

Mapping 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.

Disclaimer

While every effort has been made to ensure unit requirements are covered, the developers do not give any warranty or accept any liability in relation to the assessment instruments included in this RPL resource. Registered training organisations (RTOs) are advised to validate assessment instruments *before* use, *after* customisation/contextualisation, and *during* scheduled validation processes to ensure they meet any requirements set by the standards under which the RTO is registered, current Training Package requirements, and any RTO requirements.

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Introduction

This guide is part of a dedicated recognition of prior learning (RPL) assessment resource that comprises the following three publications:

- Self-Evaluation Guide
- Assessor Guide
- Mapping Guide

Self-Evaluation Guide

This has been designed for suitably experienced school teachers and graduate teachers who want to seek 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 has been designed for assessors who operate in the children's education and care sector. It offers advice on how to conduct high quality recognition of prior learning (RPL) assessments against the CHC30121 Certificate III in Early Childhood Education and Care.

Mapping Guide

This has primarily been designed for assessors who operate in the children's education and care sector, but it may also be of interest to RTO personnel responsible for quality assurance and compliance. It maps the evidence-gathering instruments included in the Self-Evaluation Guide and Assessor Guide to the fifteen core (and two elective) units of competency from the CHC30121 Certificate III in Early Childhood Education and Care.

Elective units

The following two elective units are mapped in this guide:

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

You shouldn't be limited by these two electives. If a candidate wants to seek recognition for the CHC30121 Certificate III in Early Childhood Education and Care, you should help them select suitable electives that complement their current (or future) work role and any local sector requirements.

You are free to add additional mapping tables to this guide if a candidate selects electives other than those identified above. You are also encouraged to use your networks and communities of practice to share the mapping you undertake for any elective units that are not included in this guide.

Skill areas

To streamline the RPL process, the fifteen core (and two elective) units from the CHC30121 Certificate III in Early Childhood Education and Care 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 units that have been consolidated to address equivalent content. If you are reading this guide onscreen or in a coloured copy, you will notice that each skill area has been colour coded (i.e. yellow, green, orange and pink). The colours have also been used in the Self-Evaluation Guide and Assessor Guide to easily identify each skill area.

Self-evaluation questions

The following self-evaluation questions/tasks from the Self-Evaluation Guide have been mapped to relevant components of the fifteen core (and two elective) units of competency that make up the CHC30121 Certificate III in Early Childhood Education and Care. The two elective units are marked with an asterisk (*).

Each self-evaluation question has been mapped by its number, which is listed in the number (#) column below. When using the mapping tables in this guide, you will need to refer back to the numbers listed in this table.

#	Self-Evaluation Questions	Performance Requirements	Unit Code
1	Support children to wash their hands	Candidates will need to have completed this on at least three different occasions while following all hygiene, health and safety procedures <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service</i>	CHCECE031
2	Support children during mealtimes	Candidates will need to have completed this on at least three different occasions while following all hygiene, health and safety procedures <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service</i>	CHCECE031
3	Support children with toileting	Candidates will need to have completed this on at least three different occasions while following all hygiene, health and safety procedures <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service OR in a simulated environment <u>without</u> the involvement of a real child</i>	CHCECE031
4	Support children with dressing and undressing	Candidates will need to have completed this on at least three different occasions while following all hygiene, health and safety procedures <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service OR in a simulated environment <u>without</u> the involvement of a real child</i>	CHCECE031
5	Support children to meet their individual sleep needs	Candidates will need to have completed this on at least three different occasions while following all hygiene, health and safety procedures	CHCECE031
6	Supervise a group of children for a complete activity or play period	Candidates will need to have completed this in accordance with service procedures and the principles of active supervision	CHCECE031
7	Respond to situations where the health or safety of children may be compromised	Candidates will need to have completed this on at least three different occasions	CHCECE031

#	Self-Evaluation Questions	Performance Requirements	Unit Code
8	Change nappies	Candidates will need to have completed this with two different babies (<12 months) in a safe environment, using age-appropriate communication and in accordance with service / regulatory requirements <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service OR in a simulated environment <u>without</u> the involvement of a real baby or toddler</i>	CHCECE032
9	Assist toddlers with toileting	Candidates will need to have completed this with two different toddlers (13-23 months) in a safe environment, using age-appropriate communication and in accordance with service / regulatory requirements <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service OR in a simulated environment <u>without</u> the involvement of a real baby or toddler</i>	CHCECE032
10	Prepare bottles, bottle feed babies and clean equipment	Candidates will need to have completed this with two different babies (<12 months) in a safe environment, using age-appropriate communication and in accordance with service / regulatory requirements <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service OR in a simulated environment <u>with</u> the involvement of a real baby or toddler</i>	CHCECE032
11	Prepare pre-made solid food and feed babies	Candidates will need to have completed this with two different babies (<12 months) in a safe environment, using age-appropriate communication and in accordance with service / regulatory requirements <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service OR in a simulated environment <u>with</u> the involvement of a real baby or toddler</i>	CHCECE032
12	Assist toddlers during mealtimes	Candidates will need to have completed this with two different toddlers (13-23 months) in a safe environment, using age-appropriate communication and in accordance with service / regulatory requirements <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service OR in a simulated environment <u>with</u> the involvement of a real baby or toddler</i>	CHCECE032
13	Respond appropriately to baby and toddler signs and cues	Candidates will need to have completed this with two different babies (<12 months) and two different toddlers (13-23 months) in a safe environment, using age-appropriate communication and in accordance with service / regulatory requirements <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service OR in a simulated environment <u>with</u> the involvement of a real baby or toddler</i>	CHCECE032
14	Prepare and settle babies and toddlers for sleep	Candidates will need to have completed this with two different babies (<12 months) and two different toddlers (13-23 months) in a safe environment, using age-appropriate communication and in accordance with service / regulatory requirements <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service OR in a simulated environment <u>with</u> the involvement of a real baby or toddler</i>	CHCECE032

#	Self-Evaluation Questions	Performance Requirements	Unit Code
15	Encourage babies and toddlers to explore their environment and practise gross motor skills	Candidates will need to have completed this with two different babies (<12 months) and two different toddlers (13-23 months) in a safe environment, using age-appropriate communication and in accordance with service / regulatory requirements <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service OR in a simulated environment <u>with</u> the involvement of a real baby or toddler</i> Gross motor skills include rolling over, sitting, crawling and walking	CHCECE032
16	Develop relationships with babies and toddlers and their families	Candidates will need to have documented and reflected on the ways they (and other educators) have developed relationships with babies / toddlers in the workplace	CHCECE032
17	Report risk-of-harm indicators	Candidates will need to have read and interpreted the procedures for reporting children and young people at risk in line with organisational policies and procedures and legislative requirements	CHCPRT025 [CHCPRT001]
18	Use child-focused and ethical work practices to protect children and young people at risk of harm	Candidates will need to have complied with regulations, legislation and duty of care responsibilities, employed child-focused and ethical work practices to uphold the rights of children and young people, maintained confidentiality and identified/responded to concerns in the protection of children and young people	CHCPRT025 [CHCPRT001]
19	Apply safe work practices in a children's education and care setting	Candidates will need to have completed this in line with state / territory WHS regulations, relevant codes of practice and workplace procedures	HLTWHS001
20	Contribute to a safety meeting or inspection in a children's education and care setting	Candidates will need to have completed this in line with state / territory WHS regulations, relevant codes of practice and workplace procedures	HLTWHS001
21	Identify and report hazards in a children's education and care setting	Candidates will need to have completed this in line with state / territory WHS regulations, relevant codes of practice and workplace procedures	HLTWHS001
22	Conduct a risk assessment in a children's education and care setting, and record the results	Candidates will need to have completed this in line with state / territory WHS regulations, relevant codes of practice and workplace procedures	HLTWHS001
23	Respond to a simulated emergency situation in a children's education and care setting	Candidates will need to have completed this in line with state / territory WHS regulations, relevant codes of practice and workplace procedures	HLTWHS001
24	Do you have a current approved first aid qualification that covers asthma and anaphylaxis emergencies?	Candidates will need a current approved first aid qualification that covers asthma and anaphylaxis emergencies	HLTAID012
25	Participate in the implementation of an approved learning framework	Candidates will need documented examples (at least three) of how they supported the implementation of an approved learning framework in their workplace	CHCECE034
26	Investigate and explain the vision, principles and practices of an approved learning framework	Candidates will need documented examples (at least three) of how the vision, principles and practices of the learning framework were demonstrated in their workplace	CHCECE034
27	Reflect on the use of an approved learning framework in a children's education and care service	Candidates will need to have discussed the reflection process with their supervisor on at least two occasions	CHCECE034

#	Self-Evaluation Questions	Performance Requirements	Unit Code
28	Fulfil your legal and ethical obligations in a children's education and care service	Candidates will need to have completed this task in at least four of the following areas: <ul style="list-style-type: none"> • health, safety and wellbeing • incidents, injury, trauma and illness • responses to medical conditions • emergency responses • governance and leadership • physical environments • staffing arrangements 	CHCECE055
29	Contribute to workplace improvements to meet your legal and ethical obligations	<i>Assessor to determine</i>	CHCECE055
30	Respond appropriately to legal and ethical issues in a children's education and care service	Candidates will need to have developed responses to at least three different legal or ethical issues / dilemmas (relevant to their job role)	CHCECE055
31	Source information about employment and service procedures in children's education and care	Candidates will need to have accessed and interpreted information from three different sources (relevant to their job role)	CHCECE056
32	Use effective work practices in a children's education and care service	Candidates will need to have used planning, organisational and communication skills to complete five different daily work activities	CHCECE056
33	Work collaboratively in a children's education and care service	<i>Assessor to determine</i>	CHCECE056
34	Develop your professional practice as an early childhood educator	<i>Assessor to determine</i>	CHCECE056
35	Reflect on and improve your own work practice	Candidates will need to have undertaken a structured process to complete this task	CHCPRP003*
36	Create a personal development plan with goals, timeframes and progress measures	Candidates will need to have included goals, timeframes and ways of measuring progress in their plan	CHCPRP003*

#	Self-Evaluation Questions	Performance Requirements	Unit Code
37	Communicate positively and respectfully with children (aged birth to six years)	<p>Candidates will need to have completed this task with children between the ages of birth and 6 years in each of the following contexts:</p> <ul style="list-style-type: none"> • group interactions • mealtimes • play opportunities • physical care routines • sustained individual interactions • situations where a child is reluctant to participate • situations of conflict • times of transition – at least one of the following: <ul style="list-style-type: none"> ○ from one activity to another ○ from one location to another ○ during arrival at the service <p><i>In each context, candidates will need to be observed by an assessor in a children’s education and care service</i></p>	CHCECE033
38	Reflect on how relationships are developed in a children’s education and care service	<p>Candidates will need to have documented their observations of the following:</p> <ul style="list-style-type: none"> • their own relationships with children • other educators’ relationships with children • child to child relationships 	CHCECE033
39	Support the holistic learning and development of children	<p>Candidates will need to have created opportunities for at least two children of different ages to develop in the following areas:</p> <ul style="list-style-type: none"> • physical • social • emotional • cognitive • communication 	CHCECE035
40	Create experiences to support the physical development of children	<i>Refer question 39</i>	CHCECE035
41	Create experiences to support the social development of children	<i>Refer question 39</i>	CHCECE035
42	Create experiences to support the emotional development of children	<i>Refer question 39</i>	CHCECE035
43	Create experiences to support the cognitive development of children	<i>Refer question 39</i>	CHCECE035
44	Create experiences to support the communication development of children	<i>Refer question 39</i>	CHCECE035

#	Self-Evaluation Questions	Performance Requirements	Unit Code
45	Create play and learning experiences for children	<p>Candidates will need to have set up and supported at least three indoor and three outdoor experiences in accordance with service guidelines, which collectively include:</p> <ul style="list-style-type: none"> • one group experience • one individual experience • one experience that runs over multiple days • at least two experiences for children aged birth to 23 months • at least two experiences for children aged between two and six years of age <p><i>When setting up/supporting at least one indoor and one outdoor experience, candidates will need to be observed by an assessor in a children's education and care service</i></p>	CHCECE036
46	Reflect on and evaluate the play and learning experiences you have created for children	Candidates will need to have discussed the reflection process and outcome with a workplace or learning supervisor on two occasions	CHCECE036
47	Support children to understand and appreciate the natural environment	Candidates will need to have completed this task on at least three occasions, and at least one of these must involve Aboriginal and/or Torres Strait Islander peoples' use of the natural environment	CHCECE037
48	Encourage children to engage positively with the natural environment	<p>Candidates will need to have planned and implemented one indoor and one outdoor activity where they supported children to connect with the natural environment</p> <p><i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service</i></p>	CHCECE037
49	Collect information about children (aged birth to six years) to inform curriculum planning	<p>You will need to have completed this task for three different children between the ages of birth and six years (one of whom must be under 23 months), and for each child you will need to have:</p> <ul style="list-style-type: none"> • gathered information using at least three different observation techniques and at least two secondary sources • discussed your observations with colleagues, including your perspectives on each child's interests and learning (and aspects of their development) • explained how this information links to the approved learning framework in place at the children's education and care service where you work 	CHCECE038
50	Record information about children (aged birth to six years) to inform curriculum planning	<i>Refer question 49</i>	CHCECE038
51	Analyse information about children (aged birth to six years) to inform curriculum planning	<i>Refer question 49</i>	CHCECE038
52	Use information about children (aged birth to six years) to inform curriculum planning	<i>Refer question 49</i>	CHCECE038
53	Explore the impact of your values and biases on the way you interact with children and families	Candidates will need to have used a reflection process to complete this task, and they will need to have discussed the reflection process with their supervisor on at least two occasions	CHCECE030

#	Self-Evaluation Questions	Performance Requirements	Unit Code
54	Support inclusion and diversity with children in daily play and learning experiences	Candidates will need to have identified and used at least three different experiences to complete this task, including both routine and play experiences <i>On at least one of these occasions, candidates will need to be observed by an assessor in a children's education and care service</i>	CHCECE030
55	Support children's understanding of cross-cultural issues and beliefs	<i>Assessor to determine</i>	CHCECE030 CHCECE054
56	Identify your own perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures	Candidates will need to have used a reflection process to complete this task, and they will need to have discussed the reflection process with their supervisor on at least one occasion	CHCECE054
57	Embed local Aboriginal and/or Torres Strait Islander peoples' cultures into your daily practice	Candidates will need to have developed and reported on three different ideas to complete this task, and they will need to have sourced information and collaborated with others as part of the process	CHCECE054
58	Encourage children's understanding of Aboriginal and/or Torres Strait Islander peoples' cultures	Candidates will need to have facilitated at least one learning experience with a group of children to complete this task	CHCECE054
59	Use reflection to identify your perspectives on diversity	Candidates will need to have undertaken a structured process to complete this task	CHCDIV001*
60	Recognise and respect the needs of people from diverse social and cultural backgrounds	Candidates will need to have completed this task in at least three different situations, where they: <ul style="list-style-type: none"> selected and used appropriate verbal and non-verbal communication recognised situations where misunderstandings may arise from diversity, and formed appropriate responses to address these 	CHCDIV001*

Knowledge questions

The following knowledge questions from the Assessor Guide have been mapped to relevant components of the fifteen core (and two elective) units of competency that make up the CHC30121 Certificate III in Early Childhood Education and Care. The two elective units are marked with an asterisk (*).

Each knowledge question has been mapped by its number, which is listed in the number (#) column below. When using the mapping tables in this guide, you will need to refer back to the numbers listed in this table.

#	Knowledge Questions	Key Points (Summary)	Unit Code
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	<ul style="list-style-type: none"> requirements of the National Quality Standard and related regulations/laws state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards service standards, policies and procedures 	CHCECE031 CHCECE032 CHCPRT025 [CHCPRT001] HLTWHS001
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	<ul style="list-style-type: none"> clothing safety and suitability hygiene food safety personal health 	CHCECE031 CHCECE032
3	Describe the key principles of infection control, and how these are applied in an early childhood education and care service	<ul style="list-style-type: none"> causes of infection; how infections are spread; methods used to prevent infection; handwashing hygiene; personal protective equipment; immunisation; safely dealing with spills cleaning and infection control procedures hygiene and infection control regulations and procedures 	CHCECE031 CHCECE032
4	Describe how you communicate with families and children about health and safety issues in an early childhood education and care service	<ul style="list-style-type: none"> communicating with families and children about allergies, long-term medical conditions, short-term medical needs, health management plans communicating effectively and appropriately with families and children service procedures for communicating information (including privacy and confidentiality requirements) 	CHCECE031 CHCECE032 CHCPRT025 [CHCPRT001]
5	Describe the key national recommendations and guidelines for promoting physical activity and healthy eating to children	<ul style="list-style-type: none"> <i>National Physical Activity and Sedentary Behaviour Guidelines for Australians</i> <i>Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 Years)</i> <i>Australian Dietary Guidelines</i> <i>Australian Guide to Healthy Eating</i> <i>Staying Healthy</i> <i>Infant Feeding Guidelines</i> 	CHCECE031 CHCECE032

#	Knowledge Questions	Key Points (Summary)	Unit Code
6	Describe how you have supported babies, toddlers and children during mealtimes in an early childhood education and care service	<ul style="list-style-type: none"> • procedures for formula, breast milk and other preprepared food • possible parental involvement in feeding, and how this can be supported by educators • common types of individual dietary needs and preferences • how to interpret food labels and identify nutrition content/ingredients of concern 	CHCECE031 CHCECE032
7	Describe how you have promoted safe sleep and rest practices in an early childhood education and care service	<ul style="list-style-type: none"> • individual sleep and rest requirements for children • environments that promote rest and sleep • individual patterns and routines for babies and toddlers • use of comfort items from home in the care of babies and toddlers • safe sleep practices • sleep patterns of babies and toddlers, and individual variations 	CHCECE031 CHCECE032
8	Describe the principles of active supervision, and these are applied in an early childhood education and care service	<ul style="list-style-type: none"> • 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 	CHCECE031
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	<ul style="list-style-type: none"> • 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 • stages of development in babies and toddlers, key milestones and how/why these may vary across individuals • basic aspects of current/emerging research about brain development of babies and toddlers 	CHCECE032
10	Describe the child protection system that operates in your state / territory, and how this relates to the role of an early childhood educator	<ul style="list-style-type: none"> • types, indicators and dynamics of abuse • protective and risk factors that apply to different groups • 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 • overview of the legal system and how it pertains to the candidate's job role • service policies and procedures 	CHCPRT025 [CHCPRT001]
11	Describe the strategies you have used to minimise risks in an early childhood education and care service	<ul style="list-style-type: none"> • how to assess for risks and common hazards associated with the care of children (e.g. toys and equipment) • how to manage risk in situations involving food allergies • safe and unsafe practices for working with babies and toddlers • safety signs and their meanings • hazard identification • service standards, policies and procedures 	CHCECE031 CHCECE032 HLTWHS001

#	Knowledge Questions	Key Points (Summary)	Unit Code
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	<ul style="list-style-type: none"> • service standards, policies and procedures for workplace emergencies • requirements of the National Quality Standard and related regulations/laws • state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards 	CHCECE031 CHCPRT025 [CHCPRT001] HLTWHS001
13	Describe the key components, purpose and requirements of the National Quality Framework	<ul style="list-style-type: none"> • National Law / National Regulations; National Quality Standard; assessment and quality rating process; national learning frameworks • purpose of 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 	CHCECE055 CHCECE056
14	Describe the key aspects of the regulatory environment that underpins the children's education and care sector	<ul style="list-style-type: none"> • National Law / National Regulations (education and care services) • interrelationships between National Law / National Regulations, and the National Quality Framework • staffing arrangements • information management • how to navigate the regulatory documents • the role of state/territory regulatory authorities 	CHCECE055
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	<ul style="list-style-type: none"> • the approved learning frameworks currently used in Australia • the relevant approved learning framework that applies in the candidate's workplace • the different ways in which the learning framework can be integrated into all aspects of the curriculum • key stakeholders in the implementation of the approved learning framework • key features of collaborative practice • foundational knowledge of child developmental theory and early childhood learning 	CHCECE034 CHCECE056
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	<ul style="list-style-type: none"> • the key aspects and purpose of the United Nations Convention on the Rights of the Child • the core principles of the Early Childhood Australia (ECA) Code of Ethics 	CHCECE055 CHCPRT025 [CHCPRT001]
17	Describe the key service policies and procedures that relate to work practices in the children's education and care sector	<ul style="list-style-type: none"> • communication and reporting • employment conditions • personal presentation and uniform standards • procedures and expectations for work role activities • educational program and practice • reporting children at risk • children's health and safety • collaborative partnerships with families and communities • physical environment • relationships with children • inclusion 	CHCECE034 CHCECE056

#	Knowledge Questions	Key Points (Summary)	Unit Code
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	<ul style="list-style-type: none"> duty of care, professional boundaries, and responsibilities 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 to these identifying and responding to perceived/real conflicts of interest ways to constructively contribute to workplace improvements 	CHCECE055 CHCPRT025 [CHCPRT001]
19	Describe the key communication techniques that an early childhood educator is required to use in an early childhood education and care service	<ul style="list-style-type: none"> 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 the role of collaboration in providing quality education and care 	CHCECE055 CHCECE056 CHCPRT025 [CHCPRT001]
20	Describe the key job roles in children's education and care, and the main sources of information on employment opportunities in the sector	<ul style="list-style-type: none"> characteristics, boundaries and responsibilities of key job roles in children's education and care (early childhood, out of school hours care and education support) sources of information on employment in children's education and care (employer associations; professional associations; staff handbooks; trade unions) 	CHCECE056
21	Describe how you reflect on and improve your professional practice as an early childhood educator	<ul style="list-style-type: none"> reflective practice models and processes of professional reflection legal and ethical considerations for reviewing/improving own practice professional development opportunities principles and techniques for creating a personal development plan types of work methods and practices that can improve performance learning styles, and how they relate to different individuals 	CHCECE034 CHCECE054 CHCECE055 CHCECE056 CHCPRP003*
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	<ul style="list-style-type: none"> the importance of physical health the importance of mental health the importance of social and emotional well-being access to supports 	CHCECE056
23	Describe the legislative and regulatory environment that applies to relationships with children in an early childhood education and care service	<ul style="list-style-type: none"> requirements of the National Quality Standard and related regulations/laws service standards, policies and procedures 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 	CHCECE033 CHCECE035 CHCECE036 CHCECE037 CHCECE038

#	Knowledge Questions	Key Points (Summary)	Unit Code
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	<ul style="list-style-type: none"> • demonstrating sensitivity and initiating warm, trusting and reciprocal relationships with children and families • supporting families' choices and decision making • ensuring that children experience safe and stimulating learning environments • helping children 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 	CHCECE033
25	Describe the techniques you have used to guide children's behaviour in an early childhood education and care service	<ul style="list-style-type: none"> • 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 • the importance of using a strengths-based approach to children's learning and development 	CHCECE033 CHCECE038
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	<ul style="list-style-type: none"> • communication techniques (active listening; questioning; verbal; non-verbal) • basic aspects of positive communication models • how an individual educator's 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) 	CHCECE033 CHCECE035
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	<ul style="list-style-type: none"> • children's emotional development • physiological responses experienced by children when responding to situations • authoritative and credible sources of information about childhood development • child development theory • principles of literacy development • strategies used in children's education and care to support children's development across all the domains 	CHCECE033 CHCECE035

#	Knowledge Questions	Key Points (Summary)	Unit Code
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	<ul style="list-style-type: none"> • poor diet • lack of play • limited stimulation of brain development • lack of materials and resources • inconsistent or non-existent emotional support/comfort • trauma • child abuse • family violence • other life experiences which interrupt appropriate childhood activities • the potential long-term harmful impacts of these factors 	CHCECE035
29	Describe the basic theories of play and learning, and their importance to early childhood development	<ul style="list-style-type: none"> • stages of play; imaginative play; creative play • 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 	CHCECE035 CHCECE036
30	Describe how you have set up, supported and evaluated play and learning experiences in an early childhood education and care service	<ul style="list-style-type: none"> • environments, resources and materials that suit different types of play • how to set up play areas • 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 	CHCECE036
31	Describe the importance of developing children's appreciation of the natural environment in an early childhood education and care service	<ul style="list-style-type: none"> • the importance of the natural environment • 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 	CHCECE037
32	Describe the key stages of the curriculum planning cycle in an early childhood education and care service	<ul style="list-style-type: none"> • gathering information • questioning and analysing information • planning • implementation • review and reflection 	CHCECE038

#	Knowledge Questions	Key Points (Summary)	Unit Code
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	<ul style="list-style-type: none"> • 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 • how to make and document meaningful observations • 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 the 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 	CHCECE035 CHCECE038
34	Describe the legislative and regulatory environment that applies to families and communities in an early childhood education and care service	<ul style="list-style-type: none"> • requirements of the National Quality Standard and related regulations/laws • service policies and initiatives that support inclusion and diversity • legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches • Early Childhood Australia Code of Ethics • how inclusion and diversity is reflected in the relevant approved learning frameworks 	CHCECE030 CHCECE054 CHCDIV001*
35	Describe the techniques and resources you use to support inclusion, diversity and cultural safety in a children’s education and care context	<ul style="list-style-type: none"> • 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 • language and cultural interpreters • imagery • the concepts of inclusion, diversity, cultural safety, cultural awareness and cultural competence 	CHCECE030 CHCECE054 CHCDIV001*
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	<ul style="list-style-type: none"> • 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; gender identification; generational / inter-generational disadvantage; family types; intersex; sexual orientation; sexual identity; socio-economic circumstances) • influences and changing practices in Australia, and their impact on the diverse communities that make up Australian society 	CHCECE030 CHCDIV001*
37	Describe the potential needs of marginalised groups and individuals who are involved in your early childhood education and care service	<ul style="list-style-type: none"> • 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 	CHCECE030 CHCDIV001*

#	Knowledge Questions	Key Points (Summary)	Unit Code
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	<ul style="list-style-type: none"> social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people own culture and western systems/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 	CHCECE054 CHCDIV001*
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	<ul style="list-style-type: none"> 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's role in promoting children's understanding of, and respect for, Aboriginal and/or Torres Strait Islander peoples' history and cultures 	CHCECE054
40	Describe the protocols you must follow when researching / sharing information about Aboriginal and/or Torres Strait Islander peoples' histories and cultures	<ul style="list-style-type: none"> 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 	CHCECE054
41	Describe how your own cultural attitudes and behaviours can affect your perspectives on inclusion and diversity	<ul style="list-style-type: none"> 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 and 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 	CHCECE030 CHCDIV001*

Workplace observations

The following workplace observation tasks from the Assessor Guide have been mapped to relevant components of the fifteen core (and two elective) units of competency that make up the CHC30121 Certificate III in Early Childhood Education and Care. The two elective units are marked with an asterisk (*).

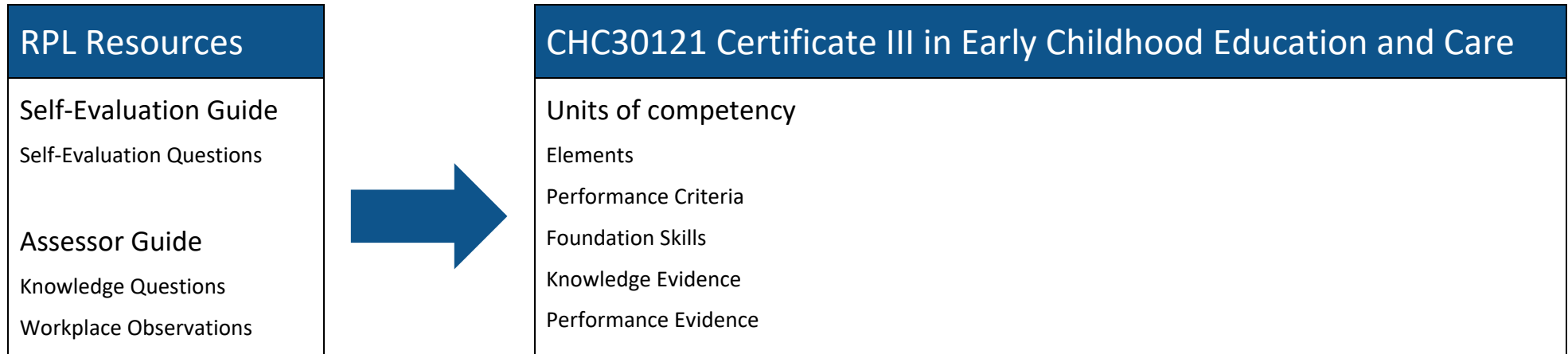
Each workplace observation has been mapped by its number, which is listed in the number (#) column below. When using the mapping tables in this guide, you will need to refer back to the numbers listed in this table.

#	Workplace Observations	Assessment Conditions	Unit Code
1	Identify and report existing and potential hazards	This task can be observed in a workplace OR in a simulated environment that reflects workplace conditions	CHCECE031 HLTWHS001
2	Undertake a risk analysis of toys and equipment	This task can be observed in a workplace OR in a simulated environment that reflects workplace conditions	CHCECE031 HLTWHS001
3	Promote safe sleep practices	This task must be observed in a workplace	CHCECE031 CHCECE032
4	Report indications of possible risk of harm	This task can be observed in a workplace OR in a simulated environment that reflects workplace conditions	CHCPR025
5	Research an approved learning framework	This task can be observed in a workplace OR in a simulated environment that reflects workplace conditions	CHCECE034
6	Identify the legal and ethical obligations of early childhood educators	This task can be observed in a workplace OR in a simulated environment that reflects workplace conditions	CHCECE055
7	Access information on work opportunities in children's education and care	This task can be observed in a workplace OR in a simulated environment that reflects workplace conditions	CHCECE056
8	Create a personal development plan	This task can be observed in a workplace OR in a simulated environment that reflects workplace conditions	CHCPRP003*
9	Seek opportunities to improve own work practice and conduct	This task can be observed in a workplace OR in a simulated environment that reflects workplace conditions	CHCECE033
10	Interact positively with children between the ages of birth and 6 years	This task must be observed in a workplace	CHCECE033
11	Support children's holistic learning and development	This task must be observed in a workplace	CHCECE035
12	Create a safe play environment for children	This task must be observed in a workplace	CHCECE036
13	Support children's understanding of the natural environment	This task must be observed in a workplace	CHCECE037

#	Workplace Observations	Assessment Conditions	Unit Code
14	Observe and record information about children to inform curriculum planning	This task must be observed in a workplace	CHCECE038
15	Support children's understanding of inclusion and diversity	This task must be observed in a workplace	CHCECE030
16	Support children's understanding and respect of Aboriginal and/or Torres Strait Islander peoples' cultures	This task must be observed in a workplace	CHCECE054
17	Promote understanding across diverse groups	This task can be observed in a workplace OR in a simulated environment that reflects workplace conditions	CHCDIV001*

Mapping

This tables overleaf provide a detailed mapping of the self-evaluation questions, knowledge questions and workplace observations from the Self-Evaluation Guide and Assessor Guide to the fifteen core and two elective units of competency that make up the CHC30121 Certificate III in Early Childhood Education and Care.



CHCECE031 Support children’s health, safety and wellbeing

Skill Area 1	Children’s Health & Safety			
Unit Code / Title	CHCECE031 Support children’s health, safety and wellbeing			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 1 Implement hygiene and health procedures	1.1 Follow health and hygiene regulatory requirements and service policies and procedures	1-5, 19	1, 2	-
	1.2 Support children to learn personal health and hygiene practices through discussion, modelling and repeated experience	1-5, 39	1, 2	-
	1.3 Identify practices that are not consistent with requirements and procedures and take corrective action within level of responsibility	7, 19, 23	12	-
Element 2 Support each child’s health needs	2.1 Maintain knowledge of children’s health needs by seeking and sharing information with colleagues and families	16, 33	4	-
	2.2 Maintain confidentiality in relation to children’s individual health needs	28, 30, 32	4, 26	-
	2.3 Implement service risk-management strategies for children with long-term medical conditions	19, 28, 32	1, 2, 11	-
	2.4 Identify service and regulatory requirements and procedures for short and long-term medication administration	19, 28, 32	1, 2, 11	-
	2.5 Observe and respond to signs of illness and injury in children and systematically record and share this information with colleagues and families according to service policies and procedures and regulatory requirements	7, 19, 32, 33	2, 4, 12	-
Element 3 Promote physical activity	3.1 Encourage children to participate in regular movement and physical experiences	6, 40	2, 5	-
	3.2 Participate with children in their physical activity	6, 40	2, 5	-
	3.3 Promote physical activity through providing planned and spontaneous opportunities appropriate for each child	6, 40	2, 5	-
	3.4 Discuss with children how their bodies work and the importance of physical activity to people’s health and wellbeing	6, 32, 37, 40	2, 4, 5, 26	-

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE031 Support children's health, safety and wellbeing			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 4 Promote healthy and safe eating	4.1 Provide opportunities for children to engage in experiences, conversations and routines that promote relaxed and enjoyable mealtimes, healthy lifestyles and good nutrition	2	2, 6	-
	4.2 Encourage and support healthy eating and nutrition practices with children during mealtimes	2	2, 5, 6	-
	4.3 Check that children have ready access to water and are offered healthy food and drinks regularly	2	2, 5, 6	-
	4.4 Implement service food safety policies and procedures when assisting with practical mealtime tasks	2, 19, 32	1, 2, 6	-
	4.5 Share information with families that supports a healthy lifestyle	2, 16, 33	4	-
Element 5 Provide opportunities for sleep, rest and relaxation	5.1 Use individualised sleep and rest practices that are consistent with approved standards and in consultation with families	5	7	3
	5.2 Provide developmentally appropriate restful play activities for children who do not sleep or rest	5	7	3
	5.3 Maintain children's right to privacy during any toileting and dressing and undressing times	3, 4, 37	4, 26	3
	5.4 Meet individual clothing needs and preferences within the scope of the service requirements for children's health and safety	5	1, 2, 7	3
	5.5 Support wellbeing through exchange of information with families about individual child's rest and sleep patterns	5, 33	4, 7	3
Element 6 Supervise children	6.1 Follow regulations and implement service policies and procedures for active supervision of children	6, 32	1, 8	-
	6.2 Use positive, developmentally appropriate communication when informing children of safety requirements	37	4, 8, 19, 26	10
	6.3 Adjust levels of supervision depending upon the area of the service and the skill, age mix, dynamics and size of the group of children, and the level of risk involved in activities and play	6	8, 11	1, 2
	6.4 Exchange information about supervision with colleagues to ensure adequate supervision at all times	6, 33	4	-

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE031 Support children's health, safety and wellbeing			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 7 Minimise risks in the environment	7.1 Check safety of buildings, equipment and the general environment according to scope of own role and service policies and procedures	19-21	11	1, 2
	7.2 Use, store and label dangerous products according to manufacturer's instructions, service policies and procedures and regulations	19, 28, 32	1-3, 11	-
	7.3 Implement service procedures and regulations for safe collection of each child, ensuring they are released to authorised people only	19, 28, 32	1, 11, 18	-
	7.4 Assist in the supervision of every person who enters the service premises through observation and reporting	6, 28, 32, 33	8, 11	-
Element 8 Support children to respond to risks	8.1 Assist children to recognise potential hazards and age-appropriate responses	19, 21	4, 11	1
	8.2 Develop children's knowledge of personal protective actions appropriate to their developmental stage	19, 28, 32	4, 11	-
	8.3 Promote sun safety to children and implement measures to protect children according to service policies and procedures	19, 28, 32	4, 11	-
Element 9 Provide a safe and healthy environment	9.1 Check toys and equipment are safe for children and safe to use in their proposed area	7, 19-21	11	2
	9.2 React promptly to incidences of illness or spills of bodily fluids and promptly respond to ensure a hygienic environment	7, 19, 23	12	-
	9.3 Liaise with families to ensure children who are unwell are excluded according to service policies and procedures and government guidelines	7, 16, 19, 32, 33	4, 12	-
	9.4 Identify children who display signs of illness and take appropriate measures to prevent cross-contamination	7, 19, 32	12	-
	9.5 Report incidences of illness, infection or accident according to service policies and procedures and regulatory requirements	7, 19, 32	1, 3, 12	-
	9.6 Follow service policies and procedures to ensure that equipment, furnishings and resources are maintained in a hygienic manner	7, 19, 32	1-3, 7	-

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE031 Support children's health, safety and wellbeing			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Foundation Skills	Reading skills to interpret service hygiene, health and safety procedures	19, 28, 32	1, 3, 11, 12	-
	Reading skills to interpret medication administration instructions	19, 28, 32	2	-
	Writing skills to complete forms and reports	-	-	1, 2
	Oral communication skills to interact and engage with children to build rapport	37	4, 8, 9, 19, 26	10
	Numeracy skills to measure medications and calculate correct times to be administered	19, 28, 32	2	-
	Numeracy skills to interpret food labels	19, 28, 32	6	-
	Initiative and enterprise skills to determine appropriate strategies to support children's individual needs	39-44, 49-52	6, 7, 9	-
	Technology skills to record information using digital media according to service policies and procedures	-	-	1, 2, 4
Performance Evidence	Follow all hygiene, health and safety procedures on three different occasions for each of the following:			
	• support a child to wash their hands	1	2, 3	-
	• support one or more children during mealtimes	2	2, 6	-
	• support a child with toileting	3	2, 3	-
	• support a child with dressing or undressing	4	2, 7	-
	• support a child to have their individual sleep needs met	5	2, 7	3
	Demonstrate the principles of active supervision to supervise one group of children for a complete activity or play period, according to service procedures	6	8	-
	Respond appropriately to three situations where health or safety of children may be compromised	7	12	-
Perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia	-	-	1-4, 6, 10	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE031 Support children's health, safety and wellbeing			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence	Requirements of the National Quality Standard and related regulations and laws applicable to this unit, including children's health and safety	-	1	-
	Service standards, policies and procedures for children's health and safety	32	1, 17	-
	Communication about health and safety:			
	• how to communicate with families and children – the types of information typically given and requested:	16, 37	4, 9, 19, 26	10
	○ allergies	16, 37	4, 9, 19, 26	10
	○ information regarding long-term medical conditions	16, 37	4, 9, 19, 26	10
	○ information regarding short-term medical needs	16, 37	4, 9, 19, 26	10
	○ information in health management plans	16, 37	4, 9, 19, 26	10
	• confidentiality and privacy requirements	28, 32	4, 9, 19, 26	6
	• other restrictions around the sharing of information	28, 32	4, 9, 19, 26	6
	• service procedures for communicating information	28, 32	4, 9, 19, 26	6
	Health and safety issues associated with the care of children, how these are managed and how to assess for risks and hazards:			
	• clothing safety and suitability	4	2	-
	• hygiene:	1-3	2	-
○ meaning of airborne, food-borne and infectious diseases, and ways that individuals can transfer and spread these in children's education and care settings	1-3	2	-	
○ personal hygiene	1-3	2	-	
○ importance of service cleanliness	1-3	2	-	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE031 Support children's health, safety and wellbeing			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Health and safety issues associated with the care of children, how these are managed and how to assess for risks and hazards (cont.):			
	• food safety:	2	2	-
	○ storage	2	2	-
	○ preparation	2	2	-
	○ cooking, reheating and thawing	2	2	-
	○ service	2	2	-
	• personal health:		2	-
	○ asthma and anaphylaxis	19, 28, 32	2	-
	○ childhood obesity	2, 28	2	-
	○ common childhood medical conditions and their signs, symptoms and characteristics and associated risk management requirements	19, 28, 32	2	-
	○ food allergies and high-risk foods	2	2	-
	○ long term medical conditions	19, 28, 32	2	-
	○ procedures and specifications around administration of medication	19, 28, 32	2	-
	○ nutrition and its role in healthy lifestyle	2	2	-
	○ oral health and its impact on general health:	2	2	-
	▪ causes of tooth decay	2	2	-
	▪ signs of tooth decay	2	2	-
○ importance of adequate and appropriate physical activity	6, 15, 40	2	-	
○ situations requiring the exclusion of children as per service policies and procedures	7	2	-	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE031 Support children's health, safety and wellbeing			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Health and safety issues associated with the care of children, how these are managed and how to assess for risks and hazards (cont.):			
	• supervision requirements, different supervision levels, and influencing factors	6	8	-
	• principles of active supervision:	6	8	-
	○ awareness of environment	6	8	-
	○ positioning	6	8	-
	○ interaction with children and adults	6, 16, 33, 37	8	-
	○ scanning and listening	6, 33, 37	8	-
	○ awareness of group and individual dynamics	6, 33, 37	8	-
	• common childhood hazards	21, 22	11	1, 2
	• toys and equipment	21, 22	11	1, 2
	Recommendations for physical activity for birth to 5-year-olds and 5 to 12-year-olds in the <i>National Physical Activity and Sedentary Behaviour Guidelines for Australians and Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)</i>	6, 15, 40	5	-
	Sleep and rest:			
	• children's individual requirements	5, 14	7	3
	• features of environments that promote rest and sleep	5, 14	7	3
	• types of restful play activities for those who do not sleep	5, 14	7	3
Recommendations for children's healthy eating as detailed in the following National Health and Medical Research Council sources or their successors:				
• <i>Australian Dietary Guidelines</i>	2	5	-	
• <i>Australian Guide to Healthy Eating</i>	2	5	-	
How to interpret food labels and identify nutrition content and ingredients of concern that may contribute to poor nutrition	19, 28, 32	6	-	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE031 Support children's health, safety and wellbeing			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Features of common types of individual dietary needs and preferences arising from the following, and the implications of not adhering to these:			
	• culture	2, 60	6	17
	• health	2, 60	6	17
	• religion	2, 60	6	17
	• family belief systems	2, 60	6	17
	Principles of infection control:			
	• causes of infection	19, 32	3	-
	• how infections are spread	19, 32	3	-
	• methods used to prevent infection:	19, 32	3	-
	• handwashing hygiene	19, 32	3	-
	• personal protective equipment (PPE)	19, 32	3	-
• immunisation	19, 32	3	-	
• safely dealing with spills	7, 19, 32	3	-	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE031 Support children's health, safety and wellbeing			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Cleaning and infection control procedures for:			
	• equipment:	19, 32	3	2
	○ change mats	19, 32	3	2
	○ prams or strollers	19, 32	3	2
	○ utensils and crockery	19, 32	3	2
	○ equipment storage areas	19, 32	3	2
	○ toileting areas	19, 32	3	2
	• furnishings:	19, 32	3	-
	○ soft	19, 32	3	-
	▪ bedding	19, 32	3	-
	▪ cushions	19, 32	3	-
	○ hard:	19, 32	3	-
	▪ cots	19, 32	3	-
	▪ tables and chairs	19, 32	3	-
	▪ high chairs	19, 32	3	-
	▪ change tables	19, 32	3	-
• resources:	19, 32	3	2	
○ toys	19, 32	3	2	
○ art and craft supplies	19, 32	3	2	

CHCECE032 Nurture babies and toddlers

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE032 Nurture babies and toddlers			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 1 Develop relationships with babies and toddlers	1.1 Provide consistent and positive personal care routines suited to the child's individual and cultural context	8-15, 60	2, 35	-
	1.2 Identify and initiate opportunities during daily routines for one-to-one communication with babies and toddlers that supports learning, development and wellbeing	16, 37	4, 9, 19, 26	10
	1.3 Recognise and respond to interactions initiated by babies and toddlers, and provide physical comfort and calm reassurance to facilitate attachment	16, 37	4, 9, 19, 26	10
	1.4 Identify ways of enhancing relationship-building skills through observation, discussion and reflection	16, 37	4, 9, 19, 26	9, 10
Element 2 Develop effective relationships with family members	2.1 Gather information from the family to assist in the transition from home to education and care service	16, 33	4, 9, 19, 26	-
	2.2 Recognise family signs of stress at time of separation and identify appropriate responses	16, 33	4, 9, 19, 26	-
	2.3 Assist in the transition from home to care through initiating engagement with babies/toddlers while family is still present	16, 33	4, 9, 19, 26	10
	2.4 Communicate daily with families about their child's activities, sleeping and eating patterns according to service procedures	2, 5, 16, 33	4, 6, 7, 19	3
Element 3 Promote safe sleep	3.1 Share information with families about sleep and confirm arrangements for sleep and rest	14, 33	4, 7	3
	3.2 Prepare cots, bedding and equipment according to service hygiene and safety procedures and approved safety standards	14	1, 3, 7	3
	3.3 Monitor sleeping children according to service policies and procedures	14	7	3

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE032 Nurture babies and toddlers			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 4 Provide positive nappy-changing and toileting experiences	4.1 Change nappies according to service policies and procedures	8, 9	1	-
	4.2 Provide positive nappy change and toileting experiences that enhance relationships and support learning	8, 9	4, 9	-
	4.3 Adapt experiences to meet the individual child's routines	8, 9	9	-
	4.4 Support children sensitively and positively when they are learning to use the toilet	8, 9	9	-
	4.5 Work with families and other educators to support children's toilet learning by sharing information and using consistent approaches	8, 9, 33	4, 7, 9, 19	-
Element 5 Promote quality mealtime environments	5.1 Promote positive mealtime environments that are adapted to meet the individual baby and toddler's routines and needs	10-12	6	-
	5.2 Attend to babies' individual needs during meal times	10-12	6, 9	-
	5.3 Follow approved standards for safe storage, preparation, heating and serving of formula, breast milk and other pre-prepared food and drinks	10-12	2, 6	-
	5.4 Follow approved standards for cleaning of associated equipment and utensils	10-12	3, 6	-
	5.5 Offer a supportive environment for breastfeeding according to service protocols	10-12	1, 2, 6	-
Element 6 Create a healthy and safe environment	6.1 Provide safe areas and appropriate resources for babies to practise gross motor skills	15	2, 19	-
	6.2 Supervise babies and toddlers appropriately, according to development and environmental factors	15	8, 9	-
	6.3 Ensure babies and toddlers can safely explore their environment with their hands, mouths and bodies	15	9	-
	6.4 Provide a relaxed and calm environment that is responsive to the individual wellbeing of babies and toddlers	15	9	-

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE032 Nurture babies and toddlers			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Foundation Skills	Reading skills to interpret service policies and procedures	19, 28, 32	1, 3, 11, 12	-
	Oral communication skills to ask open and closed questions and actively listen to seek information and confirm understanding	33, 37	4, 8, 19, 26	-
	Oral communication skills to interact and engage with children and families to build rapport	37	4, 8, 9, 19, 26	10
	Numeracy skills to prepare formula according to directions	19, 28, 32	6	-
	Numeracy skills to measure quantities required when preparing formula	19, 28, 32	6	-
	Teamwork skills to share information to provide support in line with service policies and procedures	28, 32, 33	4	-
Performance Evidence	Complete each of the following at least once with two different babies under 12 months of age in a safe environment, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements:			
	• change nappies	8	1, 2, 4, 19	10
	• prepare bottle, bottle feed babies and clean equipment	10	1, 2, 4, 6, 19	10
	• prepare solid food and feed babies	11	1, 2, 4, 6, 19	10
	• respond appropriately to baby signs and cues	13	1, 2, 4, 19	10
	• prepare and settle babies for sleep	14	1, 2, 4, 7, 19	3, 10
• monitor and encourage age-appropriate physical exploration and gross motor skills	15	1, 2, 4, 19	10	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE032 Nurture babies and toddlers			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Performance Evidence (cont.)	Complete each of the following at least once with two different toddlers aged between 13 and 23 months in a safe environment, using age-appropriate verbal and non-verbal communication and according to service and regulatory requirements:			
	• assist toddlers with toileting	9	1, 2, 4, 19	10
	• assist toddlers during mealtimes	12	1, 2, 4, 6, 19	10
	• respond appropriately to toddler signs and cues	13	1, 2, 4, 19	10
	• prepare and settle toddlers for sleep	14	1, 2, 4, 7, 19	3, 10
	• monitor and encourage age-appropriate physical exploration and gross motor skills	15	1, 2, 4, 19	10
	Document and reflect on the ways in which relationships are developed between educators and babies/toddlers in the workplace to support:			
	• own relationships with babies/toddlers	16, 38	4, 19, 21, 23, 24	10
• other educator relationships with babies/toddlers	16, 38	4, 19, 21, 23, 24	-	
Perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia	-	-	1, 3, 10	
Knowledge Evidence	Requirements of the National Quality Standard and related regulations and laws applicable to this unit including:			
	• children's health and safety	-	1	-
	• relationships with children	-	1	-
	Recommendations of the <i>Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)</i>	6, 15, 40	5	-
	Concepts of the current National Health and Medical Research Council ' <i>Staying Healthy</i> ' guidelines relevant to babies and toddlers	10-12	5	-
	Service standards, policies and procedures for:			
• children's health and safety	32	1, 17	-	
• relationships with children	32	1, 17, 23	-	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE032 Nurture babies and toddlers			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Basic premise and key aspects of attachment theories:			
	• links between attachment and brain development	16	9	-
	• significance of strong, secure attachments to one or more significant adults	16	9	-
	• how lack of attachment can impact on development	16	9	-
	Features of effective communication with families of babies and toddlers of different ages	16, 37	4, 9, 19, 26	10
	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	14	7	3
	Techniques and opportunities for communication that supports learning, development and wellbeing:			
	• repeating words, sounds and gestures that children use	16	9	10
	• describing objects or events	16	9	10
	• talking about routine activities	16	9	10
	• initiating and building on one-to-one interactions	16	9	10
	• offering relaxed physical contact	16	9	10
	• responding positively to exploratory behaviour	16	9	10
	Use of comfort items from home in the care of babies and toddlers	14	7	3
	Stages of development in babies and toddlers, key milestones and how these may vary across individuals and why:			
	• cognitive	16	9	-
• emotional	16	9	-	
• language	16	9	-	
• physical	16	9	-	
• social	16	9	-	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE032 Nurture babies and toddlers			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Basic aspects of current and emerging research about brain development of babies and toddlers	16	9	-
	Safe sleep practices, specifically in relation to:			
	• clothing	14	7	3
	• hygiene and safety standards for cots and bedding	14	7	3
	• sleep positions	14	7	3
	• sudden and unexpected death in infancy	14	7	3
	Sleep patterns of babies and toddlers, and individual variations:			
	• duration	14	7	3
	• timing	14	7	3
	• rituals	14	7	3
	• considerations when caring for multiple babies	14	7	3
	Appropriate and sensitive nappy changing and toileting routines and procedures	8, 9	-	-
	Nutritional needs of babies and toddlers as outlined in current National Health and Medical Research Council <i>Infant Feeding Guidelines</i>	10-12	5	-
	Recommendations for oral health	10-12	5	-
	Appropriate interactions with babies and toddlers at different ages	16, 37	4, 9, 19, 26	10
Cues and signs provided by babies and toddlers and ways to respond	13	4, 19	-	
Hygiene and infection control regulations and procedures, including hand hygiene and when and how this must be done	1	1-3	-	
How to manage risk in situations involving food allergies	2, 10-12	2, 11	-	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCECE032 Nurture babies and toddlers			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Procedures for formula, breast milk and other pre-prepared food:			
	• storage	10-12	6	-
	• preparation	10-12	6	-
	• provision to babies and toddlers	10-12	6	-
	Possible parental involvement in feeding and how this can be supported by the educator:			
	• breastfeeding	10-12	6	-
	• provision of prepared food or drinks	10-12	6	-
	• parental direction regarding feeding	10-12	6	-
	• other types of involvement	10-12	6	-
	Safe and unsafe practices for working with babies and toddlers:			
• how to safely pick up and hold babies and toddlers of different ages	19	11	-	
• hazards	19, 21	11	1	
• what makes a safe environment	19	11	-	

CHCPRT001 Identify and respond to children and young people at risk

This unit is superseded by CHCPRT025 Identify and report children and young people at risk

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCPRT001 Identify and respond to children and young people at risk			
Unit Status	Core (superseded)			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 1 Implement work practices which support the protection of children and young people	1.1 Identify children and young people at risk of abuse or neglect by observing signs and symptoms, asking open and non-leading questions, being aware of protective issues and using child protection procedures where appropriate	18, 28	10, 17-19	-
	1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service policies and procedures	18, 28	10, 17, 18	-
	1.3 Routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making	18, 28	10, 16-18	-
	1.4 Employ communication and information-gathering techniques with children and young people in accordance with current recognised good practice	18, 28, 37	10, 17-19	10
	1.5 Ensure decisions and actions taken are within own level of responsibility, work role, state legislation and service policies and procedures	18, 28	10, 17, 18	-
Element 2 Report indications of possible risk of harm	2.1 Accurately record relevant specific and general circumstances surrounding risk of harm in accordance with state legislation, service policies and procedures and ethics	7, 17, 28, 30	10, 12, 17, 18	4
	2.2 Promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures	7, 17, 28, 30	10, 12, 17, 18	4
	2.3 Ensure writing in reports is non-judgemental	7, 17, 28, 30	10, 12, 17, 18	4
	2.4 Work collaboratively with relevant agencies to ensure maximum effectiveness of report	7, 17, 28, 30, 33	10, 12, 17, 18	4

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCPRT001 Identify and respond to children and young people at risk			
Unit Status	Core (superseded)			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 3 Apply ethical and nurturing practices in work with children and young people	3.1 Protect the rights of children and young people in the provision of services	18, 28	10, 16-18	-
	3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people	18, 28, 33	10, 17, 18	-
	3.3 Employ ethical and nurturing practices and observe professional boundaries when working with children and young people	18, 28	10, 17, 18	-
	3.4 Recognise and report indicators for potential ethical concerns when working with children and young people	17, 18, 28, 30	10, 12, 17, 18	4
Foundation Skills	Reading skills to read and understand forms and to make accurate reports	-	10	-
	Writing skills to record details of children and young people at risk and to make reports using handwritten skills and computer skills	-	-	4
Performance Evidence	Implement work practices which support the protection of children and young people, including:			
	• complying with regulations, legislations and duty of care responsibilities	18, 28	10, 17, 18	-
	• employing child-focused work practices to uphold the rights of children and young people	18, 28	10, 16-18	-
	• maintaining confidentiality	28, 30, 32	10, 17, 18	-
	• providing appropriate responses in the protection of children and young people	7, 17	10, 12, 17, 18	4
	Read and interpret the procedures for reporting children at risk in line with organisational expectations and legislative requirements	17, 18	10	-

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCPRT001 Identify and respond to children and young people at risk			
Unit Status	Core (superseded)			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence	Indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture and sexuality	18, 28	10	-
	Child protection legislation in the relevant state or territory	18, 28	10	-
	United Nations Convention on the Rights of the Child	18, 28	10, 16	-
	Impact of risk of harm	18, 28	10	-
	Duty of care responsibilities	18, 28	10, 18	-
	Trauma-informed care	18, 28	10	-
	Ethical considerations including:			
	• approaches that incorporate the conventions on the rights of the child, and human rights	18, 28	10, 16	-
	• obligations as defined by the job specification and employing organisation	18, 28	10, 20	-
	• obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies, service agreements	18, 28	10, 17	-
	• principles of ethical decision-making	18, 28	10	-
	Overview of legal system and how it pertains to the job role, in particular:			
	• child protection system, including reporting protocols, responses to reporting and interagency policies	18, 28	10	4
	• state/territory requirements and processes for notifying suspected abuse and reporting process	18, 28	10	4
• statutory and policy requirements relating to job role	18, 28	10, 20	-	
Organisation standards, policies and procedures	18, 28	10, 17	-	

CHCPRT025 Identify and report children and young people at risk

This unit supersedes CHCPRT001 Identify and respond to children and young people at risk

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCPRT025 Identify and report children and young people at risk			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 1 Identify children and young people at risk	1.1 Observe signs and indicators to identify children, families and young people at risk of domestic violence, abuse and neglect	18, 28	10, 17, 18	-
	1.2 Collect information and document signs and indicators of abuse in accordance with legislative requirements and organisational policies and procedures	18, 28	10, 17, 18	-
	1.3 Use communication and information gathering techniques with children and young people according to organisational policies and procedures	18, 28, 37	10, 17-19	10
Element 2 Report indications of possible risk of harm	2.1 Ensure documentation in person's record is completed accurately, in a detailed and factual manner, according to organisational policies and procedures for privacy and confidentiality	7, 17, 28, 30, 32	10, 12, 17, 18	4
	2.2 Report risk of harm indicators, using the relevant reporting mechanism in accordance with legislative requirements	7, 17, 28, 30	10, 12, 17, 18	4
Element 3 Apply ethical practices in work with children and young people	3.1 Recognise and uphold the rights of children and young people in the provision of services	18, 28	10, 16-18	-
	3.2 Employ ethical practices and observe professional boundaries when working with children and young people	18, 28	10, 17, 18	-
	3.3 Recognise and report indicators for ethical concerns when working with children and young people	17, 18, 28, 30	10, 12, 17, 18	4
Foundation Skills	Reading skills to interpret a variety of text to determine and confirm task requirements	-	10	-
	Writing skills to record details of children and young people at risk	-	-	4
	Technology skills to produce digital reports	-	-	4

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCPRT025 Identify and report children and young people at risk			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Performance Evidence	Implement work practices which support the protection of at least two children and young people, including:			
	• complying with regulations, legislation and duty of care responsibilities	18, 28	10, 17, 18	-
	• employing child-focused and ethical work practices to uphold the rights of children and young people	18, 28	10, 16-18	-
	• maintaining confidentiality	28, 30, 32	10, 17, 18	-
	• identifying and responding to concerns in the protection of children and young people	7, 17	10, 12, 17, 18	4
	Read and interpret the procedures for reporting children and young people at risk in line with organisational policies and procedures and legislative requirements	17, 18	10	-
Knowledge Evidence	Types, indicators and dynamics of abuse:			
	• physical	18, 28	10	-
	• emotional	18, 28	10	-
	• psychological	18, 28	10	-
	• sexual	18, 28	10	-
	• neglect	18, 28	10	-
	• parental	18, 28	10	-
	• pre-natal	18, 28	10	-
	Protective and risk factors that apply to different groups:			
	• age	18, 28	10	-
	• gender	18, 28	10	-
	• disability	18, 28	10	-
	• culture	18, 28	10	-
• sexuality	18, 28	10	-	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCPRT025 Identify and report children and young people at risk			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Key aspects of the United Nations Convention on the Rights of the Child	18, 28	10, 16	-
	Impact of risk of harm	18, 28	10	-
	Characteristics of children and young people of risk	18, 28	10	-
	Characteristics of child-focused work practices	18, 28	10	-
	Engagement techniques for working with children and young people:			
	• establishing rapport	37	10, 19	10
	• asking non-leading and open questions	37	10, 19	10
	• active listening techniques	37	10, 19	10
	Duty of care, professional boundaries, and responsibilities	18, 28	10, 18	-
	Impact of trauma on children and young people	18, 28	10	-
	Ethical needs and considerations including:			
	• approaches that incorporate the conventions on the rights of the child and human rights	18, 28	10, 16	-
	• obligations as defined by the job specification and employing organisation	18, 28	10, 20	-
	• obligations as stated in relevant codes of practice, licensing, accreditation registration to professional bodies and service agreements	18, 28	10, 17	-
	• principles of ethical decision making	18, 28	10	-
	Overview of legal system and how it pertains to the job role:			
• child protection system, including reporting protocols, responses to reporting and interagency policies	18, 28	10	4	
• child protection legislation in the relevant State or Territory	18, 28	10	4	
• Commonwealth, State or Territory requirements and processes for notifying risk, suspected harm and reporting process	18, 28	10	4	
• statutory and policy requirements relating to job role	18, 28	10, 20	-	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	CHCPRT025 Identify and report children and young people at risk			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Organisational policies and procedures for:			
	• gathering information	18, 28	10, 17	-
	• documentation	18, 28	10, 17	-
	• reporting	18, 28	10, 17	-
	• communication	18, 28	10, 17	-
	• privacy and confidentiality	18, 28, 30, 32	10, 17, 18	-

HLTWHS001 Participate in workplace health and safety

Skill Area 1	Children's Health & Safety			
Unit Code / Title	HLTWHS001 Participate in workplace health and safety			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 1 Follow safe work practices	1.1 Follow workplace policies and procedures for safe work practices	19, 32	1, 17	-
	1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures	21, 32	1, 11, 17	1
	1.3 Follow workplace emergency procedures	7, 23, 32	1, 12, 17	-
Element 2 Implement safe work practices	2.1 Identify and implement WHS procedures and work instructions	19, 32	1, 17	-
	2.2 Identify and report incidents and injuries to designated persons according to workplace procedures	19, 32	1, 12, 17	-
	2.3 Take actions to maintain safe housekeeping practices in own work area	19, 32	1	-
Element 3 Contribute to safe work practices in the workplace	3.1 Raise WHS issues with designated persons according to organisational procedures	20, 32	1, 17	-
	3.2 Participate in workplace safety meetings, inspections and consultative activities	20, 32	1	-
	3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area	20, 32	1, 17	-
Element 4 Reflect on own safe work practices	4.1 Identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work area	19, 32, 35	1, 17, 21	-
	4.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures	19, 32, 35	1, 17, 21	-
Foundation Skills	Reading skills to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions	19, 32	1, 11, 17	-

Skill Area 1	Children's Health & Safety			
Unit Code / Title	HLTWHS001 Participate in workplace health and safety			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Performance Evidence	There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:			
	<ul style="list-style-type: none"> contributed to a WHS meeting or inspection in workplace 	20, 32	1	-
	<ul style="list-style-type: none"> conducted a workplace risk assessment and recorded the results 	22, 32	1, 11	2
	<ul style="list-style-type: none"> consistently applied workplace safety procedures in the day-to-day work activities required by the job role 	19, 31, 32	1, 17	-
	<ul style="list-style-type: none"> followed workplace procedures for reporting hazards 	21, 32	1, 11	1
	<ul style="list-style-type: none"> followed workplace procedures for a simulated emergency situation 	7, 23, 32	1, 12, 17	-
Knowledge Evidence	State/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:			
	<ul style="list-style-type: none"> state/territory WHS authorities 	19	1	-
	<ul style="list-style-type: none"> rights and responsibilities of employers and workers, including duty of care 	19, 32	1, 17	-
	<ul style="list-style-type: none"> hazardous manual tasks 	19	1	-
	<ul style="list-style-type: none"> infection control 	19	1	-
	Safety signs and their meanings, including signs for:			
	<ul style="list-style-type: none"> dangerous goods classifications 	19	11	-
	<ul style="list-style-type: none"> emergency equipment 	19	11	-
<ul style="list-style-type: none"> personal protective equipment (PPE) 	19	11	-	
<ul style="list-style-type: none"> specific hazards such as sharps, radiation 	19	11	-	

Skill Area 1	Children's Health & Safety			
Unit Code / Title	HLTWHS001 Participate in workplace health and safety			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Hazard identification, including:			
	• definition of a hazard	21	1, 11	1
	• common workplace hazards relevant to the industry setting	21	1, 11	1
	• workplace procedures for hazard identification	21	1, 11	1
	Workplace emergency procedures	7, 23, 32	1, 12	-
	Workplace policies and procedures for WHS	19, 32	1, 11, 17	-

HLTAID012 Provide First Aid in an education and care setting

Skill Area 1	Children's Health & Safety
Unit Code / Title	HLTAID012 Provide First Aid in an education and care setting
Unit Status	Core

This unit has not been mapped.

The only self-evaluation question in the Candidate Guide that relates to this unit is as follows:

24. Do you have a current approved first aid qualification that covers asthma and anaphylaxis emergencies?

If candidates answer 'Yes' to this question, they must include a transcript of the first aid qualification in their portfolio of evidence.

CHCECE034 Use an approved learning framework to guide practice

Skill Area 2		Professional Practice			
Unit Code / Title	CHCECE034 Use an approved learning framework to guide practice				
Unit Status	Core				
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations	
Element 1 Identify learning frameworks	1.1 Investigate the function of a learning framework in the context of children’s education and care	26	15	5	
	1.2 Determine the approved learning framework that applies to the service	26	15	5	
	1.3 Source and correctly interpret information on content of the relevant framework	26	15	5	
	1.4 Clarify the relationship between the framework and other aspects of relevant law and regulations	26	15	5	
Element 2 Apply the learning framework	2.1 Determine how the framework is applied to support educators’ practice	25	15	-	
	2.2 Use the framework to support children’s learning, development and wellbeing	25	9, 15	-	
Element 3 Reflect on use of the learning framework	3.1 Identify situations where use of the framework positively supports children’s learning	27	9, 21	-	
	3.2 Use positive examples from own experience and workplace observation as the basis for development of own practice	27, 33-35	21	9	
	3.3 Identify opportunities to enhance own skills through reflection, and develop actions with supervisor	27, 33-35	21	9	
Foundation Skills	Reading skills to interpret relevant learning framework	26	15	5	
	Learning skills to locate relevant information regarding learning frameworks	26	15	5	
	Self-management skills to proactively seek opportunities to improve own work practice and conduct	27, 33-35	21	-	
	Technology skills to research information about learning frameworks using digital media	26	15	5	

Skill Area 2	Professional Practice			
Unit Code / Title	CHCECE034 Use an approved learning framework to guide practice			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Performance Evidence	Participate in the implementation of an approved learning framework:			
	<ul style="list-style-type: none"> explain how the vision, principles and practices of the approved learning framework are demonstrated in the service 	26	15	-
	<ul style="list-style-type: none"> investigate and document at least one example of how each of the following aspects of the approved learning framework is reflected in the service: 			
	<ul style="list-style-type: none"> o vision 	26	15	-
	<ul style="list-style-type: none"> o principles 	26	15	-
	<ul style="list-style-type: none"> o practices 	26	15	-
	<ul style="list-style-type: none"> document own involvement in at least three examples of practice that support the implementation of the approved framework in the service 	25	15	-
	<ul style="list-style-type: none"> reflect on use of the approved framework in the service and discuss the reflection process and outcome with a workplace or learning supervisor on two occasions 	27, 33-35	21	-
Knowledge Evidence	The approved learning frameworks currently used in Australia	26	15	5
	For the relevant approved learning framework:			
	<ul style="list-style-type: none"> overall vision and pedagogy 	26	15	-
	<ul style="list-style-type: none"> principles 	26	15	-
	<ul style="list-style-type: none"> practices 	26	15	-
	<ul style="list-style-type: none"> learning outcomes 	26	15	-
	Key stakeholders in the implementation of the approved learning framework and key features of collaborative practice	26	15	-

Skill Area 2	Professional Practice			
Unit Code / Title	CHCECE034 Use an approved learning framework to guide practice			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	The different ways in which the learning framework can be integrated into all aspects of the curriculum:			
	• daily practice	25	15	-
	• experiences	25	15	-
	• routines	25	15	-
	Reflective practice:			
	• what is reflection	27, 35	21	9
	• why and how educators use reflection	27, 35	21	9
• what makes for meaningful reflection	27, 35	21	9	
	Service standards, policies and procedures for educational program and practice	32	17	-

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

Skill Area 2		Professional Practice		
Unit Code / Title	CHCECE055 Meet legal and ethical obligations in children’s education and care			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 1 Identify legal and ethical obligations	1.1 Identify and access authoritative sources of information	28, 31	14, 18	6
	1.2 Correctly interpret sources of information about the legal and ethical requirements that apply to the contemporary work role	28, 31	14, 18	6
	1.3 Identify the scope and nature of own rights and responsibilities in the job role	28, 31	14, 18	6
Element 2 Meet legal and ethical obligations	2.1 Adhere to legal and ethical requirements in work practice according to service policies and procedures and scope of role	28, 30-32	17, 18	-
	2.2 Identify potential ethical issues and dilemmas including conflict of interest and discuss with an appropriate person	28, 30, 33	18	-
	2.3 Identify potential or actual situations of non-compliance and report according to service procedures	28, 30, 32	17, 18	-
Element 3 Contribute to workplace improvements	3.1 Identify situations where work practices could be improved to meet legal and ethical responsibilities	29	18	-
	3.2 Share feedback through constructive communication with colleagues and supervisors	29, 33	18	-
	3.3 Identify and take opportunities to contribute to the review and development of policies and procedures	29	17, 18	-
Foundation Skills	Reading skills to interpret information about legal requirements and components of the National Quality Framework	28	13, 14	-
	Oral communication skills to share information with appropriate personnel	28-30, 33	18, 19	-
	Writing skills to complete reports according to service policies and procedures	29	18	-
	Learning skills to locate relevant information regarding laws and regulations	28	18	6
	Problem-solving skills to identify deficiencies in information and address by ongoing searches	28	18	6
	Technology skills to research information about legal and ethical obligations using digital media	28	18	6

Skill Area 2	Professional Practice			
Unit Code / Title	CHCECE055 Meet legal and ethical obligations in children’s education and care			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Performance Evidence	Complete one work activity in at least four of the following areas of practice, demonstrating fulfilment of legal and ethical obligations:			
	• health, safety and wellbeing	7, 19, 28, 30	2, 12, 18	-
	• incidents, injury, trauma and illness	7, 19, 28, 30	2, 12, 18	-
	• response to medical condition	7, 19, 28, 30	2, 12, 18	-
	• emergency response	7, 19, 28, 30	2, 12, 18	-
	• governance and leadership	28, 30	14, 18	-
	• physical environment	28, 30	23, 18	-
	• staffing arrangements	28, 30	14, 18	-
	Develop appropriate responses to at least three different legal or ethical issues or dilemmas relevant to the work role	28, 30	18	-

Skill Area 2	Professional Practice			
Unit Code / Title	CHCECE055 Meet legal and ethical obligations in children’s education and care			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence	The National Quality Framework and its key components	28	13	6
	The role of state/territory regulatory authorities	28	14	6
	Educator duty of care responsibilities	28	18	6
	Key aspects of the regulatory environment for children’s education and care:			
	• Education and Care Services National Law and Regulations	28	14	6
	• interrelationships between National Law and Regulations and the National Quality Framework	28	14	6
	• how to navigate the regulatory documents	28	14	6
	• staffing arrangements:			
	○ minimum requirements for persons in charge	28	14	6
	○ educator to child ratios	28	14	6
	○ educational qualifications	28	14	6
	○ first aid qualifications	28	14	6
	○ staff and educator records	28	14	6
	• information management:			
	○ record keeping and accessibility of information	28	14	6
○ privacy and confidentiality	28	14	6	
○ data security and sharing protocols	28	14	6	
○ legislated storage requirements	28	14	6	
○ accessibility of information	28	14	6	

Skill Area 2	Professional Practice			
Unit Code / Title	CHCECE055 Meet legal and ethical obligations in children’s education and care			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	United Nations Convention on the Rights of the Child:			
	• its purpose	28	16	6
	• the articles relevant to children’s education and care	28	16	6
	Early Childhood Australia (ECA) Code of Ethics:			
	• definitions used	28	16	6
	• core principles	28	16	6
	• commitments to action	28	16	6
	Overview of individual educator legal and ethical considerations when dealing with families:			
	• child custody	28	18	6
	• child protection	28	18	6
	• confidentiality and privacy	28	18	6
	• family and service rights and responsibilities	28	18	6
	The similarities, differences and interrelationships between legal and ethical issues in the context of children’s education and care	28	18	6
	Potential legal and ethical issues and dilemmas that may arise and how to respond	28, 30	18	6
Conflict of interest:				
• identifying real and perceived conflicts of interest	28	18	6	
• responding to conflicts of interest	28	18	6	
Ways to constructively contribute to workplace improvements	29	18	-	

CHCECE056 Work effectively in children’s education and care

Skill Area 2		Professional Practice			
Unit Code / Title	CHCECE056 Work effectively in children’s education and care				
Unit Status	Core				
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations	
Element 1 Source and use information on work in children’s education and care	1.1 Identify and access sources that provide current and accurate information on work in children’s education and care aligned with the National Quality Framework	31	20	7	
	1.2 Source and interpret information on rights and responsibilities of own role	31	20	7	
	1.3 Source and interpret information on skill and knowledge requirements for own and related roles	31	20	7	
Element 2 Work within service requirements	2.1 Obtain, interpret and comply with service policies and procedures according to own job role	31, 32	17	-	
	2.2 Seek advice and information from supervisors to ensure full understanding of service requirements	31-33	17, 19	-	
	2.3 Use designated lines of internal and external verbal and written communication and reporting	31-33	17, 19	-	
	2.4 Follow service presentation standards	31, 32	17	-	
Element 3 Use effective work practices	3.1 Plan and organise daily work activities to achieve required outcomes within scope of responsibility	32	17	-	
	3.2 Act promptly on instructions and follow procedures relevant to the task	32	17, 19	-	
	3.3 Identify and clearly communicate to supervisor when additional support is needed	32	17, 19	-	
	3.4 Prioritise and complete competing tasks within designated timeframes	32	17	-	
Element 4 Work collaboratively	4.1 Identify and use opportunities to share and seek information to maximise cooperation and the quality of daily work outcomes	33	19	-	
	4.2 Use verbal and non-verbal communication that demonstrates respect for individual differences and work roles	33	19, 20	-	
	4.3 Communicate information in a manner that is clear, and confirm understanding of other party	33	19	-	
	4.4 Listen to requests, clarify meaning and respond appropriately	33	19	-	
	4.5 Exchange information clearly in a timely manner and within confidentiality procedures	33	17, 19	-	
	4.6 Use oral communication skills to prevent, defuse and resolve conflict situations	33	19	-	

Skill Area 2	Professional Practice			
Unit Code / Title	CHCECE056 Work effectively in children’s education and care			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 5 Develop personal professional practice	5.1 Explore theories and contemporary research relating to early childhood	34	21	-
	5.2 Reflect on personal values and beliefs in relation to early childhood and how these align with theories and contemporary research	34	21	-
	5.3 Establish a personal professional philosophy in relation to early childhood	34	21	-
	5.4 Recognise the role of the early childhood educator in advocating for children and the sector	34	21	-
Foundation Skills	Reading skills to interpret information on the National Quality Framework	31	13	-
	Oral communication skills to ask open and closed questions and actively listen to seek information and confirm understanding	33	19	-
	Initiative and enterprise skills to identify and evaluate relevance of various sources of information	31	20	7
	Self-management skills to interpret information from written and/or verbal directions and action appropriately	31-33	17, 19	-
	Technology skills to source information about work in children’s education and care using digital media	31	20	7
Performance Evidence	Access, interpret and use information about employment and service procedures in children’s education and care from three different sources	31	17, 20	7
	Use effective planning, organisational and communication to complete five different children’s education and care daily work activities	32, 33	19	-
Knowledge Evidence	Role characteristics, boundaries and responsibilities for key job roles in children’s education and care in the following sectors: • early childhood	31	20	7
	• out of school hours care	31	20	7
	• education support	31	20	7

Skill Area 2	Professional Practice			
Unit Code / Title	CHCECE056 Work effectively in children’s education and care			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Sources of information on employment in children’s education and care:			
	• employer associations	31	20	7
	• professional associations	31	20	7
	• staff handbooks	31	20	7
	• trade unions	31	20	7
	Purpose and requirements of the National Quality Framework:			
	• purpose of National Law and National Regulations	-	13	-
	• interrelationships between National Law and National Regulations and the National Quality Framework	-	13	-
	• requirements of each quality area in the National Quality Standard	-	13	-
	• definition of the assessment and quality rating process	-	13	-
	• definition of an approved learning framework	-	13	5
	Types of service policies and procedures that relate to general work practices in children’s education and care:			
	• communication and reporting	31	17	7
	• employment conditions	31	17	7
	• personal presentation and uniform standards	31	17	7
• procedures and expectations for work role activities	31	17	7	
The role of collaboration in providing quality education and care	33	19	-	
Foundational knowledge of child developmental theory and early childhood learning	39-44	15, 26-29	11	

Skill Area 2	Professional Practice			
Unit Code / Title	CHCECE056 Work effectively in children’s education and care			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Reflective practice:			
	• what is reflection	34, 35	21	9
	• why and how educators use reflection	34, 35	21	9
	• what is meaningful reflection	34, 35	21	9
	Communication techniques and how these are applied in a children’s education and care context:			
	• active listening	33, 37	4, 19, 26	10
	• body language	33, 37	4, 19, 26	10
	• conflict resolution	33, 37	4, 19, 26	10
	• methods for conveying information clearly and concisely, both oral and written	33, 37	4, 19, 26	10
	• open and closed questioning	33, 37	4, 19, 26	10
	• verbal and non-verbal cues	33, 37	4, 19, 26	10
	• voice tonality	33, 37	4, 19, 26	10
	Importance of own well-being:			
	• physical health	19, 32	22	-
• mental health	19, 32	22	-	
• social and emotional well-being	19, 32	22	-	
• access to supports	19, 32	22	-	

CHCPRP003 Reflect on and improve own professional practice

Skill Area 2	Professional Practice			
Unit Code / Title	CHCPRP003 Reflect on and improve own professional practice			
Unit Status	Elective			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 1 Reflect on own practice	1.1 Undertake self-evaluation in conjunction with supervisors and/or peers	34, 35	21	-
	1.2 Reflect on and recognise the effect of values, beliefs and behaviour in practice	34, 35, 59	21, 41	-
	1.3 Share two-way, open and evaluative feedback with co-workers or peers	33-35	21	-
	1.4 Actively seek and reflect on feedback from clients, organisations or other relevant sources	33-35	21	-
Element 2 Enhance own practice	2.1 Determine improvements needed based on own evaluation and feedback from others	33-35	21	9
	2.2 Identify potential support networks both internal and external to the organisation	33-35	21	9
	2.3 Seek specialist advice or further training where need is identified	33-35	21	9
	2.4 Recognise requirements for self-care and identify requirements for additional support	34, 35	21	9
	2.5 Devise, document and implement a self-development plan that sets realistic goals and targets	36	21	8
Element 3 Facilitate ongoing professional development	3.1 Access and review information on current and emerging industry developments and use these to improve practice	34, 35	21	9
	3.2 Assess and confirm own practice against ethical and legal requirements and opportunities	28, 34, 35	18, 21	6, 9
	3.3 Identify and engage with opportunities to extend and expand own expertise	34, 35	21	9
	3.4 Regularly participate in review processes as a commitment to upgrading skills and knowledge	33-35	21	9
Performance Evidence	Undertake a structured process to reflect on and improve own practice and create 1 personal development plan that includes:			
	• goals	36	21	8
	• timeframes	36	21	8
	• ways of measuring progress	36	21	8

Skill Area 2	Professional Practice			
Unit Code / Title	CHCPRP003 Reflect on and improve own professional practice			
Unit Status	Elective			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence	Legal and ethical considerations for reviewing and improving own practice, including:			
	• codes of practice	28, 34, 35	18, 21	6, 9
	• duty of care	28, 34, 35	18, 21	6, 9
	• rights and responsibilities of workers and employers	28, 34, 35	18, 21	6, 9
	• work role boundaries – responsibilities and limitations	28, 34, 35	18, 21	6, 9
	Models and processes of professional reflection	34, 35	21	8, 9
	Professional development opportunities, including:			
	• industry networking	34, 35	21	9
	• professional associations	34, 35	21	9
	• training requirements and options	34, 35	21	9
	• informal and formal ways of learning and developing	34, 35	21	9
	Principles and techniques for:			
	• creating a personal development plan	36	21	8
	• personal goal setting	36	21	8
	• setting realistic timeframes	36	21	8
• measuring progress and performance	36	21	8	
Types of work methods and practices which can improve performance	32-34, 35	17-19, 21	9	
Learning styles and how they relate to different individuals	34, 35	21	9	

CHCECE033 Develop positive and respectful relationships with children

Skill Area 3		Relationships with Children			
Unit Code / Title	CHCECE033 Develop positive and respectful relationships with children				
Unit Status	Core				
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations	
Element 1 Interact positively with children	1.1 Respond sensitively and respectfully to all children's efforts to communicate	13, 37	19, 24-26	10	
	1.2 Engage in sustained conversations with individual children about things that interest the child and encourage them to share their stories and ideas	16, 37	19, 24-26	10	
	1.3 Communicate during practical tasks in ways that help create a relaxed and unhurried routine	16, 37	19, 24-26	10	
	1.4 Participate in children's play and use children's cues to guide the level and type of involvement	16, 37	19, 24-26	10	
	1.5 Model positive interactions with others	16, 37	19, 24-26	10	
Element 2 Support and respect children	2.1 Implement practices that empower children to exercise their right to be active participants in their own lives	16, 37	19, 24-26	-	
	2.2 Organise spaces, resources and routines within scope of own responsibility that reduce the potential for children's stress or frustration and increase their ability to have agency and be decision makers	16, 37	19, 24-26	-	
	2.3 Support practices and routines that honour children, their family and the community context	16, 37	19, 24-26	-	
	2.4 Show genuine interest in, understanding of, and respect for all children	16, 37	19, 24-26	-	
	2.5 Comfort children who cry or show signs of distress in ways appropriate for individual children	16, 37	19, 24-26	-	
	2.6 Respond positively to varying abilities and confidence levels and acknowledge children's efforts and achievements	16, 37	19, 24-26	-	
	2.7 Support children to recognise and label their range of emotions	16, 37	19, 24-26	-	
	2.8 Model self-regulation through gentle and calm behaviour and provide reassurance when children express distress, frustration or anger	16, 37	19, 24-26	-	
	2.9 Support children's agency to make choices and experience natural consequences	16, 37	19, 24-26	-	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE033 Develop positive and respectful relationships with children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 3 Identify factors that influence behaviour of individuals	3.1 Identify factors of the social and physical environments of the child's home and community which may impact on the child's behaviour	16, 37, 40, 41	19, 24-27	-
	3.2 Gather information about aspects of the child's social and physical education and care environment to facilitate understanding of the child's behaviour	16, 37, 40, 41	19, 24-27	-
	3.3 Assess the child's individual stage of development, temperament and personality to facilitate understanding of the child's behaviour	16, 37, 39	19, 24-27	-
	3.4 Reflect on own pedagogical practices and identify how they may influence behaviours	34, 35, 37-39	19, 21, 24-27	-
	3.5 Use information collected to inform a holistic understanding of the child's behaviour	16, 37, 39	19, 24-27	-
Element 4 Identify factors that influence group dynamics	4.1 Observe interaction and behaviour patterns of children in groups	6, 37	19, 24-26	-
	4.2 Identify gendered behaviour influences on group dynamics	6, 37	19, 24-26	-
	4.3 Encourage positive relationship building between children	6, 37	19, 24-26	-
Element 5 Support the development of pro-social behaviours	5.1 Guide children's behaviour in ways that promote self-regulation and preserve and promote children's self-esteem and wellbeing	16, 37, 41, 42	19, 24-27	-
	5.2 Communicate expectations for behaviour based on service policies in ways that children will understand	16, 37, 41, 42	19, 24-27	-
	5.3 Involve children in developmentally appropriate ways when agreeing expectations of behaviour	16, 37, 41, 42	19, 24-27	-
	5.4 Provide instructions and guidance in a positive and supportive manner	16, 37, 41, 42	19, 24-27	-
	5.5 Acknowledge children's positive choices and use clear verbal and non-verbal communication when children make positive choices	16, 37, 41, 42	19, 24-27	-
	5.6 Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them	16, 37, 41, 42	19, 24-27	-
	5.7 Use appropriate strategies to redirect behaviour and defuse situations of conflict or stress	16, 37, 41, 42	19, 24-27	-
	5.8 Identify situations where children may need additional support and seek guidance from relevant supervisor	16, 33, 37, 41, 42	19, 24-27	-

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE033 Develop positive and respectful relationships with children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 6 Reflect on relationships with children	6.1 Identify ways of developing positive relationships through review of own experiences and observation of others in the workplace	34, 35, 38	21, 24	9
	6.2 Identify opportunities to enhance own skills through reflection, and develop actions with guidance from supervisor	34, 35, 38	21, 24	9
Foundation Skills	Oral communication skills to ask open and closed questions and actively listen to seek information and confirm understanding	37	19, 26	10
	Oral communication skills to interact and engage with children to build rapport	37	19, 26	10
	Initiative and enterprise skills to determine appropriate strategies to support children’s individual needs	39	25	10
	Self-management skills to proactively seek opportunities to improve own work practice and conduct	34, 35, 38	21	9
Performance Evidence	Communicate positively and respectfully during interactions with children between the ages of birth and 6 years that collectively include each of the following at least once:			
	• group interactions	37	19, 24-26	10
	• mealtimes	37	19, 24-26	10
	• play opportunities	37	19, 24-26	10
	• physical care routines	37	19, 24-26	10
	• sustained individual interaction	37	19, 24-26	10
	• situation where child is reluctant to participate	37	19, 24-26	10
	• situation of conflict	37	19, 24-26	10
	• times of transition – at least one of the following:			
	○ from one activity to another	37	19, 24-26	10
○ from one location to another	37	19, 24-26	10	
○ during arrival at the service	37	19, 24-26	10	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE033 Develop positive and respectful relationships with children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Performance Evidence (cont.)	Document and reflect on observations about the ways in which relationships are developed in the workplace:			
	• own relationships with children	35, 38	21, 24	-
	• other educator relationships with children	35, 38	21, 24	-
	• child to child relationships	35, 38	21, 24	-
	Perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children’s education and care service in Australia	-	-	9, 10, 15
Knowledge Evidence	Requirements of the National Quality Standard and related regulations and laws applicable to this unit, including relationships with children	-	23	-
	Partnerships with families and community development factors relevant to communication with children in early childhood	16, 53	4, 26	-
	The reasons why it is important for children to have positive and respectful relationships	16, 38	23, 24	-

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE033 Develop positive and respectful relationships with children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	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	16, 38	4, 24	-
	• supporting families' choices and decision making	16, 38	4, 24	-
	• ensuring that children experience safe and stimulating learning environments	16, 38, 39	24	-
	• helping children to establish secure attachments and develop self-regulation	16, 38	24	-
	• developing learning programs that are responsive to each child and build on their culture, strengths, interests and knowledge	16, 38, 39	24	-
	• supporting shared sustained thinking	16, 38	24	-
	• listening to, hearing and respecting the views and feelings of each child	16, 38	24	-
	• recognising when a child learns something significant and applying this knowledge to strengthen learning relationships	16, 38, 39	24	-
	• recognising and deepening children's understanding about other people and cultures and how values and beliefs influence their own world view	16, 38, 55	24	15
	• demonstrating respect and understanding of the views of other professionals and families when communicating and interacting across cultures	16, 33, 38, 53	4, 24, 35, 36	15
	Children's emotional development:			
	• brain development and its role in emotional development of children	42	27	-
	• labels for emotions felt or displayed	42	27	-
	• development of pro-social skills	42	27	-
• self-regulation of emotions	42	27	-	
Basic aspects of positive communication models	37	26	10	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE033 Develop positive and respectful relationships with children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Communication techniques and their specific application to communication with children in early childhood:			
	• active listening	37	19, 26	10
	• questioning	37	19, 26	10
	• verbal	37	19, 26	10
	• non-verbal	37	19, 26	10
	How individual educator cultural beliefs and practices may influence communication with children	53	26, 36	15
	Techniques to guide children's behaviour using a strengths-based approach	37	25	10
	The factors that influence children's behaviour	37	25	-
	Impact of group dynamics on children's' behaviour	37	25	10
	How to recognise situations where further support or intervention may be required	37	25	-
	Principles of inclusiveness, diversity, equity and access in children's education and care	54, 55	23, 35, 36	15
Techniques for building children's resilience	37	25	10	

CHCECE035 Support the holistic learning and development of children

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE035 Support the holistic learning and development of children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 1 Support physical development	1.1 Identify and use opportunities to support the emerging physical skills of individual children	40	9, 27	-
	1.2 Use daily routines as opportunities to support children to acquire and practise skills	40	9, 27	-
	1.3 Select and arrange equipment that will develop fundamental movement skills, fine and gross motor skills	15, 40	9, 27	-
	1.4 Encourage challenge, choice and spontaneity in physically active play	40	9, 27, 29	11
	1.5 Support children to take increasing responsibility for their own health and wellbeing through positive communication and information sharing	37, 40	4, 9, 26, 27	-
Element 2 Support social development	2.1 Encourage children to engage in play and social experiences with other children	41	9, 27, 29	11
	2.2 Provide developmentally appropriate support and information that helps children understand and accept responsibility for their own actions	41	9, 27	-
	2.3 Provide opportunities for one-to-one and large and small group interactions	41	9, 27	11
	2.4 Model care, empathy and respect for children, educators and families	16, 33, 37, 41	9, 19, 26, 27	-
	2.5 Support children when they are having difficulty understanding or communicating with each other	41	19, 27	-
	2.6 Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals	37, 41	19, 26, 27	-
	2.7 Use communication and modelling that encourages children to respect and value each other's individual differences	37, 41, 54, 55	19, 26, 27, 35	15

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE035 Support the holistic learning and development of children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 3 Support emotional development	3.1 Provide children with strategies to make informed choices about their behaviours appropriate to their level of understanding	42	27	-
	3.2 Assist and encourage children to experience pride and confidence in their achievements	42	27	-
	3.3 Provide acknowledgement and support if a child experiences frustration and encourage children to see mistakes as an opportunity to learn	37, 42	19, 26, 27, 29	-
	3.4 Assist children to identify physiological responses to situations and express and regulate feelings appropriately through modelling and guidance	37, 42	19, 26, 27	-
	3.5 Assist children to develop empathy through identifying and responding to emotions in other people	42	27	-
	3.6 Support and encourage children to persevere with challenges to assist in building resilience	42	27	-
	3.7 Share children's successes with families in informal and formal ways	42	27	-
Element 4 Support cognitive development	4.1 Select materials, resources, technologies and experiences that support exploration and problem-solving	43	27	-
	4.2 Provide opportunities that encourage exploration of children's concepts and ideas	43	27	-
	4.3 Extend children's thinking by engaging them in sustained shared conversations	37, 43	26, 27	10

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE035 Support the holistic learning and development of children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 5 Support communication development	5.1 Value the child’s linguistic heritage and encourage the use and acquisition of home languages	44	27	10
	5.2 Select, read and tell developmentally appropriate stories	37, 44	19, 26, 27	10
	5.3 Use props to stimulate children’s enjoyment of language and literature	44	27	10
	5.4 Ask and answer questions during the reading and discussion of books or other text	37, 44	19, 26, 27	10
	5.5 Provide meaningful opportunities for children to develop pre-writing skills	44	27	10
	5.6 Model and encourage two-way communication through questions and careful listening	37, 44	19, 26, 27	10
	5.7 Draw children’s attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds	37, 44	19, 26, 27	10
	5.8 Provide opportunities for group discussions and exchange of views between children	37, 44	19, 26, 27	10
	5.9 Model language and encourage children to express themselves through language in different contexts and for different purposes	37, 44	19, 26, 27	10
Element 6 Support holistic learning and development	6.1 Recognise and promote opportunities for development in multiple areas	39	27	11
	6.2 Intentionally scaffold children’s learning to foster development	39	27	11
	6.3 Select and use resources and materials that offer integrated opportunities for challenge, curiosity and discovery	39	27, 29	11
	6.4 Arrange the environment to encourage interactions between children, as well as accommodating the child’s need for privacy, solitude or quiet	39	27	11
	6.5 Respond to spontaneous teachable moments as they occur and use them to enhance children’s learning	39	27	11
	6.6 Support collaboration with colleagues through sharing and seeking of information	33, 39	19, 27	11

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE035 Support the holistic learning and development of children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Foundation Skills	Oral communication skills to ask open and closed questions and actively listen to seek information and confirm understanding and extend learning	37	19, 26, 29	10
	Oral communication skills to interact and engage with children to build rapport and extend learning	37	19, 26, 29	10
	Problem-solving skills to provide support to children and determine methods to appropriately scaffold their learning according to their individual ability	39	27, 29	11
	Initiative and enterprise skills to use appropriate support strategies when opportunities arise	39-44	27	11
Performance Evidence	Support the holistic learning and development of two children of different ages by creating and implementing experiences that collectively provide opportunities for development in the following areas:			
	• physical	39, 40	27, 29	11
	• social	39, 41	27, 29	11
	• emotional	39, 42	27, 29	11
	• cognitive	39, 43	27, 29	11
	• communication	39, 44	27, 29	11
	Perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children's education and care service in Australia	-	-	5, 10, 11, 15
Knowledge Evidence	Requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:			
	• children's health and safety	-	23	-
	• educational program and practice	-	23	-
	• physical environment	-	23	-
	• relationships with children	-	23	-
	How childhood development links to the learning framework used in the service	26, 39-44	15, 23	5

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE035 Support the holistic learning and development of children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Authoritative and credible sources of information about childhood development, including the Australian Early Development Census	-	27	-
	Importance of curiosity and discovery as positive learning dispositions	39	27, 29	11
	Child development theory:			
	• early brain development and importance for future educational success	-	27	-
	• major developmental milestones from birth to 6 years:			
	○ cognitive	43	27	-
	○ communication	44	27	-
	○ emotional	42	27	-
	○ physical	40	27	-
	○ social	41	27	-
	• how the different developmental domains are interrelated and how this informs a holistic approach	39	27	-
	• influences on development	-	27	-
	• variations in development	-	27	-
	• development in the context of inclusive practice	54	27, 35	-
	• other theories of early childhood learning	-	9, 27, 29	-
	Physiological responses experienced by children when responding to situations:			
• crying	42	27	-	
• tension	42	27	-	
• increased heart rate	42	27	-	
• shortness of breath	42	27	-	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE035 Support the holistic learning and development of children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Principles of literacy development:			
	• learning sounds, words and language	44	27	-
	• patterns of repetition	44	27	-
	• rhyming and mimicking	44	27	-
	• pre-reading skills	44	27	-
	• early writing skills	44	27	-
	Aspects and impacts of the following in early childhood development:			
	• poor diet	-	28	-
	• lack of play	-	28	-
	• limited stimulation of brain development	-	28	-
	• lack of materials and resources	-	28	-
	• inconsistent or non-existent emotional support or comfort	-	28	-
	• trauma	-	28	-
	• child abuse	-	28	-
	• family violence	-	28	-
• other life experiences which interrupt appropriate childhood activities, and their potential long-term harmful impacts	-	28	-	
The curriculum planning cycle and process and how it is based on child development	49-52	32	-	
Strategies used in children’s education and care to support children’s development across all the developmental domains	39	27	-	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE035 Support the holistic learning and development of children			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Symbol systems:			
	• letters	44	26	-
	• numbers	44	26	-
	• time	44	26	-
	• money	44	26	-
	• musical notation	44	26	-
	Service standards, policies and procedures for:			
	• children's health and safety	32	1, 17, 23	-
	• educational program and practice	32	17, 23	-
• physical environment	32	17, 23	-	
• relationships with children	32	17, 23	-	

CHCECE036 Provide experiences to support children’s play and learning

Skill Area 3		Relationships with Children			
Unit Code / Title	CHCECE036 Provide experiences to support children’s play and learning				
Unit Status	Core				
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations	
Element 1 Create environments for play	1.1 Select and set up areas, resources and materials that suit different kinds of play according to service curriculum and safety procedures	19, 28, 32, 45	17, 30	12	
	1.2 Incorporate the use of real, natural and recycled materials in play environments	45	30	12	
	1.3 Use teamwork and collaboration with other educators as a way of enhancing play experiences	33, 45	19, 30	12	
	1.4 Identify and use information from observations and reflection to inform play opportunities	34, 35, 45	21, 30	12	
	1.5 Support unhurried opportunities for play by organising and allowing sufficient time	45	30	12	
Element 2 Support children’s agency through play and learning	2.1 Initiate play with children or follow their lead based on the type of activity and the needs and preferences of individual children	45	29, 30	-	
	2.2 Recognise and respond to opportunities to engage children in developmentally appropriate discussion about their play and learning	37, 45	25-27, 29, 30	-	
	2.3 Use routines to undertake intentional teaching and recognise opportunities for spontaneous learning consistent with the learning framework	25, 39, 45	15, 27, 29, 30	11	
	2.4 Prompt extensions of play through flexible use of experiences, resources and materials	45	29, 30	-	
	2.5 Assist children to participate in a variety of experiences and support them to choose those which support their creativity, competency and confidence	45	29, 30	-	
	2.6 Encourage participation where an experience is new or unknown	45	29, 30	-	
	2.7 Demonstrate respect for children’s choice not to participate	45	29, 30	-	
	2.8 Respond to children’s engagement with play environments in ways that encourage each child to remain interested and challenged	45	29, 30	-	
	2.9 Interact with children showing enthusiasm, playfulness and enjoyment	37, 45	26, 29, 30	10	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE036 Provide experiences to support children's play and learning			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 3 Review and evaluate play opportunities	3.1 Holistically evaluate the implementation of play and learning opportunities	46	30	-
	3.2 Reflect on children's play experience to identify learning and development outcomes	34, 35, 46	21, 30	-
	3.3 Analyse outcomes to identify opportunities for further learning and development	46	30	-
	3.4 Identify role of the educator in children's play and learning through reflection on own pedagogical practices	34, 35, 46	21, 30	-
Foundation Skills	Reading skills to interpret service policies and procedures	28, 32	17, 23	-
	Reading skills to interpret the learning framework, service curriculum and documented observations about children	26, 28, 32, 51	15, 17	5, 12
	Oral communication skills to ask open and closed questions and actively listen to seek information and confirm understanding	37	19, 26	10
	Oral communication skills to interact and engage with children to build rapport	37	19, 26	10
	Oral communication skills to provide accurate detail of observations to colleagues	33	19	12
	Initiative and enterprise skills to determine appropriate strategies to support children's individual needs	45	25, 30	12
Performance Evidence	Set up and support play and learning opportunities according to service guidelines that include at least:			
	• three indoor experiences	28, 32, 45	17, 30	12
	• three outdoor experiences	28, 32, 45	17, 30	12
	Across the above play and learning opportunities, set up and support:			
	• one group experience	28, 32, 45	17, 30	12
	• one individual experience	28, 32, 45	17, 30	12
	• one experience that is run over multiple days	28, 32, 45	17, 30	12
• at least two experiences for children aged birth to 23 months	28, 32, 45	17, 30	12	
• at least two experiences for children aged between two and six years of age	28, 32, 45	17, 30	12	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE036 Provide experiences to support children’s play and learning			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Performance Evidence (cont.)	Use reflection to evaluate and document play experiences and discuss the reflection process and outcome with a workplace or learning supervisor on two occasions	33, 46	19, 30	-
	Perform the activities outlined in the performance criteria of this unit during a period of at least 160 hours of work in a regulated children’s education and care service in Australia	-	-	2, 5, 9-12, 15
Knowledge Evidence	Requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:			
	• children’s health and safety	-	23	-
	• educational program and practice	-	23	-
	• physical environment	-	23	-
	• relationships with children	-	23	-
	Play:			
	• the history of play and childhood	-	29	-
	• the nature of play across cultures	54	29, 35	-
	• features and role of play-based pedagogy and why it is important	26	15, 29	-
	• what represents a quality play opportunity	-	29	-
	• the UN Convention on the Rights of the Child (Article 31)	-	16, 29	-
Learning and development:				
• how children learn	39-44	29	-	
• different learning styles	39-44	29	-	
• differences between play-based learning and free play	39-44	29	-	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE036 Provide experiences to support children’s play and learning			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Theories of play and learning and their application to early childhood:			
	• stages of play	-	29	-
	• imaginative play	-	29	-
	• creative play	-	29	-
	Practices to support children’s agency	-	29	-
	Environments, resources and materials that suit different types of play:			
	• individual	45	30	12
	• group	45	30	12
	• indoor	45	30	12
	• outdoor	45	30	12
	• play supporting fundamental movement skills	45	30	12
	How to set up play areas that are:			
	• safe	45	30	12
	• non-threatening	45	30	12
	• stimulating	45	30	12
	• challenging	45	30	12
• culturally appropriate	45, 54	30, 35	12, 15	
• promoting a sense of creativity in children	45	30	12	
• promoting a sense of belonging and inclusion	45, 54	30, 35	12, 15	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE036 Provide experiences to support children’s play and learning			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Methods used to evaluate implementation of play experiences	46	30	-
	How to adapt play for differing interests, ages and abilities	45	30	-
	Ways to encourage and engage children in play activities	45	30	-
	Reflective practice:			
	• what is reflection	34, 35	21	9
	• why and how educators use reflection	34, 35	21	9
	• what makes for meaningful reflection	34, 35	21	9
	The interrelationship between play and safety, and measures to minimise risks for children and others	19	11, 30	2
	Service standards, policies and procedures for:			
	• children’s health and safety	32	1, 17, 23	-
• educational program and practice	32	17, 23	-	
• physical environment	32	17, 23	-	
• relationships with children	32	17, 23	-	

CHCECE037 Support children to connect with the natural environment

Skill Area 3		Relationships with Children		
Unit Code / Title	CHCECE037 Support children to connect with the natural environment			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Element 1 Support children to develop an understanding of the natural environment	1.1 Identify and use opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land	37, 47	19, 31	13
	1.2 Model respect, care and appreciation for both natural and constructed environments	47	31	13
	1.3 Provide children with information and access to resources about the environment and the impact of activities on natural environments	47	31	13
	1.4 Identify Aboriginal and/or Torres Strait Islander peoples' connection with and use of the natural environment	47, 57, 58	31, 38, 39	13, 16
Element 2 Develop children's appreciation of the natural environment	2.1 Promote the use of natural and recycled materials in learning environments according to service policies and procedures and the needs of particular experiences	32, 47	17, 31	-
	2.2 Provide children with opportunities to explore the natural and constructed environment and their local community	47	31	-
Element 3 Enhance children's engagement with the natural environment	3.1 Identify opportunities for children to reduce their impact on the natural environment	48	31	-
	3.2 Support children to demonstrate respect for the natural environment	48	31	-
	3.3 Provide children with opportunities to experience the growth and care of living things	48	31	-
Foundation Skills	Oral communication skills to interact and engage with children to build rapport	37	26	-
	Oral communication skills to build children's skills through intentional teaching and use of open-ended questions	37	26	-
	Initiative and enterprise skills to determine suitable sources of information about the natural environment	47	31	13
	Technology skills to research information about the natural environment using digital media	47	31	13

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE037 Support children to connect with the natural environment			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Performance Evidence	On three occasions support children’s knowledge, appreciation and understanding of the natural environment. At least one of these occasions must involve Aboriginal and/or Torres Strait Islander peoples’ use of the natural environment.	47	31	13
	Plan and implement two opportunities that encourage children to engage positively with the natural environment, using one indoor and one outdoor opportunity	48	31	-
Knowledge Evidence	Requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:			
	• physical environment	-	23	-
	• relationships with children	-	23	-
	The importance of the natural environment:			
	• plants	47	31	13
	• animals, including insects	47	31	13
	• physical landscapes and environments	47	31	13
	• Aboriginal and/or Torres Strait Islander peoples’ connections with and knowledge of the natural world	47, 57, 58	31, 38, 39	13, 16
	Benefits of nature play:			
	• child development	39, 45	27, 29, 31	-
• physical and mental health	45	29, 31	-	
• social and emotional learning	41, 42, 45	27, 29, 31	-	
• implications of non-exposure to nature	45	28, 29, 31	-	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE037 Support children to connect with the natural environment			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Ways to encourage children to respect the natural environment:			
	<ul style="list-style-type: none"> • in play and learning experiences 	45, 48	29, 31	-
	<ul style="list-style-type: none"> • in practical routines 	45, 48	29, 31	-
	Service standards, policies and procedures for:			
<ul style="list-style-type: none"> • physical environment 	32	17, 23	-	
<ul style="list-style-type: none"> • relationships with children 	32	17, 23	-	

CHCECE038 Observe children to inform practice

Skill Area 3		Relationships with Children			
Unit Code / Title	CHCECE038 Observe children to inform practice				
Unit Status	Core				
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations	
Element 1 Observe and interact with children	1.1 Identify children’s interests, ideas, knowledge, skills and strengths based on observation and interactions	49	33	-	
	1.2 Investigate and understand a range of observation techniques and their application in the workplace	32, 49	33	-	
	1.3 Seek guidance from colleagues about observation tools and processes	33, 49	19, 33	-	
	1.4 Select appropriate observation technique according to the context of the observation	49	33	-	
Element 2 Seek information from secondary sources	2.1 Use information from children’s records and family to assist in curriculum planning	49	33	-	
	2.2 Collaborate with others to collect information about each child’s needs, interests, skills and cultural practices	33, 49	19, 33	-	
Element 3 Record and communicate information	3.1 Observe the child and accurately record meaningful information according to service policies and procedures	32, 50	17, 33	14	
	3.2 Discuss information gathered with relevant people to inform planning	33, 50	19, 33	-	
	3.3 Discuss and record information in ways that are free from bias and negative labelling of children	33, 50	19, 33	-	
Element 4 Analyse and interpret information and observations	4.1 Reflect on information gathered from observations and secondary sources	51	33	14	
	4.2 Identify and use opportunities to discuss reflections with colleagues and gain their perspectives	33, 51	19, 33	-	
	4.3 Identify learning and development aspects of the child based on gathered information	39, 51	27, 29, 33	-	
	4.4 Determine and document links to the approved learning framework	25, 26, 51	15, 33	5	
Element 5 Contribute to curriculum planning	5.1 Use information gathered and own reflections about the child to contribute to the planning of programs that promote children’s learning, development and wellbeing	27, 52	9, 33	14	
	5.2 Use information gathered about the child to support interactions that are responsive and respectful of individual needs	37, 52	26, 33	-	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE038 Observe children to inform practice			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Foundation Skills	Reading skills to interpret service policies and procedures	32	17, 23	-
	Reading skills to interpret children’s records	51	33	-
	Writing skills to record information and observations according to service procedures	32	17	14
	Oral communication skills to ask open and closed questions and actively listen to seek information and confirm understanding	33, 37	19, 26	-
	Oral communication skills to interact and engage with children and families to build rapport	37	19, 26	-
	Initiative and enterprise skills to determine appropriate strategies to support children’s individual needs	52	25	-
	Initiative and enterprise skills to identify and evaluate relevance of various sources of information for curriculum planning	49-51	33	14
	Technology skills to record information according to service policies and procedures using digital media	50	33	14
Performance Evidence	Gather, document, reflect on, and use information about three different children between the ages of birth and six years, one of whom must be under 23 months, to inform curriculum planning for each of the three children	49-52	33	14
	When completing the above tasks, for each child:			
	• gather information using at least three different observation techniques	49	33	14
	• use at least two secondary sources	49	33	14
	• communicate a perspective about:			
	○ aspects of child’s development	33, 49	19, 33	-
○ individual interests and learning	33, 49	19, 33	-	
• explain links to approved learning framework	25, 26, 51	15, 33	5	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE038 Observe children to inform practice			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence	Requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:			
	• collaborative partnerships with families and communities	-	23	-
	• educational program and practice	-	23	-
	• relationships with children	-	23	-
	Stages of child development and how they are used in curriculum planning	25, 26	15, 27, 33	5
	Stages of the curriculum planning cycle:			
	• gathering information	49, 50	32	14
	• questioning and analysing information	51	32	14
	• planning	52	32	14
	• implementation	52	32	-
	• review and reflection	52	32	-
	Key considerations for collecting information:			
	• confidentiality and privacy requirements	49, 50	33	14
	• changes in child or family circumstance	49, 50	33	14
	• what information is important and why	49, 50	33	14
• different types of information – primary and secondary sources	49, 50	33	14	
• importance of using a strengths-based approach to children’s learning and development	49, 50	33	14	
• communication techniques for:				
○ collaboration	33, 49, 50	19, 33	14	
○ questioning	49, 50	19, 33	14	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE038 Observe children to inform practice			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Ways of gathering information and who may be involved:			
	• range of observation techniques	33, 49	19, 33	14
	• appropriate application of different techniques	33, 49	19, 33	14
	• stakeholders:			
	○ children	33, 49	19, 33	14
	○ family	33, 49	19, 33	14
	○ educators	33, 49	19, 33	14
	○ carers and significant adults	33, 49	19, 33	14
	○ community	33, 49	19, 33	14
	○ other relevant professionals	33, 49	19, 33	14
	How to make and document meaningful observations:			
	• subjective vs objective language	49-50	33	14
	• avoidance of labelling	49-50	33	14
• past and present tense	49-50	33	14	
• avoidance of bias	49-50	33	14	
Ways of questioning and reviewing information to gain better understanding of children’s needs and learning opportunities	33, 51	19, 33	-	
How individual educators can contribute to the planning stage based on information collected	49-52	32, 33	-	

Skill Area 3	Relationships with Children			
Unit Code / Title	CHCECE038 Observe children to inform practice			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Reflective practice:			
	• what is reflection	34, 35	21	9
	• why and how educators use reflection	34, 35	21	9
	• what is meaningful reflection	34, 35	21	9
	Service standards, policies and procedures for:			
	• collaborative partnerships with families and communities	32	17, 23	-
• educational program and practice	32	17, 23	-	
• relationships with children	32	17, 23	-	

CHCECE030 Support inclusion and diversity

Skill Area 4		Families & Communities			
Unit Code / Title	CHCECE030 Support inclusion and diversity				
Unit Status	Core				
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations	
Element 1 Reflect on values and biases	1.1 Identify aspects of own life experiences or history which may influence current values, beliefs and attitudes	53, 56, 59	41	-	
	1.2 Identify potential impact of own life experiences on interactions and relationships with people from different backgrounds using a process of reflection	53, 56, 59	41	-	
	1.3 Identify and act on ways to develop self-awareness and understanding of how own behaviours may contribute to inclusive practice	53, 56, 59	41	-	
Element 2 Demonstrate respect for inclusion and diversity	2.1 Identify the impact of different aspects of diversity and inclusion in the workplace	32, 54	35, 36	-	
	2.2 Use communication techniques that model open, inclusive, ethical interactions with children, families and colleagues	32, 33, 37, 54	19, 26, 35	10	
	2.3 Use and support opportunities that encourage and promote participation by all individuals and groups	32, 54	35	-	
	2.4 Use inclusive work practices that support cultural, gender, ability and other forms of safety	28, 32, 54	18, 19, 35	-	
Element 3 Support children's understanding of inclusion and diversity	3.1 Identify and use opportunities that build on the diverse backgrounds of children and families in the service	55	35, 36, 39	-	
	3.2 Identify and consult with community members and follow community protocols to obtain or share knowledge of local cultural, ethnic, gender and other diverse groups	55	19, 35-37, 40	-	
	3.3 Provide children with opportunities to learn about similarities and differences in the world around them	55	35	15	
	3.4 Engage children in collaborative discussions about respectful and equal relations	37, 55	19, 26, 35	15	
	3.5 Observe children's interactions and participation and identify and communicate any needs for additional support to improve inclusive relationships	33, 55	19, 35	15	
	3.6 Engage with peers, mentors or others to support individual children with specific needs	33, 55	19, 35	-	

Skill Area 4	Families & Communities			
Unit Code / Title	CHCECE030 Support inclusion and diversity			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Foundation Skills	Reading skills to interpret unfamiliar information of varying complexity	55	34	-
	Writing skills to complete observation records	55	35	15
	Oral communication skills to share information with appropriate personnel	33, 55	19, 35	-
	Problem-solving skills to respond to challenging situations in a positive manner	55	35	15
	Initiative and enterprise skills to identify and use appropriate opportunities to support inclusion and diversity	55	35	-
	Initiative and enterprise skills to facilitate understanding of cross-cultural issues and beliefs	55	35	-
Performance Evidence	Use a process of reflection to explore impact of own values and biases in relation to practices with families and children, and discuss the reflection process with a workplace or learning supervisor on two occasions	33-35, 53, 56, 59	19, 21, 41	9
	Identify and use three different opportunities to support inclusion and diversity with children in daily practice, including both routine and play experiences	45, 55	29, 30, 35	12
Knowledge Evidence	Requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:			
	• collaborative partnerships with families and communities	-	34	-
	• educational program and practice	-	34	-
	• relationships with children	-	34	-
	How inclusion and diversity is reflected in the relevant approved learning frameworks	25, 26, 54	15, 34	
	Early Childhood Australia Code of Ethics	-	34	-
	The concepts of inclusion, diversity and cultural safety:			
• definition of terms and their application in a children’s education and care context	54	35	-	
• their role and importance in children’s education and care work	54	35	-	

Skill Area 4	Families & Communities			
Unit Code / Title	CHCECE030 Support inclusion and diversity			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Aspects of identity and culture that may affect an individual's perspectives about inclusion and diversity	53, 56, 59	41	-
	Awareness of the impact of own behaviours in regard to:			
	• inclusion	53	41	-
	• bias	53	41	-
	• discrimination	53	41	-
	• ethics	53	41	-
	Areas of diversity in society, their characteristics and how individuals may be affected in living their daily lives:			
	• culture	55	36	-
	• race, ethnicity	55	36	-
	• disability	55	36	-
	• gender and gender identification	55	36	-
	• intergenerational disadvantage	55	36	-
	• family types	55	36	-
	• sexual orientation and sexual identity	55	36	-
	• socioeconomic circumstances	55	36	-
Service policies and initiatives that support inclusion and diversity:				
• engagement with local communities	32	34	-	
• sharing of cultural knowledge	32	34	-	
• experiencing diversity through activities and interactions	32	34	-	
• building on diverse backgrounds of children	32	34	-	

Skill Area 4	Families & Communities			
Unit Code / Title	CHCECE030 Support inclusion and diversity			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	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	54	35	-
	• acknowledging both similarities and differences	54	35	-
	• demonstrating positive attitudes to differences	54	35	-
	• using cross-cultural communication skills	54	35	-
	Reflective practice:			
	• what is reflection	34, 35	21	9
	• why and how educators use reflection	34, 35	21	9
	• what is meaningful reflection	34, 35	21	9
	Potential needs of marginalised groups or individuals requiring support:			
• protective factors	54, 55	37	-	
• physical, mental and emotional health and care needs	54, 55	37	-	

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

Skill Area 4		Families & Communities			
Unit Code / Title	CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures				
Unit Status	Core				
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations	
Element 1 Identify perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures	1.1 Identify and reflect on perspectives about Aboriginal and/or Torres Strait Islander peoples' cultures and the experiences that have informed them	56, 59	38, 41	-	
	1.2 Identify and implement ways to improve awareness of Aboriginal and/or Torres Strait Islander peoples' cultures	56, 59	38, 41	-	
Element 2 Investigate the local context for Aboriginal and/or Torres Strait Islander peoples' cultures	2.1 Source and access credible sources of information about local Aboriginal and/or Torres Strait Islander peoples' cultures and history	57	38, 40	-	
	2.2 Reflect on the contemporary impacts of historical issues in the local context	57	38, 40	-	
	2.3 Handle information in a culturally sensitive way taking account of how and with whom information can be shared	57	38, 40	-	
Element 3 Contribute ideas for embedding Aboriginal and/or Torres Strait Islander peoples' cultures in daily practice	3.1 Identify opportunities for the embedding of Aboriginal and/or Torres Strait Islander peoples' cultures in routines and learning experiences consistent with the community's cultural protocols, the approved learning framework and the curriculum	25, 26, 57	15, 35, 39, 40	16	
	3.2 Evaluate and use opportunities to promote children's understanding of Aboriginal and/or Torres Strait Islander peoples' cultures and languages	57	35, 39	16	
	3.3 Develop and communicate ideas to promote children's understanding of Aboriginal and/or Torres Strait Islander peoples' cultures and languages through collaboration with others in culturally safe and sensitive ways	33, 37, 57	19, 26, 35, 39	-	
Element 4 Support children's understanding and respect	4.1 Facilitate children's experiences in meaningful and culturally appropriate ways that model respect, values and positively portray Aboriginal and/or Torres Strait Islander peoples' cultures and languages	58	35, 39	-	
	4.2 Model language and interactions that show respect for Aboriginal and/or Torres Strait Islander peoples' cultural knowledge	37, 58	19, 35, 39	-	
	4.3 Develop an understanding of Aboriginal and/or Torres Strait peoples' ways of learning	58	35, 39	-	
	4.4 Use opportunities to encourage children to reflect on and engage with different Aboriginal and/or Torres Strait Islander peoples' ways of learning	58	35, 39	16	

Skill Area 4	Families & Communities			
Unit Code / Title	CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Foundation Skills	Reading skills to interpret the learning framework or curriculum	26	15, 34	-
	Oral communication skills to ask open and closed questions and actively listen to seek information and confirm understanding	33, 37	19, 26, 35	-
	Oral communication skills to interact and engage with children and community members to build a genuine, trusting rapport in a culturally sensitive manner	33, 37	19, 26, 35	10
	Learning skills to develop own knowledge of local Aboriginal and/or Torres Strait Islander peoples' cultures	56	38	-
	Initiative and enterprise skills to determine methods of relaying information in a culturally appropriate manner	54, 57	35	16
	Initiative and enterprise skills to facilitate understanding of cross-cultural issues and beliefs	55, 58	35	16
Performance Evidence	Use reflection to identify own perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures and discuss the reflection process and outcome with a workplace or learning supervisor on one occasion	33-35, 56	19, 21, 38, 41	-
	Source information and collaborate to develop and report on three ideas about how local Aboriginal and/or Torres Strait Islander peoples' cultures could be embedded into daily practice in culturally safe and sensitive ways	33, 57	19, 35, 39, 40	16
	Support one experience with a group of children that encourages their understanding of local Aboriginal and/or Torres Strait Islander peoples' cultures	58	35, 39	16
Knowledge Evidence	Requirements of the National Quality Standard and related regulations and laws applicable to this unit, including:			
	• collaborative partnerships with families and communities including direct relationships with First Nations families and communities	-	34	-
	• educational program and practice	-	34	-
	• relationships with children	-	34	-
	Relevant Aboriginal and/or Torres Strait Islander peoples' led organisations and peak agencies	57	40	-

Skill Area 4	Families & Communities			
Unit Code / Title	CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	The educator role in promoting children's understanding of, and respect for, Aboriginal and/or Torres Strait Islander peoples' history and cultures	58	39	-
	Purpose and significance of Reconciliation Action Plans	57	38	-
	Aboriginal and/or Torres Strait Islander peoples' perspectives on early childhood learning and development	-	39	-
	Aspects of Aboriginal and/or Torres Strait Islander peoples' ways of learning:			
	• mathematics	58	39	-
	• music	58	39	-
	• art	58	39	-
	• science	58	39	-
	How to use a process of reflection in relation to:			
	• different perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures	56, 59	38, 41	-
	• evaluating information found in investigation	56, 59	38, 41	-
	Reflective practice:			
	• what is reflection	34, 35	21	9
	• why and how educators use reflection	34, 35	21	9
• what is meaningful reflection	34, 35	21	9	
Sources of information on Aboriginal and/or Torres Strait Islander peoples' histories and cultures and how to determine what makes a credible source	57	40	-	
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	57	38	-	
• inter-generational trauma and disadvantage	57	38	-	

Skill Area 4	Families & Communities			
Unit Code / Title	CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures			
Unit Status	Core			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Protocols for researching and sharing information about Aboriginal and/or Torres Strait Islander peoples' histories and cultures:			
	• relevant codes of ethics	57	40	-
	• permissions for sharing information	57	40	-
	• awareness around appropriation of Aboriginal and/or Torres Strait Islander peoples' cultures	57	40	-
	• awareness around languages when being re-learned	57	40	-
	Ways in which Aboriginal and/or Torres Strait Islander peoples' cultures may be appropriately embedded in routines and learning experiences	57	39	16

CHCDIV001 Work with diverse people

Skill Area 4		Families & Communities			
Unit Code / Title	CHCDIV001 Work with diverse people				
Unit Status	Elective				
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations	
Element 1 Reflect on own perspectives	1.1 Identify and reflect on own social and cultural perspectives and biases	59	41	-	
	1.2 Work with awareness of own limitations in self and social awareness	59	41	-	
	1.3 Use reflection to support own ability to work inclusively and with understanding of others	34, 35, 59	21, 41	9	
	1.4 Identify and act on ways to improve own self and social awareness	34, 35, 59	21, 41	9	
Element 2 Appreciate diversity and inclusiveness, and their benefits	2.1 Value and respect diversity and inclusiveness across all areas of work	28, 32	18, 35	-	
	2.2 Contribute to the development of workplace and professional relationships based on appreciation of diversity and inclusiveness	29, 32	18, 35	-	
	2.3 Use work practices that make environments safe for all	30, 32	18, 35	-	
Element 3 Communicate with people from diverse backgrounds and situations	3.1 Show respect for diversity in communication with all people	33, 37, 60	19, 26, 35	-	
	3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence	33, 37, 60	19, 26, 35	-	
	3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible	33, 37, 60	19, 26, 35	-	
	3.4 Seek assistance from interpreters or other persons according to communication needs	33, 37, 60	19, 26, 35	-	
Element 4 Promote understanding across diverse groups	4.1 Identify issues that may cause communication misunderstandings or other difficulties	60	35-37	17	
	4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity	60	35-37	17	
	4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations	60	35-37	17	
	4.4 Address any difficulties with appropriate people and seek assistance when required	33, 60	19, 35-37	17	

Skill Area 4	Families & Communities			
Unit Code / Title	CHCDIV001 Work with diverse people			
Unit Status	Elective			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Performance Evidence	Undertake a structured process to reflect on own perspectives on diversity	34, 35, 59	21, 41	9
	Recognise and respect the needs of people from diverse social and cultural backgrounds in at least three different situations: <ul style="list-style-type: none"> select and use appropriate verbal and non-verbal communication 	33, 37, 60	16, 26, 35-37	17
	<ul style="list-style-type: none"> recognise situations where misunderstandings may arise from diversity and form appropriate responses 	60	35-37	17
Knowledge Evidence	Concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles	60	35	-
	Concepts and definitions of diversity	60	35	-
	Own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups	60	41	-
	Features of diversity in Australia and how these impact different areas of work and life: <ul style="list-style-type: none"> political 	60	36	-
	<ul style="list-style-type: none"> social 	60	36	-
	<ul style="list-style-type: none"> economic 	60	36	-
	<ul style="list-style-type: none"> cultural 	60	36	-

Skill Area 4	Families & Communities			
Unit Code / Title	CHCDIV001 Work with diverse people			
Unit Status	Elective			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:			
	<ul style="list-style-type: none"> • discrimination: <ul style="list-style-type: none"> ○ age ○ disability ○ racial ○ sex 	60	34	-
		60	34	-
		60	34	-
		60	34	-
	<ul style="list-style-type: none"> • human rights: <ul style="list-style-type: none"> ○ <i>Universal Declaration of Human Rights</i> ○ relationship between human needs and human rights ○ frameworks, approaches and instruments used in the workplace 	60	34	-
		60	34	-
		60	34	-
		60	34	-
	Key areas of diversity and their characteristics, including:			
	<ul style="list-style-type: none"> • culture, race, ethnicity • disability • religious or spiritual beliefs • gender, including transgender • intersex • generational • sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual 	60	36	-
		60	36	-
		60	36	-

Skill Area 4	Families & Communities			
Unit Code / Title	CHCDIV001 Work with diverse people			
Unit Status	Elective			
Unit Component	Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence	Self-Evaluation Questions	Knowledge Questions	Workplace Observations
Knowledge Evidence (cont.)	Key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures, including:			
	<ul style="list-style-type: none"> social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people 	60	38	-
	<ul style="list-style-type: none"> own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services 	60	38	-
	Potential needs of marginalised groups, including:			
	<ul style="list-style-type: none"> protective factors 	60	37	-
	<ul style="list-style-type: none"> physical, mental and emotional health issues/care needs 	60	37	-
	<ul style="list-style-type: none"> consideration of impacts of discrimination, trauma, exclusion and negative attitudes 	60	37	-
	Resources that support individuals and organisations to embrace and respond to diversity:			
	<ul style="list-style-type: none"> language and cultural interpreters 	60	35	-
<ul style="list-style-type: none"> imagery 	60	35	-	
Influences and changing practices in Australia and their impact on the diverse communities that make up Australian society	60	36	-	
Impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others	53, 56, 59	41	-	



RPL Resource

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