, articles or publications prepared or contributed to
- ▷ Email, text or video-based communications with employers, families, colleagues and community groups
- ▷ Membership certificates from professional associations
- ▷ Records of hobbies, volunteering, sport or club roles
- ▷ Awards received (including early childhood education and care awards and other work-related / industry awards)

Assessor requirements

As an assessor operating in the children's education and care sector, you must satisfy the requirements for assessors as specified in the Standards for Registered Training Organisations.

Skill Area 1

Children's Health & Safety

Evidence Evaluation Form

CHCECE031
Support children's health, safety and wellbeing

CHCECE032
Nurture babies and toddlers

CHCPRT025
Identify and report children and young people at risk

HLTWHS001
Participate in workplace health and safety

HLTAID012
Provide First Aid in an education and care setting

Units of competency
 CHCECE031 Support children's health, safety and wellbeing
 CHCECE032 Nurture babies and toddlers
 CHCPRT025 Identify and report children and young people at risk
 HLTWHS001 Participate in workplace health and safety
 HLTAID012 Provide first aid in an education and care setting

Candidate

Assessor/s

Date

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 1

Children's Health & Safety

Evidence Evaluation Form

CHCECE031
Support children's health, safety and wellbeing

CHCECE032
Nurture babies and toddlers

CHCPRT025
Identify and report children and young people at risk

HLTWHS001
Participate in workplace health and safety

HLTAID012
Provide First Aid in an education and care setting

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 1

Children's Health & Safety

Evidence Evaluation Form

CHCECE031
Support children's health, safety and wellbeing

CHCECE032
Nurture babies and toddlers

CHCPRT025
Identify and report children and young people at risk

HLTWHS001
Participate in workplace health and safety

HLTAID012
Provide First Aid in an education and care setting

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 1

Children's Health & Safety

Evidence Evaluation Form

CHCECE031
Support children's health, safety and wellbeing

CHCECE032
Nurture babies and toddlers

CHCPRT025
Identify and report children and young people at risk

HLTWHS001
Participate in workplace health and safety

HLTAID012
Provide First Aid in an education and care setting

If multiple assessors have been involved in the evidence evaluation for this skill area, the candidate's supervising assessor must sign here

Is there sufficient evidence to make an assessment judgement?

If sufficient evidence has not been provided by the candidate, include explanatory notes above

Which areas (if any) require additional evidence?

Has the mandated work hour requirement been addressed?

If the mandated work hour requirement has not been addressed, include explanatory notes above

CHCECE031 and CHCECE032 include a mandated work hour requirement

Assessor's signature _____

Date _____

Skill Area 2

Professional Practice

Evidence Evaluation Form

CHCECE034
Use an approved learning framework to guide practice

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

CHCPRP003
Reflect on and improve own professional practice

Units of competency
 CHCECE034 Use an approved learning framework to guide practice
 CHCECE055 Meet legal and ethical obligations in children's education and care
 CHCECE056 Work effectively in children's education and care
 CHCPRP003 Reflect on and improve own professional practice [*elective unit*]

Candidate

Assessor/s

Date

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 2

Professional Practice

Evidence Evaluation Form

CHCECE034
Use an approved learning framework to guide practice

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

CHCPRP003
Reflect on and improve own professional practice

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 2

Professional Practice

Evidence Evaluation Form

CHCECE034
Use an approved learning framework to guide practice

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

CHCPRP003
Reflect on and improve own professional practice

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 2

Professional Practice

Evidence Evaluation Form

CHCECE034
Use an approved learning framework to guide practice

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

CHCPRP003
Reflect on and improve own professional practice

Is there sufficient evidence to make an assessment judgement?

Which areas (if any) require additional evidence?

Are there any issues that require clarification?

If sufficient evidence has not been provided by the candidate, include explanatory notes above

If multiple assessors have been involved in the evidence evaluation for this skill area, the candidate's supervising assessor must sign here

Assessor's signature _____

Date _____

Skill Area 3

Relationships with Children

Evidence Evaluation Form

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

CHCECE036
Provide experiences to support children's play and learning

CHCECE037
Support children to connect with the natural environment

CHCECE038
Observe children to inform practice

Units of competency
 CHCECE033 Develop positive and respectful relationships with children
 CHCECE035 Support the holistic learning and development of children
 CHCECE036 Provide experiences to support children's play and learning
 CHCECE037 Support children to connect with the natural environment
 CHCECE038 Observe children to inform practice

Candidate

Assessor/s

Date

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 3

Relationships with Children

Evidence Evaluation Form

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

CHCECE036
Provide experiences to support children's play and learning

CHCECE037
Support children to connect with the natural environment

CHCECE038
Observe children to inform practice

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 3

Relationships with Children

Evidence Evaluation Form

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

CHCECE036
Provide experiences to support children's play and learning

CHCECE037
Support children to connect with the natural environment

CHCECE038
Observe children to inform practice

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 3

Relationships with Children

Evidence Evaluation Form

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

CHCECE036
Provide experiences to support children's play and learning

CHCECE037
Support children to connect with the natural environment

CHCECE038
Observe children to inform practice

If multiple assessors have been involved in the evidence evaluation for this skill area, the candidate's supervising assessor must sign here

Is there sufficient evidence to make an assessment judgement?

If sufficient evidence has not been provided by the candidate, include explanatory notes above

Which areas (if any) require additional evidence?

Has the mandated work hour requirement been addressed?

If the mandated work hour requirement has not been addressed, include explanatory notes above

CHCECE033, CHCECE035 and CHCECE036 include a mandated work hour requirement

Assessor's signature _____

Date _____

Skill Area 4

Families & Communities

Evidence Evaluation Form

CHCECE030
Support inclusion and diversity

CHCECE054
Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

CHCDIV001
Work with diverse people

Units of competency

CHCECE030 Support inclusion and diversity
CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCDIV001 Work with diverse people [*elective unit*]

Candidate

Assessor/s

Date

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 4

Families & Communities

Evidence Evaluation Form

CHCECE030
Support inclusion and diversity

CHCECE054
Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

CHCDIV001
Work with diverse people

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 4

Families & Communities

Evidence Evaluation Form

CHCECE030
Support inclusion and diversity

CHCECE054
Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

CHCDIV001
Work with diverse people

Evidence list List each piece of evidence provided by the candidate for this skill area	Valid Is this piece of evidence valid? If not, why not?	Authentic Is this piece of evidence authentic? If not, why not?	Current Is this piece of evidence current? If not, why not?

Skill Area 4

Families & Communities

Evidence Evaluation Form

CHCECE030
Support inclusion and diversity

CHCECE054
Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

CHCDIV001
Work with diverse people

Is there sufficient evidence to make an assessment judgement?

Which areas (if any) require additional evidence?

Are there any issues that require clarification?

If sufficient evidence has not been provided by the candidate, include explanatory notes above

If multiple assessors have been involved in the evidence evaluation for this skill area, the candidate's supervising assessor must sign here

Assessor's signature _____

Date _____

Step 3

Knowledge questions

Many of the early childhood education and care (ECE) units of competency have extensive knowledge evidence requirements, and candidates need to hold this body of knowledge in order to complete the tasks outlined in each unit's elements and performance criteria.

It is difficult for candidates to provide relevant evidence of their knowledge, so assessors often use 'competency conversation interviews' to determine whether a candidate fully understands the knowledge component of a unit (or units) of competency.

Competency conversation interviews are often conducted in the workplace, as this is a familiar setting for candidates. It also allows you to gather more evidence (if you need to). For example, workplace documents will be close at hand, and you can observe a candidate interacting with their colleagues.

Knowledge Question Checklists

You are free to use the Knowledge Question Checklists on the following pages (aligned to each skill area) to guide your competency conversation interviews with candidates. Each checklist includes a targeted question and a list of 'key points' that the candidate must address. There is also a space to make notes during the interview.

Conducting a competency conversation interview

- ▷ Ensure candidates are comfortable
- ▷ Use a conversational style and monitor cues of discomfort
- ▷ Only address one (or a maximum of two) skill areas per interview
- ▷ Allow short breaks (if required)
- ▷ Allow candidates to move between questions if they wish
- ▷ Address incomplete responses towards the end of the interview
- ▷ Contextualise or rephrase questions to suit a candidate's work role
- ▷ Avoid rephrasing questions that only require 'Yes' or 'No' answers
- ▷ Tick the 'key points' on each checklist as candidates address them
- ▷ Do not show candidates your checklist before or during an interview
- ▷ Make relevant notes during your interviews.

Skill Area 1

Children's Health & Safety

Knowledge Question Checklist

CHCECE031
Support children's health, safety and wellbeing

CHCECE032
Nurture babies and toddlers

CHCPRT025
Identify and report children and young people at risk

HLTWHS001
Participate in workplace health and safety

Units of competency
CHCECE031 Support children's health, safety and wellbeing
CHCECE032 Nurture babies and toddlers
CHCPRT025 Identify and report children and young people at risk
HLTWHS001 Participate in workplace health and safety

Knowledge questions

- 1 Describe the legislative and regulatory environment that applies to the health and safety of children – and their relationships with educators – in an early childhood education and care service.
- 2 Describe the key health and safety issues associated with the care of children, and how these are managed in an early childhood education and care service.
- 3 Describe the key principles of infection control, and how these are applied in an early childhood education and care service.
- 4 Describe how you communicate with families and children about health and safety issues in an early childhood education and care service.
- 5 Describe the key national recommendations and guidelines for promoting physical activity and healthy eating to children.
- 6 Describe how you have supported babies, toddlers and children during mealtimes in an early childhood education and care service.
- 7 Describe how you have promoted safe sleep and rest practices in an early childhood education and care service.
- 8 Describe the principles of active supervision, and how these are applied in an early childhood education and care service.
- 9 Describe the techniques you have used and theories you have applied to support the learning, development and wellbeing of babies and toddlers in an early childhood education and care service.
- 10 Describe the key aspects of the child protection system that operates in your state / territory, and how this relates to your role as an educator in an early childhood education and care service.
- 11 Describe the strategies you have used to minimise risks in an early childhood education and care service.
- 12 Describe the procedures for responding to a situation where the health and safety of children may be compromised in an early childhood education and care service.

Skill Area 1

Children's Health & Safety

Knowledge Question Checklist

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

CHCPRT025
Identify and report children
and young people at risk

HLTWHS001
Participate in workplace
health and safety

Units of
competency

- CHCECE031 Support children's health, safety and wellbeing
- CHCECE032 Nurture babies and toddlers
- CHCPRT025 Identify and report children and young people at risk
- HLTWHS001 Participate in workplace health and safety

Assessment conditions specific to this skill area

When conducting competency conversation interviews for this skill area, you must ensure candidates have access to the following:

- ▷ relevant aspects of the National Quality Framework:
 - Education and Care Services National Regulations
 - National Quality Standard
 - the relevant approved learning framework
- ▷ relevant commonwealth, state or territory legislation
- ▷ service standards, policies and procedures for:
 - children's health and safety
 - relationships with children
 - gathering information
 - documentation
 - reporting
 - communication
 - privacy and confidentiality
 - work health and safety (WHS)
- ▷ recommendations for physical activity in the following sources:
 - *National Physical Activity and Sedentary Behaviour Guidelines for Australians*
 - *Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)*
- ▷ recommendations for children's healthy eating as detailed in the following sources or their successors:
 - *Australian Dietary Guidelines*
 - *Australian Guide to Healthy Eating*

Important note – first aid

No knowledge questions have been included for the unit HLTAID012 Provide first aid in an education and care setting.

If candidates hold a current approved first aid qualification that covers asthma and anaphylaxis emergencies, they can include a transcript of the qualification as part of their self-evaluation activities (Step 1).

If candidates do not hold a current approved first aid qualification that covers asthma and anaphylaxis emergencies, they will need to undertake and/or be assessed against HLTAID012 Provide first aid in an education and care setting.

Skill Area 1

Children's Health & Safety

Knowledge Question Checklist

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

HLTWHS001
Participate in workplace
health and safety

Question 1 Describe the legislative and regulatory environment that applies to the health and safety of children – and their relationships with educators – in an early childhood education and care service.

Key points to be addressed by the candidate

- requirements of National Quality Standard and related regulations / laws applicable to this skill area, including:
 - children's health and safety
 - relationships with children
- state / territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
 - state / territory WHS authorities
 - rights and responsibilities of employers and workers, including duty of care
 - hazardous manual tasks
 - infection control
- service standards, policies and procedures for:
 - children's health and safety
 - relationships with children
 - work health and safety (WHS)

Foundation skills specific to this question

- reading skills to interpret service policies and procedures (including hygiene / health and safety procedures)

Assessor notes

Skill Area 1

Children's Health & Safety

Knowledge Question Checklist

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

HLTWHS001
Participate in workplace
health and safety

Question 1 Describe the legislative and regulatory environment that applies to the health and safety of children – and their relationships with educators – in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 1

Children's Health & Safety

Knowledge Question Checklist

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

Question 2 Describe the key health and safety issues associated with the care of children, and how these are managed in an early childhood education and care service.

Key points to be addressed by the candidate

- clothing safety and suitability
- hygiene:
 - airborne, food-borne and infectious diseases, and ways that individuals can transfer and spread these in children's education and care settings
 - personal hygiene
 - importance of service cleanliness
- food safety:
 - storage
 - preparation
 - cooking, reheating and thawing
 - service
- personal health:
 - asthma and anaphylaxis
 - childhood obesity
 - common childhood medical conditions and their signs, symptoms, characteristics and associated risk management requirements
 - food allergies and high-risk foods, and how to manage risk in situations involving food allergies
 - long term medical conditions
 - procedures and specifications around administration of medication
 - nutrition and its role in healthy lifestyle
 - oral health and its impact on general health, including causes of tooth decay and signs of tooth decay
 - importance of adequate / appropriate physical activity
 - situations requiring the exclusion of children as per service policies and procedures

Foundation skills specific to this question

- reading skills to interpret medication administration instructions
- numeracy skills to measure medications and calculate correct times to be administered

Assessor notes

Question 2 Describe the key health and safety issues associated with the care of children, and how these are managed in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

**Knowledge
Question
Checklist**

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

Question 3 Describe the key principles of infection control, and how these are applied in an early childhood education and care service.

Key points to be addressed by the candidate

- principles of infection control:
 - causes of infection
 - how infections are spread
 - methods used to prevent infection
 - handwashing hygiene
 - personal protective equipment (PPE)
 - immunisation
 - safely dealing with spills

- cleaning and infection control procedures:
 - equipment (change mats; prams or strollers; utensils and crockery; equipment storage areas; toileting areas)
 - soft furnishings (bedding; cushions)
 - hard furnishings (cots; tables and chairs; high chairs; change tables)
 - resources (toys; art and craft supplies)

- hygiene and infection control regulations and procedures, including hand hygiene and when and how this must be done

Foundation skills specific to this question

- reading skills to interpret service policies and procedures (including hygiene / health and safety procedures)

Assessor notes

Question 3 Describe the key principles of infection control, and how these are applied in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

**Knowledge
Question
Checklist**

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

Question 4 Describe how you communicate with families and children about health and safety issues in an early childhood education and care service.

Key points to be addressed by the candidate

- communicating with families and children about health and safety:
 - allergies
 - long-term medical conditions
 - short-term medical needs
 - health management plans
 - confidentiality and privacy requirements (and other restrictions around the sharing of information)
- communicating with families and children:
 - features of effective communication with families of babies and toddlers of different ages
 - appropriate interactions with babies and toddlers at different ages
 - cues and signs provided by babies and toddlers, and ways to respond
- service procedures for communicating information

Foundation skills specific to this question

- oral communication skills to ask open / closed questions and actively listen to:
 - seek information
 - confirm understanding
- oral communication skills to interact and engage with children and families to build rapport
- teamwork skills to share information to provide support in line with service policies and procedures

Assessor notes

Question 4 Describe how you communicate with families and children about health and safety issues in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Knowledge Question Checklist

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

Question 5 Describe the key national recommendations and guidelines for promoting physical activity and healthy eating to children.

Key points to be addressed by the candidate

- recommendations for physical activity for birth to 5-year-olds and 5 to 12-year-olds in the following sources:
 - *National Physical Activity and Sedentary Behaviour Guidelines for Australians*
 - *Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)*
- recommendations for children's healthy eating as detailed in the following National Health and Medical Research Council sources or their successors:
 - *Australian Dietary Guidelines*
 - *Australian Guide to Healthy Eating*
- concepts of the current *Staying Healthy* guidelines (National Health and Medical Research Council) relevant to babies and toddlers
- nutritional needs of babies and toddlers, as outlined in the current *Infant Feeding Guidelines* (National Health and Medical Research Council)
- recommendations for oral health

Assessor notes

Question 5 Describe the key national recommendations and guidelines for promoting physical activity and healthy eating to children.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Knowledge Question Checklist

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

Question 6 Describe how you have supported babies, toddlers and children during mealtimes in an early childhood education and care service.

Key points to be addressed by the candidate

- procedures for formula, breast milk and other pre-prepared food:
 - storage
 - preparation
 - provision to babies and toddlers
- possible parental involvement in feeding, and how this can be supported by the educator:
 - breastfeeding
 - provision of prepared food or drinks
 - parental direction regarding feeding
 - other types of involvement
- features of common types of individual dietary needs and preferences arising from the following, and the implications of not adhering to these:
 - culture
 - health
 - religion
 - family belief systems
- how to interpret food labels and identify nutrition content and ingredients of concern that may contribute to poor nutrition

Foundation skills specific to this question

- numeracy skills to interpret food labels
- numeracy skills to measure quantities required when preparing formula
- numeracy skills to prepare formula according to directions
- initiative and enterprise skills to determine appropriate strategies to support children's individual needs

Assessor notes

Question 6 Describe how you have supported babies, toddlers and children during mealtimes in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

**Knowledge
Question
Checklist**

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

Question 7 Describe how you have promoted safe sleep and rest practices in an early childhood education and care service.

Key points to be addressed by the candidate

- sleep and rest:
 - children's individual requirements
 - features of environments that promote rest and sleep
 - types of restful play activities for those who do not sleep
- individual patterns and routines of babies and toddlers, and how these may be impacted by different practices and routines used by various families and their underlying cultural or personal rationale
- use of comfort items from home in the care of babies and toddlers
- safe sleep practices, specifically in relation to:
 - clothing
 - hygiene and safety standards for cots and bedding
 - sleep positions
 - sudden and unexpected death in infancy
- sleep patterns of babies and toddlers, and individual variations:
 - duration
 - timing
 - rituals
 - considerations when caring for multiple babies

Foundation skills specific to this question

- initiative and enterprise skills to determine appropriate strategies to support children's individual needs

Assessor notes

Question 7 Describe how you have promoted safe sleep and rest practices in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Question 8 Describe the principles of active supervision, and how these are applied in an early childhood education and care service.

Key points to be addressed by the candidate

- principles of active supervision:
 - awareness of environment
 - positioning
 - interaction with children and adults
 - scanning and listening
 - awareness of group and individual dynamics

- supervision requirements, different supervision levels and influencing factors

Foundation skills specific to this question

- oral communication skills to ask open / closed questions and actively listen to:
 - seek information
 - confirm understanding
- oral communication skills to interact and engage with children and families to build rapport

Assessor notes

Question 8 Describe the principles of active supervision, and how these are applied in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Question 9 Describe the techniques you have used and theories you have applied to support the learning, development and wellbeing of babies and toddlers in an early childhood education and care service.

Key points to be addressed by the candidate

- techniques and opportunities for communication that supports learning, development and wellbeing:
 - repeating words, sounds and gestures that children use
 - describing objects or events
 - talking about routine activities
 - initiating and building on one-to-one interactions
 - offering relaxed physical contact
 - responding positively to exploratory behaviour
- basic premise and key aspects of attachment theories:
 - links between attachment and brain development
 - significance of strong, secure attachments to one or more significant adults
 - how lack of attachment can impact on development
- stages of development in babies and toddlers, key milestones and how these may vary across individuals, and why:
 - cognitive
 - emotional
 - language
 - physical
 - social
- basic aspects of current / emerging research about brain development of babies and toddlers

Foundation skills specific to this question

- oral communication skills to interact and engage with children and families to build rapport
- initiative and enterprise skills to determine appropriate strategies to support children's individual needs

Assessor notes

Question 9 Describe the techniques you have used and theories you have applied to support the learning, development and wellbeing of babies and toddlers in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Knowledge Question Checklist

CHCPRT025

Identify and report children and young people at risk

CHCPRT001

Identify and respond to children and young people at risk [superseded]

Question 10 Describe the child protection system that operates in your state / territory, and how this relates to the role of an early childhood educator.

Key points to be addressed by the candidate

- types, indicators and dynamics of abuse (psychological, physical, emotional, sexual, neglect, parental, pre-natal)
- protective and risk factors that apply to different groups (age, gender, disability, culture, sexuality)
- impact of risk of harm
- characteristics of children and young people of risk
- characteristics of child-focused work practices
- impact of trauma on children and young people
- ethical needs and considerations, including:
 - approaches that incorporate the conventions on the rights of the child and human rights
 - obligations as defined by the job specification and employing organisation
 - obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies and service agreements
 - principles of ethical decision making
- overview of legal system/how it pertains to the job role:
 - child protection system, including reporting protocols, responses to reporting and interagency policies
 - child protection legislation in relevant state/territory
 - jurisdictional requirements/processes for notifying risk, suspected harm and reporting process
 - statutory/policy requirements relating to the job role
- service policies and procedures for gathering information, documentation, reporting, communication, privacy and confidentiality

Foundation skills specific to this question

- reading skills to interpret a variety of text to determine and confirm task requirements

Assessor notes

CHCPRT025
Identify and report children
and young people at risk

CHCPRT001
Identify and respond to
children and young people
at risk [superseded]

Question 10 Describe the child protection system that operates in your state / territory, and how this relates to the role of an early childhood educator.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Knowledge Question Checklist

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

HLTWHS001
Participate in workplace
health and safety

Question 11 Describe the strategies you have used to minimise risks in an early childhood education and care service.

Key points to be addressed by the candidate

- how to assess for risks and hazards associated with the care of children:
 - common childhood hazards
 - toys and equipment
- how to manage risk in situations involving food allergies
- safe and unsafe practices for working with babies and toddlers:
 - how to safely pick up and hold babies and toddlers of different ages
 - hazards
 - what makes a safe environment
- safety signs and their meanings, including signs for:
 - dangerous goods classifications
 - emergency equipment
 - personal protective equipment (PPE)
 - specific hazards such as sharps, radiation
- hazard identification, including:
 - definition of a hazard
 - common workplace hazards relevant to a children's education and care setting
 - workplace procedures for hazard identification
- service standards, policies and procedures for:
 - children's health and safety
 - work health and safety (WHS)

Foundation skills specific to this question

- reading skills to interpret service policies and procedures (including health and safety procedures)
- reading skills to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions

Assessor notes

**Knowledge
Question
Checklist**

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

HLTWHS001
Participate in workplace
health and safety

Question 11 Describe the strategies you have used to minimise risks in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Knowledge Question Checklist

CHCECE031
Support children's health,
safety and wellbeing

HLTWHS001
Participate in workplace
health and safety

Question 12 Describe the procedures for responding to a situation where the health and safety of children may be compromised in an early childhood education and care service.

Key points to be addressed by the candidate

- service standards, policies and procedures for:
 - workplace emergencies
 - children's health and safety
 - work health and safety (WHS)
- requirements of the National Quality Standard and related regulations / laws applicable to children's health and safety
- state / territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
 - state / territory WHS authorities
 - rights and responsibilities of employers and workers, including duty of care

Foundation skills specific to this question

- reading skills to interpret service policies and procedures (including health and safety procedures)
- reading skills to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions

Assessor notes

Skill Area 1

Children's Health & Safety

Knowledge Question Checklist

CHCECE031
Support children's health,
safety and wellbeing

HLTWHS001
Participate in workplace
health and safety

Question 12 Describe the procedures for responding to a situation where the health and safety of children may be compromised in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 1

Children's Health & Safety

Knowledge Question Checklist

CHCECE031
Support children's health, safety and wellbeing

CHCECE032
Nurture babies and toddlers

CHCPRT025
Identify and report children and young people at risk

HLTWHS001
Participate in workplace health and safety

Units of competency
 CHCECE031 Support children's health, safety and wellbeing
 CHCECE032 Nurture babies and toddlers
 CHCPRT025 Identify and report children and young people at risk
 HLTWHS001 Participate in workplace health and safety

Candidate

Assessor/s

Location

Date

To what extent did the candidate's responses align with the 'key points to be addressed'?

	S	NS
Question 1 [legislative and regulatory environment]		
Question 2 [key health and safety issues]		
Question 3 [principles of infection control]		
Question 4 [communicating with families and children]		
Question 5 [promoting physical activity and healthy eating]		
Question 6 [mealtime environments]		
Question 7 [promoting safe sleep and rest practices]		
Question 8 [principles of active supervision]		
Question 9 [techniques to support learning]		
Question 10 [child protection system]		
Question 11 [minimising risks]		
Question 12 [workplace emergency procedures]		

S = Satisfactory; NS = Not satisfactory

Skill Area 1

Children's Health & Safety

Knowledge Question Checklist

CHCECE031
Support children's health,
safety and wellbeing

CHCECE032
Nurture babies and
toddlers

CHCPRT025
Identify and report children
and young people at risk

HLTWHS001
Participate in workplace
health and safety

If some (or all) of the candidate's responses have been deemed 'not satisfactory', what are the next steps?

Skill Area 2

Professional Practice

Knowledge Question Checklist

CHCECE034
Use an approved learning framework to guide practice

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

CHCPRP003
Reflect on and improve own professional practice

Units of competency
CHCECE034 Use an approved learning framework to guide practice
CHCECE055 Meet legal and ethical obligations in children's education and care
CHCECE056 Work effectively in children's education and care
CHCPRP003 Reflect on and improve own professional practice [*elective unit*]

Knowledge questions

- 13 Describe the key components, purpose and requirements of the National Quality Framework.
- 14 Describe the key aspects of the regulatory environment that underpins the children's education and care sector.
- 15 Describe the learning framework that applies in the early childhood education and care service where you work, and explain your role in implementing the framework.
- 16 Describe the purpose and principles of the United Nations Convention on the Rights of the Child, and the Early Childhood Australia (ECA) Code of Ethics.
- 17 Describe the key service policies and procedures that relate to work practices in the children's education and care sector.
- 18 Describe the key legal and ethical issues that face early childhood educators, and include instances where you have improved work practices to meet your legal and ethical responsibilities.
- 19 Describe the key communication techniques that an early childhood educator is required to use in an early childhood education and care service.
- 20 Describe the key job roles in children's education and care, and the main sources of information on employment opportunities in the sector.
- 21 Describe how you reflect on and improve your professional practice as an early childhood educator.
- 22 Describe the importance of physical and mental health for an early childhood educator, and the strategies you use to maintain your own well-being.

Skill Area 2

Professional Practice

Knowledge Question Checklist

CHCECE034
Use an approved learning framework to guide practice

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

CHCPRP003
Reflect on and improve own professional practice

Units of competency
CHCECE034 Use an approved learning framework to guide practice
CHCECE055 Meet legal and ethical obligations in children's education and care
CHCECE056 Work effectively in children's education and care
CHCPRP003 Reflect on and improve own professional practice [*elective unit*]

Assessment conditions specific to this skill area

When conducting competency conversation interviews for this skill area, you must ensure candidates have access to the following:

- ▷ National Quality Framework:
 - National Law / National Regulations (education and care services)
 - National Quality Standard
 - the relevant approved learning framework

- ▷ service standards, policies and procedures for all aspects of operation, including:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children

- ▷ Early Childhood Australia Code of Ethics

- ▷ United Nations Convention on the Rights of the Child

**Knowledge
Question
Checklist**

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

Question 13 Describe the key components, purpose and requirements of the National Quality Framework.

Key points to be addressed by the candidate

- key components of the National Quality Framework:
 - National Law / National Regulations
 - National Quality Standard
 - assessment and quality rating process
 - national learning frameworks

- purpose and requirements of the National Quality Framework:
 - purpose of the National Law / National Regulations
 - interrelationships between National Law / National Regulations, and the National Quality Framework
 - requirements of each quality area in the National Quality Standard
 - definition of the assessment and quality rating process
 - definition of an approved learning framework

Foundation skills specific to this question

- reading skills to interpret the legal requirements and components of the National Quality Framework

Assessor notes

**Knowledge
Question
Checklist**

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Question 14 Describe the key aspects of the regulatory environment that underpins the children's education and care sector.

Key points to be addressed by the candidate

- National Law / National Regulations (education and care services)
- interrelationships between National Law / National Regulations, and the National Quality Framework
- staffing arrangements:
 - minimum requirements for persons in charge
 - educator to child ratios
 - educational qualifications
 - first aid qualifications
 - staff and educator records
- information management:
 - record keeping and accessibility of information
 - privacy and confidentiality
 - data security and sharing protocols
 - legislated storage requirements
 - accessibility of information
- how to navigate the regulatory documents
- the role of state / territory regulatory authorities

Assessor notes

Question 14 Describe the key aspects of the regulatory environment that underpins the children's education and care sector.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 2

Professional Practice

Knowledge Question Checklist

CHCECE034
Use an approved learning
framework to guide
practice

CHCECE056
Work effectively in
children's education and
care

Question 15 Describe the learning framework that applies in the early childhood education and care service where you work, and explain your role in implementing the framework.

Key points to be addressed by the candidate

- the approved learning frameworks currently used in Australia
- for the relevant approved learning framework that applies in the candidate's workplace:
 - overall vision and pedagogy
 - principles
 - practices
 - learning outcomes
- the different ways in which the learning framework can be integrated into all aspects of the curriculum:
 - daily practice
 - experiences
 - routines
- key stakeholders in the implementation of the approved learning framework, and key features of collaborative practice
- foundational knowledge of child developmental theory and early childhood learning

Foundation skills specific to this question

- reading skills to interpret the relevant learning framework

Assessor notes

CHCECE034
Use an approved learning
framework to guide
practice

CHCECE056
Work effectively in
children's education and
care

Question 15 Describe the learning framework that applies in the early childhood education and care service where you work, and explain your role in implementing the framework.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Question 16 Describe the purpose and principles of the United Nations Convention on the Rights of the Child, and the Early Childhood Australia (ECA) Code of Ethics.

Key points to be addressed by the candidate

- United Nations Convention on the Rights of the Child:
 - its key aspects
 - its purpose
 - the articles relevant to children's education and care

- Early Childhood Australia (ECA) Code of Ethics:
 - definitions used
 - core principles
 - commitments to action

Assessor notes

Question 16 Describe the purpose and principles of the United Nations Convention on the Rights of the Child, and the Early Childhood Australia (ECA) Code of Ethics.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 2

Professional Practice

Knowledge Question Checklist

CHCECE034
Use an approved learning
framework to guide
practice

CHCECE056
Work effectively in
children's education and
care

Question 17 Describe the key service policies and procedures that relate to work practices in the children's education and care sector.

Key points to be addressed by the candidate

- types of service policies and procedures that relate to general work practices in children's education and care:
 - communication and reporting
 - employment conditions
 - personal presentation and uniform standards
 - procedures and expectations for work role activities
 - educational program and practice
 - reporting children and young people at risk
 - children's health and safety
 - collaborative partnerships with families and communities
 - physical environment
 - relationships with children
 - inclusion

Assessor notes

Skill Area 2

Professional Practice

Knowledge Question Checklist

CHCECE034
Use an approved learning
framework to guide
practice

CHCECE056
Work effectively in
children's education and
care

Question 17 Describe the key service policies and procedures that relate to work practices in the children's education and care sector.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

**Knowledge
Question
Checklist**

CHCECE055

Meet legal and ethical obligations in children's education and care

Question 18 Describe the key legal and ethical issues that face early childhood educators, and include instances where you have improved work practices to meet your legal and ethical responsibilities.

Key points to be addressed by the candidate

- duty of care, professional boundaries, and responsibilities
- overview of individual educator legal and ethical considerations when dealing with families:
 - child custody
 - child protection
 - confidentiality and privacy
 - family and service rights and responsibilities
- the similarities, differences and interrelationships between legal and ethical issues in the context of children's education and care
- potential legal and ethical issues and dilemmas that may arise and how to respond
- conflict of interest:
 - identifying real and perceived conflicts of interest
 - responding to conflicts of interest
- ways to constructively contribute to workplace improvements

Assessor notes

Question 18 Describe the key legal and ethical issues that face early childhood educators, and include instances where you have improved work practices to meet your legal and ethical responsibilities.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Knowledge Question Checklist

CHCECE055

Meet legal and ethical obligations in children's education and care

CHCECE056

Work effectively in children's education and care

Question 19 Describe the key communication techniques that an early childhood educator is required to use in an early childhood education and care service.

Key points to be addressed by the candidate

- communication techniques and how these are applied in a children's education and care context:
 - active listening
 - body language
 - conflict resolution
 - methods for conveying information clearly and concisely, both oral and written
 - open and closed questioning
 - verbal and non-verbal cues
 - voice tonality
- engagement techniques for working with children and young people:
 - establishing rapport
 - asking non-leading and open questions
 - active listening techniques
- the role of collaboration in providing quality education and care

Foundation skills specific to this question

- oral communication skills to ask open / closed questions and actively listen to:
 - seek information
 - confirm understanding
- oral communication skills to share information with appropriate personnel
- self-management skills to interpret information from written and/or verbal directions and action appropriately

Assessor notes

CHCECE055
Meet legal and ethical
obligations in children's
education and care

CHCECE056
Work effectively in
children's education and
care

Question 19 Describe the key communication techniques that an early childhood educator is required to use in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Question 20 Describe the key job roles in children's education and care, and the main sources of information on employment opportunities in the sector.

Key points to be addressed by the candidate

- role characteristics, boundaries and responsibilities for key job roles in children's education and care in the following sectors:
 - early childhood
 - out of school hours care
 - education support

- sources of information on employment in children's education and care:
 - employer associations
 - professional associations
 - staff handbooks
 - trade unions

Assessor notes

Question 20 Describe the key job roles in children's education and care, and the main sources of information on employment opportunities in the sector.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 2

Professional Practice

Knowledge Question Checklist

CHCECE034
Use an approved learning framework to guide practice

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

CHCPRP003
Reflect on and improve own professional practice

Question 21 Describe how you reflect on and improve your professional practice as an early childhood educator.

Key points to be addressed by the candidate

- reflective practice:
 - what is reflection
 - why and how educators use reflection
 - what is meaningful reflection
- how to use a process of reflection in relation to:
 - different perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures
 - evaluating information found in investigation
- models and processes of professional reflection
- legal and ethical considerations for reviewing and improving own practice, including:
 - codes of practice
 - duty of care
 - rights and responsibilities of workers and employers
 - work role boundaries – responsibilities and limitations
- professional development opportunities, including:
 - industry networking
 - professional associations
 - training requirements and options
 - informal and formal ways of learning and developing
- principles and techniques for:
 - creating a personal development plan
 - personal goal setting
 - setting realistic timeframes
 - measuring progress and performance
- types of work methods and practices which can improve performance
- learning styles / how they relate to different individuals

Foundation skills specific to this question

- self-management skills to proactively seek opportunities to improve own work practice and conduct

Assessor notes

Skill Area 2

Professional Practice

Knowledge Question Checklist

CHCECE034
Use an approved learning
framework to guide
practice

CHCECE055
Meet legal and ethical
obligations in children's
education and care

CHCECE056
Work effectively in
children's education and
care

CHCPRP003
Reflect on and improve
own professional practice

Question 21 Describe how you reflect on and improve your professional practice as an early childhood educator.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Question 22 Describe the importance of physical and mental health for an early childhood educator, and the strategies you use to maintain your own well-being.

Key points to be addressed by the candidate

- importance of own well-being:
 - physical health
 - mental health
 - social and emotional well-being
 - access to supports

Assessor notes

Question 22 Describe the importance of physical and mental health for an early childhood educator, and the strategies you use to maintain your own well-being.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 2

Professional Practice

Knowledge Question Checklist

CHCECE034
Use an approved learning framework to guide practice

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

CHCPRP003
Reflect on and improve own professional practice

Units of competency
CHCECE034 Use an approved learning framework to guide practice
CHCECE055 Meet legal and ethical obligations in children's education and care
CHCECE056 Work effectively in children's education and care
CHCPRP003 Reflect on and improve own professional practice [*elective unit*]

Candidate

Assessor/s

Location

Date

To what extent did the candidate's responses align with the 'key points to be addressed'?

	S	NS
Question 13 [National Quality Framework]		
Question 14 [regulatory environment]		
Question 15 [learning frameworks]		
Question 16 [UNCRC and ECA Code of Ethics]		
Question 17 [service policies and procedures]		
Question 18 [legal and ethical issues]		
Question 19 [communication techniques]		
Question 20 [key job roles]		
Question 21 [reflective practice]		
Question 22 [educator well-being]		

S = Satisfactory; NS = Not satisfactory

Skill Area 2

Professional Practice

Knowledge Question Checklist

CHCECE034
Use an approved learning
framework to guide
practice

CHCECE055
Meet legal and ethical
obligations in children's
education and care

CHCECE056
Work effectively in
children's education and
care

CHCPRP003
Reflect on and improve
own professional practice

If some (or all) of the candidate's responses have been deemed 'not satisfactory', what are the next steps?

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

CHCECE036
Provide experiences to support children's play and learning

CHCECE037
Support children to connect with the natural environment

CHCECE038
Observe children to inform practice

Units of competency
CHCECE033 Develop positive and respectful relationships with children
CHCECE035 Support the holistic learning and development of children
CHCECE036 Provide experiences to support children's play and learning
CHCECE037 Support children to connect with the natural environment
CHCECE038 Observe children to inform practice

Knowledge questions

- 23 Describe the legislative and regulatory environment that applies to relationships with children in an early childhood education and care service.
- 24 Describe the key features of positive and respectful relationships with children, and give examples of how you have supported these relationships in an early childhood education and care service.
- 25 Describe the techniques you have used to guide children's behaviour in an early childhood education and care service.
- 26 Describe the techniques you have used to communicate positively with children to support their development and learning in an early childhood education and care service.
- 27 Describe the basic principles of early childhood development, and give examples of the strategies you have used to support children's development in an early childhood education and care service.
- 28 Describe the key factors that contribute to poor physical, social, emotional, cognitive and communication development in children, and give examples of their potential long-term harmful impacts.
- 29 Describe the basic theories of play and learning, and their importance to early childhood development.
- 30 Describe how you have set up, supported and evaluated play and learning experiences in an early childhood education and care service.
- 31 Describe the importance of developing children's appreciation of the natural environment in an early childhood education and care service.
- 32 Describe the key stages of the curriculum planning cycle in an early childhood education and care service.
- 33 Describe the key considerations for collecting information about children to inform curriculum planning, and give examples of how you have gathered this type of information in an early childhood education and care service.

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

CHCECE036
Provide experiences to support children's play and learning

CHCECE037
Support children to connect with the natural environment

CHCECE038
Observe children to inform practice

Units of competency
CHCECE033 Develop positive and respectful relationships with children
CHCECE035 Support the holistic learning and development of children
CHCECE036 Provide experiences to support children's play and learning
CHCECE037 Support children to connect with the natural environment
CHCECE038 Observe children to inform practice

Assessment conditions specific to this skill area

When conducting competency conversation interviews for this skill area, you must ensure candidates have access to the following:

- ▷ National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework

- ▷ service standards, policies and procedures for:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children

- ▷ United Nations Convention on the Rights of the Child
 - Article 31

- ▷ children's records (real or simulated)

- ▷ curriculum documentation

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

CHCECE036
Provide experiences to support children's play and learning

CHCECE037
Support children to connect with the natural environment

CHCECE038
Observe children to inform practice

Question 23 Describe the legislative and regulatory environment that applies to relationships with children in an early childhood education and care service.

Key points to be addressed by the candidate

- requirements of National Quality Standard and related regulations / laws applicable to this skill area, including:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children
- service standards, policies and procedures for:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children
- how childhood development links to the learning framework used in the service
- principles of inclusiveness, diversity, equity and access in children's education and care

Foundation skills specific to this question

- reading skills to interpret service policies and procedures

Assessor notes

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033

Develop positive and respectful relationships with children

CHCECE035

Support the holistic learning and development of children

CHCECE036

Provide experiences to support children's play and learning

CHCECE037

Support children to connect with the natural environment

CHCECE038

Observe children to inform practice

Question 23 Describe the legislative and regulatory environment that applies to relationships with children in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033
Develop positive and respectful relationships with children

Question 24 Describe the key features of positive and respectful relationships with children, and give examples of how you have supported these relationships in an early childhood education and care service.

Key points to be addressed by the candidate

- the features of positive and respectful relationships and how educators support these through:
 - 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
- the reasons why it is important for children to have positive and respectful relationships

Assessor notes

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033
Develop positive and
respectful relationships
with children

Question 24 Describe the key features of positive and respectful relationships with children, and give examples of how you have supported these relationships in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033

Develop positive and respectful relationships with children

CHCECE038

Observe children to inform practice

Question 25 Describe the techniques you have used to guide children's behaviour in an early childhood education and care service.

Key points to be addressed by the candidate

- 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
- techniques for building children's resilience
- importance of using a strengths-based approach to children's learning and development

Foundation skills specific to this question

- initiative and enterprise skills to determine appropriate strategies to support children's individual needs

Assessor notes

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033
Develop positive and
respectful relationships
with children

CHCECE038
Observe children to inform
practice

Question 25 Describe the techniques you have used to guide children's behaviour in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

Question 26 Describe the techniques you have used to communicate positively with children to support their development and learning in an early childhood education and care service.

Key points to be addressed by the candidate

- communication techniques and their specific application to communication with children in early childhood:
 - active listening
 - questioning
 - verbal
 - non-verbal
- basic aspects of positive communication models
- how individual educator cultural beliefs and practices may influence communication with children
- partnerships with families and community development factors relevant to communication with children in early childhood
- symbol systems (letters; numbers; time; money; musical notation)

Foundation skills specific to this question

- oral communication skills to ask open / closed questions and actively listen to:
 - seek information
 - confirm understanding
 - extend learning
- oral communication skills to interact and engage with children to:
 - build rapport
 - extend learning
- oral communication skills to to build children's skills through:
 - intentional teaching
 - the use of open-ended questions

Assessor notes

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033

Develop positive and respectful relationships with children

CHCECE035

Support the holistic learning and development of children

Question 26 Describe the techniques you have used to communicate positively with children to support their development and learning in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

Question 27 Describe the basic principles of early childhood development, and give examples of the strategies you have used to support children's development in an early childhood education and care service.

Key points to be addressed by the candidate

- children's emotional development:
 - brain development and its role in emotional development of children
 - labels for emotions felt or displayed
 - development of pro-social skills
 - self-regulation of emotions
- physiological responses experienced by children when responding to situations (including crying; tension; increased heart rate; shortness of breath)
- authoritative and credible sources of information about childhood development, including the Australian Early Development Census
- child development theory:
 - early brain development and importance for future educational success
 - major developmental milestones from birth to 6 years (including cognitive; communication; emotional; physical; social)
 - how the different developmental domains are interrelated and how this informs a holistic approach
 - influences on development
 - variations in development
 - development in the context of inclusive practice
 - other theories of early childhood learning
- principles of literacy development:
 - learning sounds, words and language
 - patterns of repetition
 - rhyming and mimicking
 - pre-reading skills
 - early writing skills
- strategies used in children's education and care to support children's development across all the developmental domains

Assessor notes

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033

Develop positive and respectful relationships with children

CHCECE035

Support the holistic learning and development of children

Question 27 Describe the basic principles of early childhood development, and give examples of the strategies you have used to support children's development in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE035

Support the holistic
learning and development
of children

Question 28 Describe the key factors that contribute to poor physical, social, emotional, cognitive and communication development in children, and give examples of their potential long-term harmful impacts.

Key points to be addressed by the candidate

- aspects and impacts of the following in early childhood development:
 - poor diet
 - lack of play
 - limited stimulation of brain development
 - lack of materials and resources
 - inconsistent or non-existent emotional support or comfort
 - trauma
 - child abuse
 - family violence
 - other life experiences which interrupt appropriate childhood activities, and their potential long-term harmful impacts

Assessor notes

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE035
Support the holistic
learning and development
of children

Question 28 Describe the key factors that contribute to poor physical, social, emotional, cognitive and communication development in children, and give examples of their potential long-term harmful impacts.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE035

Support the holistic learning and development of children

CHCECE036

Provide experiences to support children's play and learning

Question 29 Describe the basic theories of play and learning, and their importance to early childhood development.

Key points to be addressed by the candidate

- theories of play and learning and their application to early childhood:
 - stages of play
 - imaginative play
 - creative play
- play:
 - the history of play and childhood
 - the nature of play across cultures
 - features and role of play-based pedagogy and why it is important
 - what represents a quality play opportunity
 - United Nations Convention on the Rights of the Child (Article 31)
- learning and development:
 - how children learn
 - different learning styles
 - differences between play-based learning and free play
- practices to support children's agency
- importance of curiosity and discovery as positive learning dispositions

Assessor notes

CHCECE035
Support the holistic
learning and development
of children

CHCECE036
Provide experiences to
support children's play and
learning

Question 29 Describe the basic theories of play and learning, and their importance to early childhood development.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Question 30 Describe how you have set up, supported and evaluated play and learning experiences in an early childhood education and care service.

Key points to be addressed by the candidate

- environments, resources and materials that suit different types of play:
 - individual
 - group
 - indoor
 - outdoor
 - play supporting fundamental movement skills

- how to set up play areas that are:
 - safe
 - non-threatening
 - stimulating
 - challenging
 - culturally appropriate
 - promoting a sense of creativity in children
 - promoting a sense of belonging and inclusion

- methods used to evaluate implementation of play experiences

- how to adapt play for differing interests, ages and abilities

- ways to encourage and engage children in play activities

- the interrelationship between play and safety, and measures to minimise risks for children and others

Foundation skills specific to this question

- initiative and enterprise skills to determine appropriate strategies to support children's individual needs

Assessor notes

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE036
Provide experiences to
support children's play and
learning

Question 30 Describe how you have set up, supported and evaluated play and learning experiences in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Question 31 Describe the importance of developing children’s appreciation of the natural environment in an early childhood education and care service.

Key points to be addressed by the candidate

- the importance of the natural environment:
 - plants
 - animals, including insects
 - physical landscapes and environments
 - Aboriginal and/or Torres Strait Islander peoples’ connections with and knowledge of the natural world

- benefits of nature play:
 - child development
 - physical and mental health
 - social and emotional learning
 - implications of non-exposure to nature

- ways to encourage children to respect the natural environment:
 - in play and learning experiences
 - in practical routines

Assessor notes

Question 31 Describe the importance of developing children’s appreciation of the natural environment in an early childhood education and care service.

Additional comments

Did the candidate’s responses satisfactorily align with the ‘key points to be addressed’? If not, why not?

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE038

Observe children to inform
practice

Question 32 Describe the key stages of the curriculum planning cycle in an early childhood education and care service.

Key points to be addressed by the candidate

- stages of the curriculum planning cycle:
 - gathering information
 - questioning and analysing information
 - planning
 - implementation
 - review and reflection

Assessor notes

Question 32 Describe the key stages of the curriculum planning cycle in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

**Knowledge
Question
Checklist**

CHCECE035
Support the holistic
learning and development
of children

CHCECE038
Observe children to inform
practice

Question 33 Describe the key considerations for collecting information about children to inform curriculum planning, and give examples of how you have gathered this type of information in an early childhood education and care service.

Key points to be addressed by the candidate

- key considerations for collecting information:
 - confidentiality and privacy requirements
 - changes in child or family circumstance
 - what information is important and why
 - different types of information – primary and secondary sources
 - importance of using a strengths-based approach to children’s learning and development
 - communication techniques for collaboration and questioning
- ways of gathering information and who may be involved:
 - range of observation techniques
 - appropriate application of different techniques
 - stakeholders (children; family; educators; significant adults; carers; community; relevant professionals)
- how to make and document meaningful observations:
 - subjective vs objective language
 - avoidance of labelling
 - past and present tense
 - avoidance of bias
- ways of questioning and reviewing information to gain better understanding of children’s needs and learning opportunities
- how individual educators can contribute to the planning stage based on information collected
- the curriculum planning cycle and process and how it is based on child development
- stages of child development and how they are used in curriculum planning

Foundation skills specific to this question

- reading skills to interpret children’s records

Assessor notes

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE035

Support the holistic learning and development of children

CHCECE038

Observe children to inform practice

Question 33 Describe the key considerations for collecting information about children to inform curriculum planning, and give examples of how you have gathered this type of information in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

CHCECE036
Provide experiences to support children's play and learning

CHCECE037
Support children to connect with the natural environment

CHCECE038
Observe children to inform practice

Units of competency
 CHCECE033 Develop positive and respectful relationships with children
 CHCECE035 Support the holistic learning and development of children
 CHCECE036 Provide experiences to support children's play and learning
 CHCECE037 Support children to connect with the natural environment
 CHCECE038 Observe children to inform practice

Candidate

Assessor/s

Location

Date

To what extent did the candidate's responses align with the 'key points to be addressed'?

	S	NS
Question 23 [legislative and regulatory environment]		
Question 24 [positive and respectful relationships]		
Question 25 [techniques to guide behaviour]		
Question 26 [communication techniques]		
Question 27 [principles of early childhood development]		
Question 28 [key factors that contribute to poor development]		
Question 29 [theories of play and learning]		
Question 30 [play and learning experiences]		
Question 31 [importance of the natural environment]		
Question 32 [curriculum planning cycle]		
Question 33 [collecting information to inform curriculum planning]		

S = Satisfactory; NS = Not satisfactory

Skill Area 3

Relationships with Children

Knowledge Question Checklist

CHCECE033

Develop positive and respectful relationships with children

CHCECE035

Support the holistic learning and development of children

CHCECE036

Provide experiences to support children's play and learning

CHCECE037

Support children to connect with the natural environment

CHCECE038

Observe children to inform practice

If some (or all) of the candidate's responses have been deemed 'not satisfactory', what are the next steps?

Skill Area 4

Families & Communities

Knowledge Question Checklist

CHCECE030
Support inclusion and diversity

CHCECE054
Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

CHCDIV001
Work with diverse people

Units of competency CHCECE030 Support inclusion and diversity
 CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
 CHCDIV001 Work with diverse people [*elective unit*]

Knowledge questions

- 34 Describe the legislative and regulatory environment that applies to families and communities in an early childhood education and care service.
- 35 Describe the techniques and resources you use to support inclusion, diversity and cultural safety in a children's education and care context.
- 36 Describe the key features and characteristics of diversity in Australian society, and give examples of how children and families can be affected by diversity in their daily lives.
- 37 Describe the potential needs of marginalised groups and individuals who are involved in your early childhood education and care service.
- 38 Describe the key aspects of Australia's Aboriginal and/or Torres Strait Islander cultures, and give examples of how western systems and structures have impacted these cultures.
- 39 Describe how you have supported experiences in an early childhood education and care service that include aspects of Aboriginal and/or Torres Strait Islander peoples' ways of learning.
- 40 Describe the protocols you must follow when researching / sharing information about Aboriginal and/or Torres Strait Islander peoples' histories and cultures.
- 41 Describe how your own cultural attitudes and behaviours can affect your perspectives on inclusion and diversity.

Skill Area 4

Families & Communities

Knowledge Question Checklist

CHCECE030
Support inclusion and
diversity

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

CHCDIV001
Work with diverse people

Units of competency CHCECE030 Support inclusion and diversity
 CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
 CHCDIV001 Work with diverse people [*elective unit*]

Assessment conditions specific to this skill area

When conducting competency conversation interviews for this skill area, you must ensure candidates have access to the following:

- ▷ National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework

- ▷ service standards, policies and procedures for:
 - collaborative partnerships with families and communities (including direct relationships with First Nations families and communities)
 - educational program and practice
 - relationships with children
 - inclusion

- ▷ Early Childhood Australia Code of Ethics

- ▷ sources of information on local Aboriginal and/or Torres Strait Islander peoples' histories and cultures

- ▷ curriculum from the regulated service or school

Skill Area 4

Families & Communities

Knowledge Question Checklist

CHCECE030
Support inclusion and
diversity

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

CHCDIV001
Work with diverse people

Question 34 Describe the legislative and regulatory environment that applies to families and communities in an early childhood education and care service.

Key points to be addressed by the candidate

- requirements of National Quality Standard and related regulations / laws applicable to this skill area, including:
 - collaborative partnerships with families and communities (including direct relationships with First Nations families and communities)
 - educational program and practice
 - relationships with children
- service policies and initiatives that support inclusion and diversity:
 - engagement with local communities
 - sharing of cultural knowledge
 - experiencing diversity through activities / interactions
 - building on diverse backgrounds of children
- legal and ethical considerations (international, national, state / territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:
 - discrimination (age; disability; racial; sex)
 - human rights:
 - *Universal Declaration of Human Rights*
 - relationship between human needs / human rights
 - frameworks, approaches and instruments used in the workplace
 - rights and responsibilities of workers, employers and clients – including appropriate action when rights are infringed or responsibilities are not carried out
- Early Childhood Australia Code of Ethics
- how inclusion and diversity is reflected in the relevant approved learning frameworks

Foundation skills specific to this question

- reading skills to interpret the learning framework or curriculum
- reading skills to interpret unfamiliar information of varying complexity

Assessor notes

**Knowledge
Question
Checklist**

CHCECE030
Support inclusion and
diversity

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

CHCDIV001
Work with diverse people

Question 34 Describe the legislative and regulatory environment that applies to families and communities in an early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 4

Families & Communities

Knowledge Question Checklist

CHCECE030
Support inclusion and
diversity

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

CHCDIV001
Work with diverse people

Question 35 Describe the techniques and resources you use to support inclusion, diversity and cultural safety in a children's education and care context.

Key points to be addressed by the candidate

- techniques used by educators to model and support open, respectful, inclusive and ethical interactions in children:
 - showing awareness of – and respect for – individual culture, values and beliefs
 - acknowledging both similarities and differences
 - demonstrating positive attitudes to differences
 - using cross-cultural communication skills
- resources that support individuals and organisations to embrace and respond to diversity:
 - language and cultural interpreters
 - imagery
- the concepts of inclusion, diversity, cultural safety, cultural awareness and cultural competence:
 - definition of terms
 - their application, role and importance in children's education and care work
 - how they impact different work roles

Foundation skills specific to this question

- oral communication skills to:
 - ask open and closed questions and actively listen to seek information and confirm understanding
 - interact and engage with children and community members to build a genuine, trusting rapport in a culturally sensitive manner
 - share information with appropriate personnel
- initiative and enterprise skills to:
 - determine methods of relaying information in a culturally appropriate manner
 - identify and use appropriate opportunities to support inclusion and diversity
 - to facilitate understanding of cross-cultural issues and beliefs

Assessor notes

**Knowledge
Question
Checklist**

CHCECE030
Support inclusion and
diversity

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

CHCDIV001
Work with diverse people

Question 35 Describe the techniques and resources you use to support inclusion, diversity and cultural safety in a children's education and care context.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 4

Families & Communities

Knowledge Question Checklist

CHCECE030
Support inclusion and
diversity

CHCDIV001
Work with diverse people

Question 36 Describe the key features and characteristics of diversity in Australian society, and give examples of how children and families can be affected by diversity in their daily lives.

Key points to be addressed by the candidate

- key features of diversity in Australia, and how these impact different areas of work and life:
 - political
 - social
 - economic
 - cultural

- key areas of diversity in Australian society, their characteristics and how individuals may be affected in living their daily lives:
 - culture
 - race, ethnicity
 - disability
 - religious or spiritual beliefs
 - gender and gender identification (including transgender)
 - generational
 - inter-generational disadvantage
 - family types
 - intersex
 - sexual orientation / sexual identity (including lesbian; gay; bisexual; heterosexual)
 - socio-economic circumstances

- influences and changing practices in Australia, and their impact on the diverse communities that make up Australian society

Foundation skills specific to this question

- reading skills to interpret unfamiliar information of varying complexity

Assessor notes

Skill Area 4

Families & Communities

Knowledge Question Checklist

CHCECE030
Support inclusion and
diversity

CHCDIV001
Work with diverse people

Question 36 Describe the key features and characteristics of diversity in Australian society, and give examples of how children and families can be affected by diversity in their daily lives.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Question 37 Describe the potential needs of marginalised groups and individuals who are involved in your early childhood education and care service.

Key points to be addressed by the candidate

- potential needs of marginalised groups and individuals who require support:
 - protective factors
 - physical health and care needs
 - mental health and care needs
 - emotional health and care needs
 - consideration of impacts of discrimination, trauma, exclusion and negative attitudes

Foundation skills specific to this question

- initiative and enterprise skills to identify and use appropriate opportunities to support inclusion and diversity

Assessor notes

Question 37 Describe the potential needs of marginalised groups and individuals who are involved in your early childhood education and care service.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Knowledge Question Checklist

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

CHCDIV001
Work with diverse people

Question 38 Describe the key aspects of Australia's Aboriginal and/or Torres Strait Islander cultures, and give examples of how western systems and structures have impacted these cultures.

Key points to be addressed by the candidate

- key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures, including:
 - social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
 - own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people in the local and broader Australian contexts:
 - inter-generational effects of forced separation
 - inter-generational trauma and disadvantage
- purpose and significance of Reconciliation Action Plans

Foundation skills specific to this question

- learning skills to develop own knowledge of local Aboriginal and/or Torres Strait Islander peoples' cultures

Assessor notes

**Knowledge
Question
Checklist**

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

CHCDIV001
Work with diverse people

Question 38 Describe the key aspects of Australia's Aboriginal and/or Torres Strait Islander cultures, and give examples of how western systems and structures have impacted these cultures.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

**Knowledge
Question
Checklist**

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

Question 39 Describe how you have supported experiences in an early childhood education and care service that include aspects of Aboriginal and/or Torres Strait Islander peoples' ways of learning.

Key points to be addressed by the candidate

- Aboriginal and/or Torres Strait Islander peoples' perspectives on early childhood learning and development
- aspects of Aboriginal and/or Torres Strait Islander peoples' ways of learning:
 - mathematics
 - music
 - art
 - science
- ways in which Aboriginal and/or Torres Strait Islander peoples' cultures may be appropriately embedded in routines and learning experiences
- the educator role in promoting children's understanding of, and respect for, Aboriginal and/or Torres Strait Islander peoples' history and cultures

Foundation skills specific to this question

- learning skills to develop own knowledge of local Aboriginal and/or Torres Strait Islander peoples' cultures
- initiative and enterprise skills to:
 - determine methods of relaying information in a culturally appropriate manner
 - identify and use appropriate opportunities to support inclusion and diversity
 - to facilitate understanding of cross-cultural issues and beliefs

Assessor notes

Question 39 Describe how you have supported experiences in an early childhood education and care service that include aspects of Aboriginal and/or Torres Strait Islander peoples' ways of learning.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

**Knowledge
Question
Checklist**

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

Question 40 Describe the protocols you must follow when researching / sharing information about Aboriginal and/or Torres Strait Islander peoples' histories and cultures.

Key points to be addressed by the candidate

- protocols for researching and sharing information about Aboriginal and/or Torres Strait Islander peoples' histories and cultures:
 - relevant codes of ethics
 - permissions for sharing information
 - awareness around appropriation of Aboriginal and/or Torres Strait Islander peoples' cultures
 - awareness around languages when being re-learned
- sources of information on Aboriginal and/or Torres Strait Islander peoples' histories and cultures and how to determine what makes a credible source
- relevant Aboriginal and/or Torres Strait Islander peoples' led organisations and peak agencies

Foundation skills specific to this question

- learning skills to develop own knowledge of local Aboriginal and/or Torres Strait Islander peoples' cultures
- initiative and enterprise skills to:
 - determine methods of relaying information in a culturally appropriate manner
 - to facilitate understanding of cross-cultural issues and beliefs

Assessor notes

Question 40 Describe the protocols you must follow when researching / sharing information about Aboriginal and/or Torres Strait Islander peoples' histories and cultures.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

**Knowledge
Question
Checklist**

CHCECE030
Support inclusion and
diversity

CHCDIV001
Work with diverse people

Question 41 Describe how your own cultural attitudes and behaviours can affect your perspectives on inclusion and diversity.

Key points to be addressed by the candidate

- aspects of identity and culture that may affect an individual's perspectives about inclusion and diversity
- awareness of the impact of own behaviours in regard to:
 - inclusion
 - bias
 - discrimination
 - ethics
- own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

Foundation skills specific to this question

- initiative and enterprise skills to facilitate understanding of cross-cultural issues and beliefs

Assessor notes

Question 41 Describe how your own cultural attitudes and behaviours can affect your perspectives on inclusion and diversity.

Additional comments

Did the candidate's responses satisfactorily align with the 'key points to be addressed'? If not, why not?

Skill Area 4

Families & Communities

Knowledge Question Checklist

CHCECE030
Support inclusion and
diversity

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

CHCDIV001
Work with diverse people

Units of competency
CHCECE030 Support inclusion and diversity
CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCDIV001 Work with diverse people [*elective unit*]

Candidate

Assessor/s

Location

Date

To what extent did the candidate's responses align with the 'key points to be addressed'?

	S	NS
Question 34 [legislative and regulatory environment]		
Question 35 [inclusion, diversity and cultural safety]		
Question 36 [key features and characteristics of diversity]		
Question 37 [marginalised groups and their needs]		
Question 38 [key aspects of Aboriginal and/or Torres Strait Islander cultures]		
Question 39 [Aboriginal and/or Torres Strait Islander peoples' ways of learning]		
Question 40 [protocols for researching and sharing information]		
Question 41 [impact of own attitudes and behaviours]		

S = Satisfactory; NS = Not satisfactory

Skill Area 4

Families & Communities

Knowledge Question Checklist

CHCECE030
Support inclusion and
diversity

CHCECE054
Encourage understanding
of Aboriginal and/or Torres
Strait Islander peoples'
cultures

CHCDIV001
Work with diverse people

If some (or all) of the candidate's responses have been deemed 'not satisfactory', what are the next steps?

Step 4

Workplace observation

PLEASE NOTE: This step in the RPL process is only necessary if you have not yet gathered sufficient evidence to make a judgement of competency. If you have gathered sufficient evidence during Steps 1-3, you should bypass Steps 4 and 5 and go directly to Step 6.

However, if you require further evidence, you can arrange for candidates to undertake a skills demonstration in one of the following settings:

- ▷ a regulated children's education and care service
- ▷ a simulated assessment environment (but only if this is permitted in the Assessment Conditions of the relevant units of competency).

Candidates are not required to undertake the workplace assessment tasks provided in this guide. They have only been included as a potential method of assessing particular elements, performance criteria and foundation skills from the units grouped in each skill area.

You will need to devise additional workplace assessment tasks to address any gaps in the evidence you have gathered (to-date) through Steps 1 to 3. You are free to customise the Workplace Observation Checklists included in this guide for this purpose.

If you require candidates to undertake a skills demonstration in a regulated children's education and care service, you must ensure all interactions with children are supervised by an approved early childhood educator.

Workplace Observation Checklists

You are free to contextualise the Workplace Observation Checklists on the following pages (aligned to each skill area) to guide your observations of candidates as they perform specific tasks in workplace settings.

Units of competency	CHCECE031 Support children's health, safety and wellbeing CHCECE032 Nurture babies and toddlers CHCPRT025 Identify and report children and young people at risk HLTWHS001 Participate in workplace health and safety
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Workplace assessment tasks

1 Identify and report existing and potential hazards

The candidate is required to:

- ▷ identify existing and potential hazards in an early childhood education and care service
- ▷ report the hazards to designated persons
- ▷ record the hazards according to service procedures (e.g. checklist or hazard report)
- ▷ complete relevant forms and reports
- ▷ record information using digital media according to service procedures

2 Undertake a risk analysis of toys and equipment

The candidate is required to:

- ▷ conduct a risk analysis of toys and equipment in an early childhood education and care service
- ▷ check that the toys and equipment are safe for children, and that they are safe to use in their proposed area
- ▷ record the results of the risk analysis according to service procedures (e.g. checklist or risk analysis report)
- ▷ complete relevant forms and reports
- ▷ record information using digital media according to service procedures

3 Promote safe sleep practices

The candidate is required to:

- ▷ share information with families about sleep
- ▷ confirm arrangements for sleep and rest
- ▷ prepare cots, bedding and equipment according to service procedures
- ▷ prepare and settle babies and toddlers for sleep
- ▷ monitor sleeping children according to service procedures

Skill Area 1

Children's Health & Safety

Workplace Observation Checklists

Units of competency	CHCECE031 Support children's health, safety and wellbeing CHCECE032 Nurture babies and toddlers CHCPRT025 Identify and report children and young people at risk HLTWHS001 Participate in workplace health and safety
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Workplace assessment tasks

4 Report indications of possible risk of harm

The candidate is required to:

- ▷ record details of a child or young person at risk of harm
- ▷ accurately complete documentation in the child's or young person's record
- ▷ report risk-of-harm indicators
- ▷ use the relevant reporting mechanism in accordance with legislative requirements
- ▷ produce a digital report

Units of competency	CHCECE031 Support children's health, safety and wellbeing CHCECE032 Nurture babies and toddlers CHCPRT025 Identify and report children and young people at risk HLTWHS001 Participate in workplace health and safety
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Assessment conditions specific to this skill area

When conducting workplace assessment tasks (skills demonstrations) for this skill area, you must ensure candidates have access to the following:

- ▷ information technology for record keeping and documentation
- ▷ personal protective equipment
- ▷ toys and other play equipment
- ▷ sleeping and rest areas equipped with cots, beds and linen
- ▷ babies and toddlers under the age of 23 months in a regulated children's education and care service in Australia
- ▷ children / young people, facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- ▷ relevant commonwealth, state or territory legislation
- ▷ service standards, policies and procedures for:
 - children's health and safety
 - relationships with children
 - gathering information
 - documentation
 - reporting
 - communication
 - privacy and confidentiality
 - work health and safety (WHS)

Important note – first aid

No workplace assessment tasks have been included for the unit HLTAID012 Provide first aid in an education and care setting.

If candidates hold a current approved first aid qualification that covers asthma and anaphylaxis emergencies, they can include a transcript of the qualification as part of their self-evaluation activities (Step 1).

If candidates do not hold a current approved first aid qualification that covers asthma and anaphylaxis emergencies, they will need to undertake and/or be assessed against HLTAID012 Provide first aid in an education and care setting.

Workplace Observation Checklist

Task 1 Identify and report existing and potential hazards

Units of competency CHCECE031 Support children's health, safety and wellbeing [FS]
HLTWHS001 Participate in workplace health and safety [PC1.2; PE]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Identified existing and potential hazards in an early childhood education and care service		
Reported the hazards to designated persons		
Recorded the hazards according to service procedures		
Completed relevant forms and reports		
Recorded information using digital media according to service procedures		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Workplace Observation Checklist

Task 2 Undertake a risk analysis of toys and equipment

Units of competency CHCECE031 Support children's health, safety and wellbeing [PC9.1; FS)
HLTWHS001 Participate in workplace health and safety [PE]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Conducted a risk analysis of toys and equipment in an early childhood education and care service		
Checked that the toys and equipment were safe for children to use		
Recorded the results of the risk analysis according to service procedures		
Completed relevant forms and reports		
Recorded information using digital media according to service procedures		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Workplace Observation Checklist

Task 3 Promote safe sleep practices

Units of competency CHCECE031 Support children's health, safety and wellbeing [PC5.5]
CHCECE032 Nurture babies and toddlers [E3; FS]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Shared information with families about sleep in an early childhood education and care service		
Confirmed arrangements for sleep and rest		
Prepared cots, bedding and equipment according to service procedures		
Prepared and settled babies and toddlers for sleep		
Monitored sleeping children according to service procedures		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Task 4 Report indications of possible risk of harm

Unit of competency CHCPRT025 Identify and report children and young people at risk [E2; FS]

Candidate

Assessor/s

Location

Date

<i>To what extent did the candidate meet the following criteria?</i>	S	NS
Recorded details of a child or young person at risk of harm		
Accurately completed documentation in the child's or young person's record		
Reported risk-of-harm indicators		
Used the relevant reporting mechanism in accordance with legislative requirements		
Produced a digital report		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Units of competency	CHCECE034 Use an approved learning framework to guide practice CHCECE055 Meet legal and ethical obligations in children's education and care CHCECE056 Work effectively in children's education and care CHCPRP003 Reflect on and improve own professional practice [<i>elective unit</i>]
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Workplace assessment tasks

5 Research an approved learning framework

The candidate is required to:

- ▷ research information about learning frameworks using digital media
- ▷ investigate the function of learning frameworks in children's education and care
- ▷ determine the approved learning framework that applies to their service
- ▷ interpret the learning framework
- ▷ source and interpret information relating to the learning framework

6 Identify the legal and ethical obligations of early childhood educators

The candidate is required to:

- ▷ research the legal and ethical obligations of early childhood educators using digital media
- ▷ identify deficiencies in information sources and address these via ongoing searches
- ▷ identify and access authoritative sources of information
- ▷ interpret information on the legal and ethical obligations of early childhood educators
- ▷ identify the rights and responsibilities of early childhood educators

7 Access information on work opportunities in children's education and care

The candidate is required to:

- ▷ source information on work opportunities in children's education and care using digital media
- ▷ identify and evaluate the relevance of various information sources
- ▷ interpret information on the rights and responsibilities of early childhood educators
- ▷ interpret information on the skill and knowledge requirements of early childhood educators
- ▷ interpret information on employment and service procedures in children's education and care

8 Create a personal development plan

The candidate is required to:

- ▷ devise a self-development plan with realistic goals and targets
- ▷ document the self-development plan with goals, timeframes and ways of measuring progress
- ▷ implement the self-development plan to enhance their own practice

Skill Area 2

Professional Practice

Workplace Observation Checklists

Units of competency	CHCECE034 Use an approved learning framework to guide practice CHCECE055 Meet legal and ethical obligations in children's education and care CHCECE056 Work effectively in children's education and care CHCPRP003 Reflect on and improve own professional practice [<i>elective unit</i>]
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Assessment conditions specific to this skill area

When conducting workplace assessment tasks (skills demonstrations) for this skill area, you must ensure candidates have access to the following:

- ▷ information technology for research / sourcing information
- ▷ children in a regulated education and care service in Australia
- ▷ educators and supervisor for guidance and collaboration
- ▷ National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- ▷ service standards, policies and procedures for:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children

Task 5 Research an approved learning framework

Unit of competency CHCECE034 Use an approved learning framework to guide practice [E1; FS]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Researched information about learning frameworks using digital media		
Investigated the function of learning frameworks in children's education and care		
Determined the approved learning framework that applies to their service		
Interpreted the learning framework		
Sourced and interpreted information relating to the learning framework		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Task 6 Identify the legal and ethical obligations of early childhood educators

Unit of competency CHCECE055 Meet legal and ethical obligations in children's education and care [E1; FS]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Researched the legal and ethical obligations of early childhood educators using digital media		
Identified deficiencies in information sources and addressed these via ongoing searches		
Identified and accessed authoritative sources of information		
Interpreted information on the legal and ethical obligations of early childhood educators		
Identified the rights and responsibilities of early childhood educators		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Task 7 Access information on work opportunities in children’s education and care

Unit of competency CHCECE056 Work effectively in children’s education and care [E1; FS]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Sourced information on work opportunities in children’s education and care using digital media		
Identified and evaluated the relevance of various information sources		
Interpreted information on the rights and responsibilities of early childhood educators		
Interpreted information on the skill and knowledge requirements of early childhood educators		
Interpreted information on employment and service procedures in children’s education and care		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Task 8 Create a personal development plan

Unit of competency CHCPRP003 Reflect on and improve own professional practice [PC2.5; PE]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Devised a self-development plan with realistic goals and targets		
Documented the self-development plan with goals, timeframes and ways of measuring progress		
Implemented the self-development plan to enhance their own practice		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Skill Area 3

Relationships with Children

Workplace Observation Checklists

Units of competency	CHCECE033 Develop positive and respectful relationships with children CHCECE035 Support the holistic learning and development of children CHCECE036 Provide experiences to support children's play and learning CHCECE037 Support children to connect with the natural environment CHCECE038 Observe children to inform practice
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Workplace assessment tasks

- 9 Seek opportunities to improve own work practice and conduct

The candidate is required to:

- ▷ review and reflect on their own relationships with children
- ▷ review and reflect on their colleagues' relationships with children
- ▷ identify ways to develop positive relationships with children (through reflection)
- ▷ identify opportunities to enhance their own skills (through reflection)
- ▷ develop actions to improve their own work practice – with guidance from their supervisor

- 10 Interact positively with children between the ages of birth and 6 years

The candidate is required to:

- ▷ interact positively with children during group interactions
- ▷ interact positively with children during play opportunities
- ▷ interact positively with children during physical care routines
- ▷ interact positively with children during times of transition
- ▷ engage in sustained conversations with individual children

- 11 Support children's holistic learning and development

The candidate is required to:

- ▷ scaffold children's learning to foster their development
- ▷ use resources and materials that offer integrated opportunities for challenge, curiosity and discovery
- ▷ encourage interactions between children, and accommodate their need for privacy, solitude or quiet
- ▷ respond to spontaneous teachable moments as they occur, and use them to enhance children's learning
- ▷ collaborate with their colleagues by sharing and seeking information

Units of competency	CHCECE033 Develop positive and respectful relationships with children CHCECE035 Support the holistic learning and development of children CHCECE036 Provide experiences to support children's play and learning CHCECE037 Support children to connect with the natural environment CHCECE038 Observe children to inform practice
---------------------	--

Workplace assessment tasks

12 Create a safe play environment for children

The candidate is required to:

- ▷ set up an environment that suits different kinds of play according to service procedures
- ▷ incorporate the use of real, natural and recycled materials in the play environment
- ▷ collaborate with other educators to enhance play experiences
- ▷ use information from observations and reflection to inform play opportunities
- ▷ support unhurried opportunities for play by organising and allowing sufficient time

13 Support children's understanding of the natural environment

The candidate is required to:

- ▷ research information about the natural environment using digital media
- ▷ determine suitable sources of information about the natural environment
- ▷ discuss the natural environment with children
- ▷ provide children with information about the natural environment
- ▷ identify Aboriginal and/or Torres Strait Islander peoples' connection with and use of the natural environment

14 Observe and record information about children to inform curriculum planning

The candidate is required to:

- ▷ evaluate the relevance of sources of information for curriculum planning
- ▷ accurately record information and observations of children using digital media
- ▷ accurately record information and observations of children according to service procedures
- ▷ reflect on information gathered from observations and secondary sources
- ▷ use information gathered from observations and secondary sources to contribute to curriculum planning

Skill Area 3

Relationships with Children

Workplace Observation Checklists

Units of competency	CHCECE033 Develop positive and respectful relationships with children CHCECE035 Support the holistic learning and development of children CHCECE036 Provide experiences to support children's play and learning CHCECE037 Support children to connect with the natural environment CHCECE038 Observe children to inform practice
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Assessment conditions specific to this skill area

When conducting workplace assessment tasks (skills demonstrations) for this skill area, you must ensure candidates have access to the following:

- ▷ curriculum documentation
- ▷ resources that support play and learning experiences
- ▷ play environments (indoor / outdoor)
- ▷ observation-recording tools
- ▷ children's records (real or simulated)
- ▷ information technology for recording information
- ▷ children between the ages of birth and six years in a regulated education and care service in Australia
- ▷ educators and supervisor for guidance and collaboration
- ▷ National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- ▷ service standards, policies and procedures for:
 - children's health and safety
 - collaborative partnerships with families and communities
 - educational program and practice
 - physical environment
 - relationships with children

Task 9 **Seek opportunities to improve own work practice and conduct**

Unit of competency CHCECE033 Develop positive and respectful relationships with children [E6; FS; PE]

Candidate

Assessor/s

Location

Date

<i>To what extent did the candidate meet the following criteria?</i>	S	NS
Reviewed and reflected on their own relationships with children		
Reviewed and reflected on their colleagues' relationships with children		
Identified ways to develop positive relationships with children (through reflection)		
Identified opportunities to enhance their own skills (through reflection)		
Developed actions to improve their own work practice – with guidance from their supervisor		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Task 10 Interact positively with children between the ages of birth and 6 years

Unit of competency CHCECE033 Develop positive and respectful relationships with children [E1; FS; PE]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Interacted positively with children during group interactions		
Interacted positively with children during play opportunities		
Interacted positively with children during physical care routines		
Interacted positively with children during times of transition		
Engaged in sustained conversations with individual children		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Task 11 Support children’s holistic learning and development

Unit of competency CHCECE035 Support the holistic learning and development of children [E6; FS]

Candidate

Assessor/s

Location

Date

<i>To what extent did the candidate meet the following criteria?</i>	S	NS
Scaffolded children’s learning to foster their development		
Used resources that offered integrated opportunities for challenge, curiosity and discovery		
Encouraged interactions between children, and accommodated their need for privacy and solitude		
Responded to spontaneous teachable moments as they occurred		
Collaborated with their colleagues by sharing and seeking information		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Task 12 Create a safe play environment for children

Unit of competency CHCECE036 Provide experiences to support children’s play and learning [E1; FS]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Set up an environment that suited different kinds of play according to service procedures		
Incorporated the use of real, natural and recycled materials in the play environment		
Collaborated with other educators to enhance play experiences		
Used information from observations and reflection to inform play opportunities		
Supported unhurried opportunities for play by organising and allowing sufficient time		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Task 13 Support children's understanding of the natural environment

Unit of competency CHCECE037 Support children to connect with the natural environment [E1; FS; PE]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Researched information about the natural environment using digital media		
Determined suitable sources of information about the natural environment		
Discussed the natural environment with children		
Provided children with information about the natural environment		
Identified Aboriginal and/or Torres Strait Islander peoples' connection with the natural environment		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Task 14 Observe and record information about children to inform curriculum planning

Unit of competency CHCECE038 Observe children to inform practice [PC3.1; PC4.1; PC5.1; FS]

Candidate

Assessor/s

Location

Date

<i>To what extent did the candidate meet the following criteria?</i>	S	NS
Evaluated the relevance of sources of information for curriculum planning		
Accurately recorded information and observations of children using digital media		
Accurately recorded information and observations of children according to service procedures		
Reflected on information gathered from observations and secondary sources		
Used information gathered from observations and secondary sources to inform curriculum planning		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Units of competency	CHCECE030 Support inclusion and diversity CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures CHCDIV001 Work with diverse people [<i>elective unit</i>]
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Workplace assessment tasks

15 Support children's understanding of inclusion and diversity

The candidate is required to:

- ▷ provide opportunities for children to learn about similarities and differences in the world around them
- ▷ engage children in collaborative discussions about respectful and equal relations
- ▷ observe children's interactions to identify if support is needed to improve inclusive relationships
- ▷ respond to challenging situations in a positive manner
- ▷ complete observation records

16 Support children's understanding and respect of Aboriginal and/or Torres Strait Islander peoples' cultures

The candidate is required to:

- ▷ embed Aboriginal and/or Torres Strait Islander peoples' cultures in routines and learning experiences
- ▷ promote children's understanding of Aboriginal and/or Torres Strait Islander peoples' cultures and languages
- ▷ encourage children to engage with different Aboriginal and/or Torres Strait Islander peoples' ways of learning
- ▷ relay information in a culturally appropriate manner
- ▷ facilitate understanding of cross-cultural issues and beliefs

17 Promote understanding across diverse groups

The candidate is required to:

- ▷ identify issues that may cause communication misunderstandings
- ▷ consider the impact of social and cultural diversity when misunderstandings occur
- ▷ form appropriate responses to situations where misunderstandings arise from diversity
- ▷ use appropriate verbal and non-verbal communication to sensitively resolve differences
- ▷ address difficulties with appropriate people, and seek assistance when required

Units of competency	CHCECE030 Support inclusion and diversity CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures CHCDIV001 Work with diverse people [<i>elective unit</i>]
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Assessment conditions specific to this skill area

When conducting workplace assessment tasks (skills demonstrations) for this skill area, you must ensure candidates have access to the following:

- ▷ curriculum from the regulated service or school
- ▷ sources of information on local Aboriginal and/or Torres Strait Islander peoples' histories and cultures
- ▷ educators for collaboration
- ▷ children in an education and care service or school
- ▷ National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- ▷ service standards, policies and procedures for:
 - collaborative partnerships with families and communities (including direct relationships with First Nations families and communities)
 - educational program and practice
 - relationships with children
 - inclusion
- ▷ Early Childhood Australia Code of Ethics

**Workplace
Observation
Checklist**

Task 15 Support children’s understanding of inclusion and diversity

Unit of competency CHCECE030 Support inclusion and diversity [PC3.3; PC3.4; PC3.5; FS]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Provided opportunities for children to learn about similarities / differences in the world around them		
Engaged children in collaborative discussions about respectful and equal relations		
Observed children’s interactions to identify if support was needed to improve inclusive relationships		
Responded to challenging situations in a positive manner		
Completed observation records		

S = Satisfactory; NS = Not satisfactory

Assessor notes

E = Element
FS = Foundation Skills
PC = Performance Criteria
PE = Performance Evidence

**Workplace
Observation
Checklist**

Task 16 Support children’s understanding and respect of Aboriginal and/or Torres Strait Islander peoples’ cultures

Unit of competency CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures [PC3.1; PC3.2; PC4.4; FS]

Candidate

Assessor/s

Location

Date

<i>To what extent did the candidate meet the following criteria?</i>	S	NS
Embedded Aboriginal and/or Torres Strait Islander peoples’ cultures in learning experiences		
Promoted children’s understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures		
Encouraged children to reflect on Aboriginal and/or Torres Strait Islander peoples’ ways of learning		
Relayed information in a culturally appropriate manner		
Facilitate understanding of cross-cultural issues and beliefs		

S = Satisfactory; NS = Not satisfactory

Assessor notes

E = Element
FS = Foundation Skills
PC = Performance Criteria
PE = Performance Evidence

Workplace Observation Checklist

Task 17 Promote understanding across diverse groups

Unit of competency CHCDIV001 Work with diverse people [E4; PE]

Candidate

Assessor/s

Location

Date

To what extent did the candidate meet the following criteria?

	S	NS
Identified issues that may cause communication misunderstandings		
Considered the impact of social and cultural diversity when misunderstandings occurred		
Formed appropriate responses to situations where misunderstandings arose from diversity		
Used appropriate verbal and non-verbal communication to sensitively resolve differences		
Addressed difficulties with appropriate people, and sought assistance where required		

S = Satisfactory; NS = Not satisfactory

Assessor notes

Step 5

Third-party reporting

PLEASE NOTE: This step in the RPL process is only necessary if you have not yet gathered sufficient evidence to make a judgement of competency. If you have gathered sufficient evidence during Steps 1-4, you should bypass Step 5 and go directly to Step 6.

However, if you require further evidence, you can arrange for a third-party report to be completed by a suitably qualified and experienced person who has worked with the candidate in a position of responsibility.

Third party reports can only be used as supplementary evidence. If you are going to request a third-party report/s as part of the RPL process, you must inform the candidate beforehand.

Third-Party Report Template

You are free to contextualise the Third-Party Report Template (overleaf) to gather validations of workplace performance from suitably qualified people who have worked with the candidate in positions of responsibility.

Third-party report

Qualification CHC30121 Certificate III in Early Childhood Education and Care

Candidate

Referee Details

Name (full)

Position

Organisation

Contact

Referee Verification

What is your working relationship with the candidate?
(e.g. employer, supervisor)

How long have you worked with the candidate?
(please provide a date range if possible)

Please answer Yes or No to the following questions

	Yes	No
Do you understand the role and responsibilities of a third-party referee?		
Would you like to discuss this report with an assessor before you sign it?		
Do you agree to be contacted if further verification is required?		

Third-party report

CHCECE031
Support children's health, safety and wellbeing

CHCECE032
Nurture babies and toddlers

CHCPRT025
Identify and report children and young people at risk

HLTWHS001
Participate in workplace health and safety

CHCECE034
Use an approved learning framework to guide practice

CHCECE055
Meet legal and ethical obligations in children's education and care

CHCECE056
Work effectively in children's education and care

CHCPRP003
Reflect on and improve own professional practice

Referee Verification

Which of the following competencies have you observed the candidate consistently apply to an acceptable standard in a regulated children's education and care service in Australia?

	Yes	Unsure
Have you seen the candidate: ▷ promote physical activity and healthy eating with children? ▷ support sleep, rest, relaxation and individual medical requirements with children?		
Have you seen the candidate: ▷ develop relationships with babies and toddlers and their families? ▷ attend to the physical and emotional needs of babies and toddlers from birth to 23 months?		
Have you seen the candidate: ▷ identify children and young people who are at risk of harm? ▷ report risk of harm indicators in line with legislative requirements?		
Have you seen the candidate: ▷ follow safe work practices in a children's education and care service? ▷ contribute to the implementation of safe work practices in their own work area?		
Have you seen the candidate: ▷ source and use an approved childhood learning framework? ▷ reflect on their use of an approved childhood learning framework?		
Have you seen the candidate: ▷ meet their legal and ethical obligations in a children's education and care service? ▷ contribute to workplace improvements in a children's education and care service?		
Have you seen the candidate: ▷ follow service procedures in a children's education and care service? ▷ use effective work practices in a children's education and care service?		
Have you seen the candidate: ▷ enhance their own practice through a process of reflection? ▷ enhance their own practice through ongoing professional development?		

Third-party report

CHCECE033
Develop positive and respectful relationships with children

CHCECE035
Support the holistic learning and development of children

CHCECE036
Provide experiences to support children's play and learning

CHCECE037
Support children to connect with the natural environment

CHCECE038
Observe children to inform practice

CHCECE030
Support inclusion and diversity

CHCECE054
Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

CHCDIV001
Work with diverse people

Referee Verification

Which of the following competencies have you observed the candidate consistently apply to an acceptable standard in a regulated children's education and care service in Australia?

	Yes	Unsure
Have you seen the candidate: ▷ communicate and interact respectfully with children? ▷ guide children's behaviours in ways that support their agency and self-regulation?		
Have you seen the candidate: ▷ recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of children?		
Have you seen the candidate: ▷ set up, support and review experiences for children's play and learning? ▷ support children's agency through play and learning?		
Have you seen the candidate: ▷ support children's knowledge, appreciation and understanding of the natural environment? ▷ support and encourage children's connection with the natural environment?		
Have you seen the candidate: ▷ gather information about children as part of a collaborative process? ▷ gather information about children as a basis for curriculum planning?		
Have you seen the candidate: ▷ demonstrate respect for inclusion and diversity in the workplace? ▷ support children's understanding of inclusive principles and behaviours?		
Have you seen the candidate: ▷ support children's respect of Aboriginal and/or Torres Strait Islander peoples' cultures? ▷ embed culturally appropriate experiences into their daily practice with children?		
Have you seen the candidate: ▷ work respectfully with people from diverse social and cultural groups? ▷ work respectfully with Aboriginal and/or Torres Strait Islander people?		

Referee Verification

Are there any further comments you would like to make about the candidate's workplace performance in the children's education and care sector?

Referee Declaration

To the best of my knowledge, this verification of the candidate's current skills and knowledge is accurate and correct.

Referee's signature _____ Date _____

Step 6

Assessment decision

After reflecting on the evidence gathered through Steps 1 to 5, it is time to make a judgement of competency. You will need to decide if the candidate meets the requirements of the CHC30121 Certificate III in Early Childhood Education and Care.

Assessment Outcome Form

You are free to contextualise the Assessment Outcome Form (overleaf) to record your assessment judgement.

CHC30121

Certificate III in Early Childhood Education and Care

Assessment Outcomes Form

Qualification	CHC30121 Certificate III in Early Childhood Education and Care
Candidate	
Assessor/s	

Units of competency	RPL evidence-gathering processes (tick the evidence-gathering processes undertaken for each unit)					Assessment judgement	
	Self-evaluation	Evidence review	Knowledge questions	Workplace observation	Third-party reporting	C	NYC
CHCECE031 Support children's health, safety and wellbeing							
CHCECE032 Nurture babies and toddlers							
CHCPRT025 Identify and report children and young people at risk							
HLTWHS001 Participate in workplace health and safety							
HLTAID012 Provide first aid in an education and care setting							
CHCECE034 Use an approved learning framework to guide practice							
CHCECE055 Meet legal and ethical obligations in children's education and care							

C = Competent; NYC = Not yet competent

CHC30121

Certificate III in Early Childhood Education and Care

Assessment Outcomes Form

Units of competency	RPL evidence-gathering processes (tick the evidence-gathering processes undertaken for each unit)					Assessment judgement	
	Self-evaluation	Evidence review	Knowledge questions	Workplace observation	Third-party reporting	C	NYC
CHCECE056 Work effectively in children's education and care							
CHCPRP003 Reflect on and improve own professional practice [<i>elective</i>]							
CHCECE033 Develop positive and respectful relationships with children							
CHCECE035 Support the holistic learning and development of children							
CHCECE036 Provide experiences to support children's play and learning							
CHCECE037 Support children to connect with the natural environment							
CHCECE038 Observe children to inform practice							
CHCECE030 Support inclusion and diversity							
CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures							
CHCDIV001 Work with diverse people [<i>elective</i>]							

C = Competent; NYC = Not yet competent

CHC30121

Certificate III in Early
Childhood Education and
Care

Assessment Outcomes Form

Were any gaps identified in the candidate's skills and knowledge?

If 'Yes', please list them here.

Has the candidate met the mandated work hour requirement?

Candidates must complete at least 160 hours of work in a regulated children's education and care service to achieve the qualification.

Assessor's Declaration

The candidate **has met** the requirements of the qualification

The candidate **has not yet met** the requirements of the qualification

Candidate's signature _____

Date _____

Assessor's signature _____

Date _____

If multiple assessors have been
involved in this RPL assessment,
the candidate's supervising
assessor must sign here

Mapping

Mapping guidance

This guide is part of a dedicated RPL assessment resource that comprises the following three publications:

- ▷ Self-Evaluation Guide
- ▷ Assessor Guide (this guide)
- ▷ Mapping Guide

Self-Evaluation Guide

This has been designed for school teachers and graduate teachers who are seeking recognition for the CHC30121 Certificate III in Early Childhood Education and Care. It steps candidates through a series of self-evaluation questions that are aligned to the qualification, and encourages them gather evidence to support an RPL assessment against the qualification.

Assessor Guide

This helps assessors conduct high quality RPL assessments against the CHC30121 Certificate III in Early Childhood Education and Care.

Mapping Guide

This maps the evidence-gathering instruments in the Self-Evaluation Guide and Assessor Guide to the core/elective units of competency that make up the CHC30121 Certificate III in Early Childhood Education and Care. While it has primarily been designed for assessors, it may also be of interest to RTO personnel responsible for quality assurance and compliance.

Acknowledgements

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Acronyms

The following acronyms are used throughout this guide:

ACECQA	Australian Children's Education and Care Quality Authority
AQF	Australian Qualifications Framework
ASQA	Australian Skills Quality Authority
DEWR	Department of Employment and Workplace Relations
ECA	Early Childhood Australia
ECEC	Early childhood education and care
NQF	National Quality Framework
PDF	Portable document format
PPE	Personal protective equipment
RPL	Recognition of prior learning
RTO	Registered training organisation
UNCRC	United Nations Convention on the Rights of the Child
VET	Vocational education and training
WHS	Work health and safety

Websites

The following websites were referenced in the development of this guide:

ACECQA	https://www.acecqa.gov.au
ASQA	https://www.asqa.gov.au
DEWR	https://www.dewr.gov.au
National Register of VET	https://training.gov.au



RPL Resource

CHC30121 Certificate III in Early
Childhood Education and Care