|  |  |  |
| --- | --- | --- |
|  | | |
| CHC30121 Certificate III in Early Childhood Education and Care | | |
| **Recognition of Prior Learning (RPL)** Application  Units of Competency  CHCECE030 Support inclusion and diversity  CHCECE031 Support children’s health, safety and wellbeing  CHCECE032 Nurture babies and toddlers  CHCECE033 Develop positive and respectful relationships with children  CHCECE034 Use an approved learning framework to guide practice  CHCECE035 Support the holistic learning and development of children  CHCECE036 Provide experiences to support children’s play and learning  CHCECE037 Support children to connect with the natural environment  CHCECE038 Observe children to inform practice  CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures  CHCECE055 Meet legal and ethical obligations in children’s education and care  CHCECE056 Work effectively in children’s education and care  CHCPRT001 Identify and respond to children and young people at risk  HLTAID012 Provide First Aid in an education and care setting  HLTWHS001 Participate in workplace health and safety  CHCPRP003 Reflect on and improve own professional practice  CHCDIV001 Work with diverse people | | |
|  | | |
| Assessment Cover Sheet  Candidates will be required to complete an electronic authenticity statement when submitting work.  **Complete the cover sheet below and provide a physical signature** | | |
| **Name:** |  | |
| **USI:** |  | |
| Candidate Declaration   * I declare that I have personally completed all activities and documents included in this submission. * I understand that competency will not be granted if I do not meet the assessment evidence and activity requirements or if it is discovered that I have not undertaken all required tasks. * I understand that HBA reserves the right to immediately withdraw a qualification if it is found that I have provided false or misleading evidence, this includes any declaration, resource or tool I have submitted as being authored by me. * I further note this includes any statement, whether written or spoken, by any witness or other third party I have used to provide testimony, or any other evidence which serves to allow HBA assessors to make an assessment decision. * I understand that HBA may, at its own discretion and without notice, contact any third party I have used to provide testimony or other evidence to HBA assessors. If HBA forms a reasonable doubt as to the authenticity of such evidence, then HBA shall withdraw any issued qualification without notice. * I have been advised of the assessment requirements; I have been made aware of my rights and responsibilities as a candidate for assessment and choose to be assessed at this time. | | |
| Candidate signature | |  |
| Date | |  |
|  | | |

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# RPL Overview

Recognition of Prior Learning (RPL) is a process that assesses your experience, knowledge, skills and prior learning to determine and acknowledge the extent to which that individual is currently competent against the standards of the unit of competency for which the individual is seeking recognition.

You may seek RPL for any or all of the units of competency comprising the CHC30121 Certificate III in Early Childhood Education and Care qualification.

RPL is an assessment only pathway. It allows for the recognition of current skills and knowledge to support an application for a nationally recognised qualification.

If the evidence provided for RPL is satisfactory for the relevant units of the qualification, then you will be deemed Competent and awarded the CHC30121 Certificate III in Early Childhood Education and Care qualification.

If you achieve competence in less than the required units of the CHC30121 Certificate III in Early Childhood Education and Care, you will be awarded a Statement of Attainment for the units you have demonstrated competence in.

In many cases the RPL process can be exhausting, frustrating and at times stressful for both the applicants and the RTO. To get the best out of RPL, both the RTO and the applicant need to be working towards the same goal:

* You as the applicant want your prior skills, knowledge and experience to be recognised and to avoid any unnecessary work for areas they already feel competent in.
* HBA as the RTO wants to ensure we do not breach the compliance requirements placed upon us as doing so could lead to serious consequences such as suspension or cancellation of our RTO status.

The aim of this RPL Application is to supply a tool that allows you to put your best case forward, and for HBA to be confident in the evidence supplied. Below are a few simple guidelines that may help both sides understand the process and needs from the others perspective.

**VALIDITY**

Saying something is simply not enough.

Documents like resumes are merely saying something in writing (statements) that need to be backed up by supporting evidence. They give us a clear picture of what you are currently doing and may have done in the past however anything you say you have done in your resume must be supported with hard evidence.

**HARD EVIDENCE**

If it isn’t in writing, it doesn’t count.

All evidence needs to be documented, and may include items such as testimonies, reference letters, third party reports, as long as they are recorded and validated.

**CURRENCY**

Everything needs to be current (from the most recent past).

Currency requires that evidence is preferably from the last (2) two years and should not go back more than (5) five years. Please also note that evidence must be independently verified to ensure the evidence is valid.

**OVERSEAS, NON-ACCREDITED, AND UNIVERSITY QUALIFICATIONS**

These may not be measurable against Australian Qualifications.

The trap here is that these qualifications may have different terminology, components, learning outcomes, or elements that we are simply unable to accurately map against the units in a VET course. If we can’t map it, we can’t award it.

**YOUR OWN WORK**

Your evidence needs to demonstrate your work, experience, knowledge and ability against the training package requirements. What your company or another organisation counts may not be enough or correct for the training package requirements.

# RPL Application Instructions

1. Complete the RPL enrolment application
2. Complete payment details, pay RPL assessment deposit (see below)
3. Complete self-assessment questionnaire
4. Compile portfolio of relevant evidence and map evidence in the RPL Kit – Portfolio of Evidence
5. Complete knowledge questions for each Unit of Competency to demonstrate understanding of the Knowledge Evidence requirements
6. Clearly label and submit all attachments and the completed RPL Kit and knowledge questions for assessment via [rpl@hba.edu.au](mailto:rpl@hba.edu.au)

**Please Note:** The overall RPL application fee for the course is $2000. A deposit of $1000 is required to be lodged with HBA prior to an RPL application (for the complete course) being considered. RPL for an individual unit of competency can be applied by paying RPL fee of $ 200 per unit. If your RPL claim is successful, the $1000 will be deducted from your overall RPL application fee, however, if your RPL claim is not successful, the $1000 (for the full course) and or $200 (for individual unit) is not refundable and will be considered as assessment fees for the RPL assessment process.

## Important

* Assessment submissions should be made electronically via [rpl@hba.edu.au](mailto:rpl@hba.edu.au)
* Label any file attachments clearly with your name, document title and list the filenames in the RPL Kit. Any attachments not clearly labelled or listed will not be assessed.

For further information or guidance regarding learner support, appeals, reasonable adjustments, special needs or Credit Transfer please refer to the HBA Learning Centres, [Learner Handbook](https://www.hba.edu.au/wp-content/uploads/2023/08/HBA-Learner-Handbook-v6.1-1-Aug-2023.pdf) or contact us via email [rpl@hba.edu.au](mailto:rpl@hba.edu.au) or by phone on 1300 721 503.

# Enrolment

Complete the following enrolment application form. Mandatory fields are marked \*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RPL Enrolment Application** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Qualification:* | | | | ***CHC30121 –*** *Certificate III in Early Childhood Education and Care* | | | | | | | | | | | | | | | | | | | | | | | | |
| **Applicant Details** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Title:* | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**First Name:* | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Middle Name:* | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Family Name:* | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Date of Birth:* | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Gender:* | | | Female | | | | | | | Male | | | | | | | | | | | | Other | | | | | | | |
| **Address & Contact Details**  HBA Learning Centres will provide communication to you via your primary email address | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Postal Address:* | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Residential Address:*  *(If different to postal address)* | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| \**Phone:* | | *Mobile:* | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Home:* | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Business:* | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| \**Primary Email Address:* | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Alternate Email Address:* | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| Completion of the section below is mandatory. You must obtain a USI prior to completing this section. For further information on the USI and to obtain your USI, visit <https://www.usi.gov.au/students> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Unique Student Identifier (USI):* | | | | | |  | | | | | | | | | | | | | | | | | | | | | | |
| **Language & Cultural Diversity** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Country of Birth:* | | | | | | Australia | | | | | | | | | | | | Other | | | | | | | | | | |
| *If other, please specify:* | | | | | | | | |  | | | | | | | | | | | | | |
| \**Do you speak a language other than English at home?* | | | | | | No, English only | | | | | | | | | | | | Yes | | | | | | | | | | |
| *If yes, please specify:* | | | | | | | | |  | | | | | | | | | | | | | |
| \**How well do you speak English?* | | | | | | Very Well | | | | | | | Well | | | | | | Not Well | | | | | | | | Not at all | |
| \**Do you identify as Aboriginal or Torres Strait Islander?* | | | | | | No | | | | | Yes, Aboriginal | | | | | | | | | | Yes, Torres Strait Islander | | | | | | | |
| **Disability** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Do you consider yourself to have a disability, impairment or long-term condition?* | | | | | | YES | | | | | | NO | | | | *If yes, please indicate the area/s below:* | | | | | | | | | | | | |
|  | | Hearing | | | | | | | | | |  | | | | | Vision | | | | | |
|  | | Physical | | | | | | | | | |  | | | | | Acquired brain impairment | | | | | |
|  | | Learning | | | | | | | | | |  | | | | | Medical Condition | | | | | |
|  | | Mental Health | | | | | | | | | |  | | | | |  | | | | | |
|  | | Intellectual | | | | | | | | | |  | | | | | Other | | | | | |
| *If other, please specify:* | | | | | | | | |  | | | | | | | | | | | | | |
| \**If you have a disability, impairment or long-term condition, do you require assistance from HBA?* | | | | | | | | | | | | | | | | | | | | | | | | YES | | | | NO |
| **Schooling** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**What is the highest level of school that you have completed?* | | | | | | | | | | | | | | | | | | | |  | | | | | | Year 12 or equivalent | | |
|  | | | | | | Year 11 or equivalent | | |
|  | | | | | | Year 10 or equivalent | | |
|  | | | | | | Year 9 or equivalent | | |
|  | | | | | | Year 8 or below | | |
|  | | | | | | Did not attend school | | |
| \**In which year did you complete school?* | | | | | | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | Still Attending School | | | |
| \**Have you previously completed any formal qualifications?* | | | | | | | | | YES | | | | | NO | | | | | | *If yes, please indicate below:* | | | | | | | | |
|  | Bachelor Degree or higher | | | | | | | | | | | | | | | | | | |
|  | Advanced Diploma or Associate Degree | | | | | | | | | | | | | | | | | | |
|  | Diploma | | | | | | | | | | | | | | | | | | |
|  | Certificate IV (or Advanced Certification) | | | | | | | | | | | | | | | | | | |
|  | Certificate III (or Trade Certificate) | | | | | | | | | | | | | | | | | | |
|  | Certificate II | | | | | | | | | | | | | | | | | | |
|  | Certificate I | | | | | | | | | | | | | | | | | | |
|  | Other, not listed | | | | | | | | | | | | | | | | | | |
| *If other, please specify:* | | | | | | | | |  | | | | | | | | | | |
| **Employment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Which statement best describes your current employment status?* | | | | | | | | |  | Full-time Employment | | | | | | | | | | | | | | | | | | |
|  | Part-time Employment | | | | | | | | | | | | | | | | | | |
|  | Self-Employed, not employing others | | | | | | | | | | | | | | | | | | |
|  | Employer | | | | | | | | | | | | | | | | | | |
|  | Employed, unpaid worker in family business | | | | | | | | | | | | | | | | | | |
|  | Unemployed, seeking full-time employment | | | | | | | | | | | | | | | | | | |
|  | Unemployed, seeking full-time employment | | | | | | | | | | | | | | | | | | |
|  | Unemployed, not seeking employment | | | | | | | | | | | | | | | | | | |
| **Reasons for Study** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Which reason best describes your reason to study?* | | | | | | | | |  | To get a job | | | | | | | | | | | | | | | | | | |
|  | To develop my existing business | | | | | | | | | | | | | | | | | | |
|  | To start my own business | | | | | | | | | | | | | | | | | | |
|  | Change in career | | | | | | | | | | | | | | | | | | |
|  | To get a better job or promotion | | | | | | | | | | | | | | | | | | |
|  | It was a requirement of my job | | | | | | | | | | | | | | | | | | |
|  | To get extra skills for my job | | | | | | | | | | | | | | | | | | |
|  | To gain entry into another course of study | | | | | | | | | | | | | | | | | | |
|  | Personal interest / Self development | | | | | | | | | | | | | | | | | | |
|  | Other | | | | | | | | | | | | | | | | | | |
| *If other, please specify:* | | | | | | | |  | | | | | | | | | | | |
| **Privacy Notice** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Under the Data Provision Requirements 2012, HBA Learning Centres (RTO 31261) is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).  Please [CLICK HERE](https://www.hba.edu.au/privacy-policy/) to read the Privacy Notice in full. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Declaration & Consent** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I declare that the information I have provided to the best of my knowledge is true and correct. I consent to the collection, use and disclosure of my personal information in accordance with the Privacy Notice above. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Consent to verify qualification / statements of attainment with issuing RTO.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | I have provided copies of my USI Transcript, Certificate and Statement of Results and/or Statement/s of Attainment for each unit of competency listed | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | I authorise HBA Learning Centres to contact the RTO who issued my AQF Certification documentation and obtain verification regarding the AQF Certification documentation issued by them to me. I understand that I may be required to provide identification details if requested by the issuing RTO | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | I understand where the issuing RTO is no longer registered as an RTO, I will be required to provide certified copies of my AQF Certification Documentation | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | I have read and understand the above and agree to release HBA Learning Centres from any liability and damage that may be incurred as a result of this information | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \*Learner Signature: | | | | | | | Typed name is acceptable | | | | | | | | | | | | | | | | | | | | | |
| \*Date: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| Payment Details | | | | | | |
| Payments may be made by any of the methods listed below. | | | | | | |
| Direct Debit Payments: | | Contact HBA Accounts on 1300 721 503 | | | | |
| If you need a Tax Invoice for your organisation, please contact HBA Accounts on 1300 721 503 | | | | | | |
| **Credit Card Authorisation (MasterCard & Visa Only)** | | | | | | |
| I authorise HBA Learning Centres Pty Ltd to debit the amount of $1000 or $200 per unit from my credit card.  This amount is a non-refundable deposit for the processing of an RPL claim with the remainder of the RPL and any gap training fees payable by the learner should they choose to continue with the RPL claim and any training with HBA which relates to this application. | | | | | | |
| *Card Type:* | MasterCard | | | Visa | | |
| *Card Number:* |  | | Expiry:  MM/YY |  | CCV:  (Back of card) |  |
| *Cardholder Signature:* |  | | Date: |  | | |

# Self-Assessment Questionnaire

Provide a response for each of the units listed below in the context of Nationally Recognised Training (NRT). People confuse non-accredited activities and material with NRT and don’t realise that everything is measured against the requirements of the Units of Competency found on training.gov.au

**NOTE:** Please take the time to read through the unit requirements prior to completing your self-assessment checklist. Links to training.gov.au are provided for each unit.

Complete the following table in relation to how often you have undertaken the following tasks in the last two (2) years:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CHC30121 Certificate III in Early Childhood Education and Care**  Self-Assessment Questionnaire | | | | | |
| Unit of Competency | | Elements | **I UNDERTAKE THESE TASKS** | | |
| **REGULARLY** | **SOMETIMES** | **RARELY** |
| 1  Core | [**CHCECE030**](https://training.gov.au/Training/Details/CHCECE030)  Support inclusion and diversity | 1. Reflect on values and biases. 2. Demonstrate respect for inclusion and diversity. 3. Support children’s understanding of inclusion and diversity. |  |  |  |
| 2  Core | [**CHCECE031**](https://training.gov.au/Training/Details/CHCECE031)Support children's health, safety and wellbeing | 1. Implement hygiene and health procedures. 2. Support each child’s health needs. 3. Promote physical activity. 4. Promote healthy and safe eating. 5. Provide opportunities for sleep, rest and relaxation. 6. Supervise children. 7. Minimise risks in the environment 8. Support children to respond to risks. 9. Provide a safe and healthy environment. |  |  |  |
| 3  Core | [**CHCECE032**](https://training.gov.au/Training/Details/CHCECE032)  Nurture babies and toddlers | 1. Develop relationships with babies and toddlers. 2. Develop effective relationships with family members. 3. Promote safe sleep. 4. Provide positive nappy-changing and toileting experiences. 5. Promote quality mealtime environments 6. Create a healthy and safe environment. |  |  |  |
| 4  Core | [**CHCECE033**](https://training.gov.au/Training/Details/CHCECE033)Develop positive and respectful relationships with children | 1. Interact positively with children. 2. Support and respect children. 3. Identify factors that influence behaviour of individuals. 4. Identify factors that influence group dynamics. 5. Support the development of pro-social behaviours. 6. Reflect on relationships with children. |  |  |  |
| 5  Core | [**CHCECE034**](https://training.gov.au/Training/Details/CHCECE034)  Use an approved learning framework to guide practice | 1. Identify learning frameworks. 2. Apply the learning framework. 3. Reflect on use of the learning framework. |  |  |  |
| 6  Core | [**CHCECE035**](https://training.gov.au/Training/Details/CHCECE035)  Support the holistic learning and development of children | 1. Support physical development 2. Support social development. 3. Support emotional development. 4. Support cognitive development. 5. Support communication development. 6. Support holistic learning and development. |  |  |  |
| 7  Core | [**CHCECE036**](https://training.gov.au/Training/Details/CHCECE036)  Provide experiences to support children's play and learning | 1. Create environments for play. 2. Support children’s agency through play and learning. 3. Review and evaluate play opportunities |  |  |  |
| 8  Core | [**CHCECE037**](https://training.gov.au/Training/Details/CHCECE037)  Support children to connect with the natural environment | 1. Support children to develop an understanding of the natural environment 2. Develop children’s appreciation of the natural environment. 3. Enhance children’s engagement with the natural environment. |  |  |  |
| 9  Core | [**CHCECE038**](https://training.gov.au/Training/Details/CHCECE038)  Observe children to inform practice | 1. Observe and interact with children 2. Seek information from secondary sources 3. Record and communicate information. 4. Analyse and interpret information and observations. 5. Contribute to curriculum planning |  |  |  |
| 10  Core | [**CHCECE054**](https://training.gov.au/Training/Details/CHCECE054)  Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures | 1. Identify perspectives on Aboriginal and/or Torres Strait Islander peoples’ cultures. 2. Investigate the local context for Aboriginal and/or Torres Strait Islander peoples’ cultures 3. Contribute ideas for embedding Aboriginal and/or Torres Strait Islander peoples’ cultures in daily practice. 4. Support children’s understanding and respect. |  |  |  |
| 11  Core | [**CHCECE05**](https://training.gov.au/Training/Details/CHCECE055)**5**  Meet legal and ethical obligations in children's education and care | 1. Identify legal and ethical obligations 2. Meet legal and ethical obligations. 3. Contribute to workplace improvements. |  |  |  |
| 12  Core | [**CHCECE056**](https://training.gov.au/Training/Details/CHCECE056)  Work effectively in children's education and care | 1. Source and use information on work in children’s education and care. 2. Work within service requirements 3. Use effective work practices. 4. Work collaboratively. 5. Develop personal professional practice |  |  |  |
| 13  Core | [**CHCPRT001**](https://training.gov.au/Training/Details/CHCPRT001)  Identify and respond to children and young people at risk | 1. Implement work practices which support the protection of children and young people 2. Report indications of possible risk of harm 3. Report indications of possible risk of harm |  |  |  |
| 14  Core | [**HLTAID012**](https://training.gov.au/Training/Details/HLTAID012)  Provide First Aid in an education and care setting | 1. Respond to an emergency situation. 2. Apply appropriate first aid procedures 3. Communicate details of the incident 4. Review the incident. |  |  |  |
| 15  Core | [**HLWHS001**](https://training.gov.au/Training/Details/HLTWHS001)  Participate in workplace health and safety | 1. Follow safe work practices 2. Follow safe work practices 3. Contribute to safe work practices in the workplace 4. Reflect on own safe work practices |  |  |  |
| 16  Elective | [**CHCPRP003**](https://training.gov.au/Training/Details/CHCPRP003)  Reflect on and improve own professional practice | 1. Reflect on own practice 2. Enhance own practice 3. Facilitate ongoing professional development |  |  |  |
| 17  Elective | [**CHCDIV001**](https://training.gov.au/Training/Details/CHCDIV001)  Work with diverse people | 1. Reflect on own perspectives 2. Appreciate diversity and inclusiveness, and their benefits 3. Communicate with people from diverse backgrounds and situations 4. Promote understanding across diverse groups |  |  |  |

# RPL Kit – Portfolio of Evidence & Knowledge Questions

**Portfolio of Evidence**

Use the tables in the following pages to list evidence relevant to each of the Elements & Performance Criteria and Performance Evidence and requirements listed in the left-hand column. Use the Evidence Checklist to identify the types of evidence supplied, provide a brief description and list the document number/name.

**Portfolio Example**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The evidence requirements for the Unit are listed in this column | Check the boxes in this column to identify the types of evidence being supplied | | Provide a brief description of each evidence item in this column | List the document numbers and titles |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **Example: (CHCECE041)**  **3. Monitor Risk**  3.1. Identify potential or actual hazards based on monitoring of children, activities and physical areas.  3.2. Assess safety risk associated with the hazard according to service risk management procedures.  3.3. Inform relevant parties according to service procedures.  3.4. Take action to eliminate or control the risk based on completed risk assessment. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  | Completed Indoor and outdoor safety checklists  Completed Risk assessments  Copy of hazard notification register  Correspondence with supervisor/ handyman | 4-Indoor safety checklist  5-outdoor safety checklist  6- Risk assessment X2  7-Hazard notification register.pdf  8- Email correspondence.pdf |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  | Letter from supervisor | 1-Ref.pdf |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  | Educator resume present | 2-Resume.pdf |
| Organisational Training Records |  | In-house training on organisational website | 3-Safestart.pdf |
| Other |  |  |  |

**Knowledge Questions**

The Knowledge Questions relate to the Knowledge Evidence component for each unit and must be answered fully. Read each question carefully. Provide complete written responses for all parts of each question using your own words. Conduct research and list any references where applicable.

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| 1. CHCECE030 Support inclusion and diversity | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Reflect on values and biases**  1.1. Identify aspects of own life experiences or history which may influence current values, beliefs and attitudes.  1.2. Identify potential impact of own life experiences on interactions and relationships with people from different backgrounds using a process of reflection.  1.3. Identify and act on ways to develop self-awareness and understanding of how own behaviours may contribute to inclusive practice. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Demonstrate respect for inclusion and diversity**  2.1. Identify the impact of different aspects of diversity and inclusion in the workplace.  2.2. Use communication techniques that model open, inclusive, ethical interactions with children, families and colleagues.  2.3. Use and support opportunities that encourage and promote participation by all individuals and groups.  2.4. Use inclusive work practices that support cultural, gender, ability and other forms of safety | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  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.  3.3. Provide children with opportunities to learn about similarities and differences in the world around them.  3.4. Engage children in collaborative discussions about respectful and equal relations.  3.5. Observe children’s interactions and participation and identify and communicate any needs for additional support to improve inclusive relationships.  3.6. Engage with peers, mentors or others to support individual children with specific needs. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * 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 * identify and use three different opportunities to support inclusion and diversity with children in daily practice, including both routine and play experiences. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| --- | --- | --- | --- |
| *Question* | | *Response* | |
| 1A | Identify and explain aspects of your own life experiences or history, which may influence your current values, beliefs, and attitudes. You will not be judged based on your experiences, but on your willingness to look deep within yourself and be honest.  (Minimum 300 words) |  |  |
| 1B | Using a process of reflection, reflect how your own life experiences may potentially impact on your interactions and relationships with people from diverse backgrounds.  (Minimum 300 words) | 1 |  |
| 2 |
| 3 |
| 1C | Based on your reflection in response for Q 1 and 2, identify and list two (2) ways to develop your self-awareness and understanding of how your own behaviour may contribute to inclusive practice. | 1 |  |
| 2 |  |
| 1D | Provide three (3) examples of statements from the Early Childhood Australia Code of Ethics, that guide educator’s practice in relation to diversity and inclusion. | 1 |  |
| 2 |  |
| 3 |  |
| 1E | List four (4) techniques you would implement in your job role to demonstrate open, respectful, inclusive, and ethical interactions with children, families and colleagues. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

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| 2. CHCECE031 Support children's health, safety and wellbeing | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Implement hygiene and health procedures**  1.1. Follow health and hygiene regulatory requirements and service policies and procedures.  1.2. Support children to learn personal health and hygiene practices through discussion, modelling and repeated experience.  1.3. Identify practices that are not consistent with requirements and procedures and take corrective action within level of responsibility. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  2.2. Maintain confidentiality in relation to children’s individual health needs.  2.3. Implement service risk-management strategies for children with long-term medical conditions.  2.4. Identify service and regulatory requirements and procedures for short and long-term medication administration.  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. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Promote physical activity**  3.1. Encourage children to participate in regular movement and physical experiences.  3.2. Participate with children in their physical activity.  3.3. Promote physical activity through providing planned and spontaneous opportunities appropriate for each child.  3.4. Discuss with children how their bodies work and the importance of physical activity to people’s health and wellbeing. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  4.2. Encourage and support healthy eating and nutrition practices with children during mealtimes.  4.3. Check that children have ready access to water and are offered healthy food and drinks regularly.  4.4. Implement service food safety policies and procedures when assisting with practical mealtime tasks.  4.5. Share information with families that supports a healthy lifestyle | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  5.2. Provide developmentally appropriate restful play activities for children who do not sleep or rest.  5.3. Maintain children’s right to privacy during any toileting and dressing and undressing times.  5.4. Meet individual clothing needs and preferences within the scope of the service requirements for children’s health and safety.  5.5. Support wellbeing through exchange of information with families about individual child’s rest and sleep patterns. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **6. Supervise children**  6.1. Follow regulations and implement service policies and procedures for active supervision of children.  6.2. Use positive, developmentally appropriate communication when informing children of safety requirements.  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.  6.4. Exchange information about supervision with colleagues to ensure adequate supervision at all times. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  7.2. Use, store and label dangerous products according to manufacturer’s instructions, service policies and procedures and regulations.  7.3. Implement service procedures and regulations for safe collection of each child, ensuring they are released to authorised people only.  7.4. Assist in the supervision of every person who enters the service premises through observation and reporting. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **8. Support children to respond to risks**  8.1. Assist children to recognise potential hazards and age appropriate responses.  8.2. Develop children’s knowledge of personal protective actions appropriate to their developmental stage.  8.3. Promote sun safety to children and implement measures to protect children according to service policies and procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  9.2. React promptly to incidences of illness or spills of bodily fluids and promptly respond to ensure a hygienic environment.  9.3. Liaise with families to ensure children who are unwell are excluded according to service policies and procedures and government guidelines.  9.4. Identify children who display signs of illness and take appropriate measures to prevent cross-contamination.  9.5. Report incidences of illness, infection or accident according to service policies and procedures and regulatory requirements.  9.6. Follow service policies and procedures to ensure that equipment, furnishings and resources are maintained in a hygienic manner. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * follow all hygiene, health and safety procedures on three different occasions for each of the following:   + support a child to wash their hands   + support one or more children during mealtimes   + support a child with toileting   + support a child with dressing or undressing   + support a child to have their individual sleep needs met * demonstrate the principles of active supervision to supervise one group of children for a complete activity or play period, according to service procedures * respond appropriately to three situations where health or safety of children may be compromised * 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. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | |
| 2A | Identify the Quality area that relates to Children’s health and safety? What is the aim of this quality area? List all standards and elements including laws and regulations related to each element of this quality area. |  | |
| 2B | Why it is important to maintain confidentiality in relation to children’s individual health needs? What information should be kept confidential and what are the exceptions and other restrictions? How information related to individual health needs can be kept confidential? |  | |
| 2C | List three (3) strategies you can use to promote relaxed and enjoyable meal routines. | 1 |  |
| 2 |  |
| 3 |  |
| 2D | List five (5) strategies you can use to encourage and support healthy eating and nutrition practices with children during mealtime? | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 2E | Describe an activity that you can implement for children (Aged 3-5 years) to teach them how they should behave to keep themselves safe. The activity must include teaching children how to identify hazards and take steps to address these. |  |  |
| 2F | List five (5) features of safe rest and sleep environment? | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 2G | What is reflection? |  | |
| 2H | How do educators use reflection and why do they use it? |  | |
| 2I | What makes for meaningful reflection? |  | |

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| 3. CHCECE032 Nurture babies and toddlers | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **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.  1.2. Identify and initiate opportunities during daily routines for one-to-one communication with babies and toddlers that supports learning, development and wellbeing.  1.3. Recognise and respond to interactions initiated by babies and toddlers, and provide physical comfort and calm reassurance to facilitate attachment. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  2.2. Recognise family signs of stress at time of separation and identify appropriate responses.  2.3. Assist in the transition from home to care through initiating engagement with babies/toddlers while family is still present.  2.4. Communicate daily with families about their child’s activities, sleeping and eating patterns according to service procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Promote safe sleep**  3.1. Share information with families about sleep and confirm arrangements for sleep and rest.  3.2. Prepare cots, bedding and equipment according to service hygiene and safety procedures and approved safety standards.  3.3. Monitor sleeping children according to service policies and procedures.3.4. Provide opportunities for children to investigate ethical issues relevant to their lives and communities. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Provide positive nappy-changing and toileting experiences**  4.1. Change nappies according to service policies and procedures.  4.2. Provide positive nappy change and toileting experiences that enhance relationships and support learning.  4.3. Adapt experiences to meet the individual child’s routines.  4.4. Support children sensitively and positively when they are learning to use the toilet.  4.5. Work with families and other educators to support children’s toilet learning by sharing information and using consistent approaches | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  5.2. Attend to babies’ individual needs during meal times.  5.3. Follow approved standards for safe storage, preparation, heating and serving of formula, breast milk and other pre-prepared food and drinks.  5.4. Follow approved standards for cleaning of associated equipment and utensils.  5.5. Offer a supportive environment for breastfeeding according to service protocols. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **6. Create a healthy and safe environment.**  6.1. Provide safe areas and appropriate resources for babies to practise gross motor skills.  6.2. Supervise babies and toddlers appropriately, according to development and environmental factors.  6.3. Ensure babies and toddlers can safely explore their environment with their hands, mouths and bodies.  6.4. Provide a relaxed and calm environment that is responsive to the individual wellbeing of babies and toddlers. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * 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   + prepare bottle, bottle feed babies and clean equipment   + prepare solid food and feed babies   + respond appropriately to baby signs and cues   + prepare and settle babies for sleep   + monitor and encourage age-appropriate physical exploration and gross motor skills * 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   + assist toddlers during mealtimes   + respond appropriately to toddler signs and cues   + prepare and settle toddlers for sleep   + monitor and encourage age-appropriate physical exploration and gross motor skills * 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   + other educator relationships with babies/toddlers * 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. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| --- | --- | --- | --- | --- |
| *Question* | | *Response* | | |
| 3A | Identify and provide three (3) examples of opportunities during daily routines that you have or may use to initiate one on one communication with babies and toddlers to support their learning, development and well-being. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 3B | Describe three (3) ways of enhancing relationship (with babies and toddlers) building skills through observation, discussion and reflection. |  | | |
| 3C | List three (3) techniques you can use to initiate engagement with babies/ toddlers while family is still present to assist in transition from home to care. |  | | |
| 3D | List five (5) strategies how can you positively and sensitively support a child, who is learning to use the toilet. |  | | |
| 3E | Describe five (5) strategies to create a positive mealtime environment that are adopted to meet the individual baby and toddler’s routines and needs? |  | | |
| 3F | How does the use of comfort items from home in the care of babies and toddlers support them in settling in their care environment? |  | | |
| 3G | Describe three (3) features of effective communication with families of babies and toddlers of different ages. |  | | |
| 3H | Hand washing is the first step in preventing spread of infections. When should educators and children wash hands at the service? |  | | |
| 3I | In your own words describe what makes a safe environment for babies and toddler (minimum 100 words)? |  | | |
| 3J | Explain the following:   1. Link between attachment and brain development (minimum100 words.) 2. Significance of strong, secure attachments to one or more significant adults (minimum 100 words). 3. How can lack of attachment impact on development (minimum 100 words)? | Link between attachment and brain development (minimum100 words.) | |  |
| Significance of strong, secure attachments to one or more significant adults (minimum 100 words). | |  |
| How can lack of attachment impact on development (minimum 100 words)? | |  |

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| 4. CHCECE033 Develop positive and respectful relationships with children | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Interact positively with children**  1.1. Respond sensitively and respectfully to all children’s efforts to communicate.  1.2. Engage in sustained conversations with individual children about things that interest the child and encourage them to share their stories and ideas.  1.3. Communicate during practical tasks in ways that help create a relaxed and unhurried routine.  1.4. Participate in children’s play and use children’s cues to guide the level and type of involvement.  1.5. Model positive interactions with others. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Support and respect children**  2.1. Implement practices that empower children to exercise their right to be active participants in their own lives.  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.  2.3. Support practices and routines that honour children, their family and the community context.  2.4. Show genuine interest in, understanding of, and respect for all children.  2.5. Comfort children who cry or show signs of distress in ways appropriate for individual children.  2.6. Respond positively to varying abilities and confidence levels and acknowledge children’s efforts and achievements.  2.7. Support children to recognise and label their range of emotions.  2.8. Model self-regulation through gentle and calm behaviour and provide reassurance when children express distress, frustration or anger.  2.9. Support children’s agency to make choices and experience natural consequences. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  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.  3.3. Assess the child’s individual stage of development, temperament and personality to facilitate understanding of the child’s behaviour.  3.4. Reflect on own pedagogical practices and identify how they may influence behaviours.  3.5. Use information collected to inform a holistic understanding of the child’s behaviour. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Identify factors that influence group dynamics**  4.1. Observe interaction and behaviour patterns of children in groups.  4.2. Identify gendered behaviour influences on group dynamics.  4.3. Encourage positive relationship building between children. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  5.2. Communicate expectations for behaviour based on service policies in ways that children will understand.  5.3. Involve children in developmentally appropriate ways when agreeing expectations of behaviour.  5.4. Provide instructions and guidance in a positive and supportive manner.  5.5. Acknowledge children’s positive choices and use clear verbal and non-verbal communication when children make positive choices.  5.6. Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children’s behaviour with them.  5.7. Use appropriate strategies to redirect behaviour and defuse situations of conflict or stress.  5.8. Identify situations where children may need additional support and seek guidance from relevant supervisor. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  6.2. Identify opportunities to enhance own skills through reflection, and develop actions with guidance from supervisor. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * 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   + mealtimes   + play opportunities   + physical care routines   + sustained individual interaction   + situation where child is reluctant to participate   + situation of conflict   + times of transition – at least one of the following:     - from one activity to another     - from one location to another     - during arrival at the service * document and reflect on observations about the ways in which relationships are developed in the workplace:   + own relationships with children   + other educator relationships with children   + child to child relationships * 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. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | |
| 4A | List all the Standards, Elements and regulations and laws relevant to each of the elements of the Quality area 5 - Relationships with children. |  | | |
| 4B | Mealtimes is a good opportunity for social interactions. How will you communicate during mealtimes to ensures mealtimes are relaxed, unhurried and enjoyable? |  | | |
| 4C | Describe three (3) strategies you can use to show genuine interest in, understanding of and respect for all children. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4D | Describe three (3) Strategies you can use to support children to recognise and label their range of emotions. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4E | Reflect on own pedagogical practices and identify how they may influence children’s behaviour? (150 words) |  | | |
| 4F | Research and summarise your findings on:  Brain development and its role in social and emotional development of children. (250 words) |  | | |
| 4G | What is resilience? List Five (5) techniques you can use to build children’s resilience | Resilience | |  |
| Techniques | |  |
| 4H | What is strength-based approach? How strength-based techniques can be used to guide children’s behaviour. |  | | |

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| 5. CHCECE034 Use an approved learning framework to guide practice | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Identify learning frameworks.**  1.1. Investigate the function of a learning framework in the context of children’s education and care.  1.2. Determine the approved learning framework that applies to the service  1.3. Source and correctly interpret information on content of the relevant framework.  1.4. Clarify the relationship between the framework and other aspects of relevant law and regulations. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Apply the learning framework.**  2.1. Determine how the framework is applied to support educators’ practice.  2.2. Use the framework to support children’s learning, development and wellbeing. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Reflect on use of the learning framework**  3.1. Identify situations where use of the framework positively supports children’s learning.  3.2. Use positive examples from own experience and workplace observation as the basis for development of own practice.  3.3. Identify opportunities to enhance own skills through reflection and develop actions with supervisor. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * participate in the implementation of an approved learning framework:   + explain how the vision, principles and practices of the approved learning framework are demonstrated in the service   + investigate and document at least one example of how each of the following aspects of the approved learning framework is reflected in the service:     - vision     - principles     - practices * document own involvement in at least three examples of practice that support the implementation of the approved framework in the service * 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. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Other |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | |
| 5A | List the two (2) nationally approved learning frameworks currently used in Australia. |  | |
| 5B | Investigate and explain the function of the learning framework in the context of children’s education and care. |  | |
| 5C | How can educators use the framework to inform their practices in supporting children’s learning, development, and well-being? |  | |
| 5D | What are the three (3) elements of the Early Years Learning Framework? Please list | 1 |  |
| 2 |  |
| 3 |  |
| 5E | How does the EYLF define ‘curriculum’? |  | |
| 5F | How does the Early Years Learning Framework define the term ‘pedagogy’? |  | |
| 5G | What are the key features of collaborative practice? |  | |
| 5H | List the key participants/ stakeholders you can collaborate with in the implementation of the approved learning framework. |  | |

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| 6. CHCECE035 Support the holistic learning and development of children | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1.** **Support physical development**  1.1. Identify and use opportunities to support the emerging physical skills of individual children.  1.2. Use daily routines as opportunities to support children to acquire and practise skills.  1.3. Select and arrange equipment that will develop fundamental movement skills, fine and gross motor skills.  1.4. Encourage challenge, choice and spontaneity in physically active play.  1.5. Support children to take increasing responsibility for their own health and wellbeing through positive communication and information sharing. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Support social development**  2.1. Encourage children to engage in play and social experiences with other children.  2.2. Provide developmentally appropriate support and information that helps children understand and accept responsibility for their own actions.  2.3. Provide opportunities for one-to-one and large and small group interactions.  2.4. Model care, empathy and respect for children, educators and families.  2.5. Support children when they are having difficulty understanding or communicating with each other.  2.6. Model language that children can use to express ideas, negotiate roles and collaborate to achieve goals.  2.7. Use communication and modelling that encourages children to respect and value each other’s individual differences. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Support emotional development**  3.1. Provide children with strategies to make informed choices about their behaviours appropriate to their level of understanding.  3.2. Assist and encourage children to experience pride and confidence in their achievements.  3.3. Provide acknowledgement and support if a child experiences frustration and encourage children to see mistakes as an opportunity to learn.  3.4. Assist children to identify physiological responses to situations and express and regulate feelings appropriately through modelling and guidance.  3.5. Assist children to develop empathy through identifying and responding to emotions in other people.  3.6. Support and encourage children to persevere with challenges to assist in building resilience.  3.7. Share children’s successes with families in informal and formal ways. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Support cognitive development**  4.1. Select materials, resources, technologies and experiences that support exploration and problem-solving.  4.2. Provide opportunities that encourage exploration of children’s concepts and ideas.  4.3. Extend children’s thinking by engaging them in sustained shared conversations. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Support communication development**    5.1. Value the child’s linguistic heritage and encourage the use and acquisition of home languages.  5.2. Select, read and tell developmentally appropriate stories.  5.3. Use props to stimulate children’s enjoyment of language and literature.  5.4. Ask and answer questions during the reading and discussion of books or other text.  5.5. Provide meaningful opportunities for children to develop pre-writing skills.  5.6. Model and encourage two-way communication through questions and careful listening.  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.  5.8. Provide opportunities for group discussions and exchange of views between children.  5.9. Model language and encourage children to express themselves through language in different contexts and for different purposes. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **6. Support communication development**    6.1. Recognise and promote opportunities for development in multiple areas.  6.2. Intentionally scaffold children’s learning to foster development.  6.3. Select and use resources and materials that offer integrated opportunities for challenge, curiosity and discovery.  6.4. Arrange the environment to encourage interactions between children, as well as accommodating the child’s need for privacy, solitude or quiet.  6.5. Respond to spontaneous teachable moments as they occur and use them to enhance children’s learning.  6.6. Support collaboration with colleagues through sharing and seeking of information. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * 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   + social   + emotional   + cognitive   + communication * 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. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | | |
| 6A | Children in age group 2–3-year-old are showing interest in washing hands by themselves. How can educators use this routine to support children in practicing and learning to wash hands? |  | | | |
| 6B | List 5 strategies educators can use to encourage children to engage in play and social experiences with other children | 1 |  | | |
| 2 |  | | |
| 3 |  | | |
| 4 |  | | |
| 5 |  | | |
| 6C | List two formal and 2 non-formal ways of sharing children’s success with families. | Formal | |  | |
| Informal | |  | |
| 6D | Suggest three (3) activities you can organise for the children to teach concepts of math such as matching, measurement, sequencing or spatial awareness and explain how each activity supports exploration and problem solving. | *1* |  | | |
| *2* |  | | |
| *3* |  | | |
| 6D | Suggest three (3) activities you can organise for the children to initiate interest in science and explain how each activity supports exploration and problem solving. | 1 |  | | |
| 2 |  | | |
| 3 |  | | |
| 6E | Provide three (3) examples of how you can model and encourage two-way communication through questions and careful listening. | 1 |  | | |
| 2 |  | | |
| 3 |  | | |
| 6F | Describe three (3) meaningful activities/ opportunities that you can provide children to support their pre-writing skills. You will need to do some research for the activities. | *1* |  | | |
| *2* |  | | |
| *3* |  | | |
| 6G | Describe two (2) activities you can provide children in age range 3-5 years to enhance their understanding of relationship between letters and sounds. | 1 |  | | |
| 2 |  | | |
| 6H | Describe two (2) activities to provide children opportunities to participate in group discussions. Name the topic of discussion, why you chose this topic and when will you conduct this activity? What opportunities will you provide to the children to exchange their views? | 1 |  | | |
| 2 |  | | |
| 6I | What is a spontaneous teachable moment? Give two examples, when you may or you have used these moments to enhance children’s learning. |  | | | |
| 6J | Research and summarise each of the listed theories of early childhood learning in your own words (200 words each): | Erik Erikson’s theory: | | |  |
| Bowlby’s attachment theory: | | |  |
| Piaget’s theory: | | |  |
| *Vygotsky’s theory:* | | |  |
| *Bronfenbrenner’s theory* | | |  |
| 6K | Explain how early brain development is critical for future education success. (200 words) |  | | | |
| 6L | Explain the importance of curiosity and discovery as positive learning dispositions. (250 words) |  |  | | |
| 6M | List eight (8) strategies educators can use to create an environment for holistic learning and development. | *1* |  | | |
| *2* |  | | |
| *3* |  | | |
| *4* |  | | |
| *5* |  | | |
| *6* |  | | |
| *7* |  | | |
| *8* |  | | |
| 6N | What do you understand by Authoritative and credible sources of information? |  | | | |
| 6O | When working with children, you may notice that children are at varying stages of development. Describe two (2) inclusive practices will you implement to ensure development of each individual child? | 1 |  | | |
| 2 |  | | |

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| 7. CHCECE036 Provide experiences to support children's play and learning | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **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.  1.2. Incorporate the use of real, natural and recycled materials in play environments.  1.3. Use teamwork and collaboration with other educators as a way of enhancing play experiences.  1.4. Identify and use information from observations and reflection to inform play opportunities.  1.5. Support unhurried opportunities for play by organising and allowing sufficient time | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  2.2. Recognise and respond to opportunities to engage children in developmentally appropriate discussion about their play and learning.  2.3. Use routines to undertake intentional teaching and recognise opportunities for spontaneous learning consistent with the learning framework.  2.4. Prompt extensions of play through flexible use of experiences, resources and materials.  2.5. Assist children to participate in a variety of experiences and support them to choose those which support their creativity, competency and confidence.  2.6. Encourage participation where an experience is new or unknown.  2.7. Demonstrate respect for children’s choice not to participate.  2.8. Respond to children’s engagement with play environments in ways that encourage each child to remain interested and challenged.  2.9. Interact with children showing enthusiasm, playfulness and enjoyment. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Review and evaluate play opportunities**  3.1. Holistically evaluate the implementation of play and learning opportunities.  3.2. Reflect on children’s play experience to identify learning and development outcomes.  3.3. Analyse outcomes to identify opportunities for further learning and development.  3.4. Identify role of the educator in children’s play and learning through reflection on own pedagogical practices. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * set up and support play and learning opportunities according to service guidelines that include at least:   + three indoor experiences   + three outdoor experiences * across the above play and learning opportunities, set up and support:   + one group experience   + one individual experience   + one experience that is run 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 * use reflection to evaluate and document play experiences and discuss the reflection process and outcome with a workplace or learning supervisor on two occasions * 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. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | |
| 7A | List one element each of the following quality areas that relate to providing experiences to support children’s play and learning. Include law and regulation relevant to the identified Element.   * Educational program and practice * Children’s health and safety * Physical environment * Relationships with children | Educational program and practice | |  |
| Children’s health and safety | |  |
| Physical environment | |  |
| Relationships with children | |  |
| 7B | Describe each type of play and provide an example of how you will set up a play space/ area for each type of play and what resources will you use? | Unoccupied play | |  |
| Solitary play | |  |
| Onlooker Play | |  |
| Parallel play | |  |
| Associative Play | |  |
| Cooperative Play | |  |
| 7C | What are the benefits of talking to children about their play and learning?. |  | | |
| 7D | Recognise and list five (5) opportunities educators can respond to engage children in developmentally appropriate discussion about their play and learning. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |
| 7E | Describe two (2) opportunities you have used or can use to enhance children’s spontaneous learning. | 1 |  | |
| 2 |  | |
| 7F | What is the difference between play based learning and Free play appearance or in any other form. |  | | |
| 7G | What is meant by Agency of a child? List examples of five (5) practices educators can use to support children’s agency. | Agency of a child | |  |
| Practices | |  |
|  |
|  |
|  |
|  |
| 7H | List three (3) methods to evaluate the implementation of play experiences. | 1 | |  |
| 2 | |  |
| 3 | |  |
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| 8. CHCECE037 Support children to connect with the natural environment | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **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.  1.2. Model respect, care and appreciation for both natural and constructed environments.  1.3. Provide children with information and access to resources about the environment and the impact of activities on natural environments.  1.4. Identify Aboriginal and/or Torres Strait Islander peoples’ connection with and use of the natural environment. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  2.2. Provide children with opportunities to explore the natural and constructed environment and their local community. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Enhance children’s engagement with the natural environment**  3.1. Identify opportunities for children to reduce their impact on the natural environment.  3.2. Support children to demonstrate respect for the natural environment.  3.3. Provide children with opportunities to experience the growth and care of living things. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * 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 * plan and implement two opportunities that encourage children to engage positively with the natural environment, using one indoor and one outdoor opportunity | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | |
| 8A | Identify and give two (2) examples of opportunities that you can use to discuss with children about the natural environment and the interdependence between people, plants, animals, and land. | 1 | |  |
| 2 | |  |
| 8B | List four (4) ways you can model respect, care and appreciation for both natural and constructed environments? | 1 | |  |
| 2 | |  |
| 3 | |  |
| 4 | |  |
| 8C | Research and summarise in 250 words, how Aboriginal and Torres Strait Islander Peoples connect with and use the natural environment. |  | | |
| 8D | List two (2) opportunities, you could provide children to explore the natural and constructed environment and their local community. | 1 |  | |
| 2 |  | |
| 8E | List four (4) opportunities you can provide to children to be considerate of the natural environment and minimise the impact of their actions. Include in your response what and how you will teach the children. An example has been provided for you.  *Example: When children waste the paper during drawing. Discuss with children how paper is made from trees and encouraging them to use both sides of paper when they use paper for drawing. This act will make them responsible in using paper wisely and reduce the impact of their action.* | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 8F | List four (4) opportunities you can provide children to experience the growth and care of living things. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 8G | How do children’s intellectual, social, emotional learning, physical and mental health benefit from time and space to play in natural environment. |  |  | |

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| 9. CHCECE038 Observe children to inform practice | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Observe and interact with children.**  1.1. Identify children’s interests, ideas, knowledge, skills and strengths based on observation and interactions.  1.2. Investigate and understand a range of observation techniques and their application in the workplace.  1.3. Seek guidance from colleagues about observation tools and processes.  1.4. Select appropriate observation technique according to the context of the observation. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Seek information from secondary sources**  2.1. Use information from children’s records and family to assist in curriculum planning.  2.2. Collaborate with others to collect information about each child’s needs, interests, skills and cultural practices. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Record and communicate information**  3.1. Observe the child and accurately record meaningful information according to service policies and procedures.  3.2. Discuss information gathered with relevant people to inform planning.  3.3. Discuss and record information in ways that are free from bias and negative labelling of children. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Analyse and interpret information and observations**  4.1. Reflect on information gathered from observations and secondary sources.  4.2. Identify and use opportunities to discuss reflections with colleagues and gain their perspectives.  4.3. Identify learning and development aspects of the child based on gathered information.  4.4. Determine and document links to the approved learning framework. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  5.2. Use information gathered about the child to support interactions that are responsive and respectful of individual needs. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * 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 * when completing the above tasks, for each child:   + gather information using at least three different observation techniques   + use at least two secondary sources   + communicate a perspective about:     - aspects of child’s development     - individual interests and learning * explain links to approved learning framework. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | |
| 9A | List and describe two (2) Elements of QA6 (Collaborative partnerships with families and communities) that are relevant to gathering information from families to inform practice and children’s learning. |  | | |
| 9B | List and describe an Element of QA5 (Relationships with children) that is relevant to interacting with children and gathering information to inform practice and children’s learning. |  | | |
| 9C | Provide an overview of Quality area 1. List descriptors of Elements of QA1 (Educational program and practice) and relevant regulations and laws for each of these Elements |  | | |
| 9D | Investigate and explain how you understand the listed observation techniques and their application to record information about children’s learning and development. Summarise your understanding. | Anecdotal observations |  | |
| Learning stories |  | |
| Digital images/ pictorial observation |  | |
| Sample of children’s work |  | |
| Jottings |  | |
| Running records |  | |
| 9E | List the stakeholders you may collaborate with to gather information about a child. |  | | |
| 9F | Name and briefly explain five (5) stages of the curriculum planning cycle. |  | | |
| 9G | Explain how an understanding of the stages of a child’s development will help you in curriculum planning? |  | | |
| 9H | What are primary and secondary sources of information? Give an example for each. |  | | |
| 9I | When collecting information about children’s learning and development list five (5) important pieces of information you will gather and why? |  | | |
| 9J | What is a strength-based approach? How can it be used to support children’s learning and development? |  | | |
| 9K | When collecting information about children why is it important to consider changes in child or family circumstances? |  | | |
| 9L | Explain each of the listed ‘professional considerations’ | Confidentiality and privacy requirements | |  |
| Recording/Documenting without bias | |  |
| Correct use of spelling, grammar and punctuation including past and present tense | |  |
| Avoiding jargon, labelling and generalisations | |  |

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| 10. CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **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.  1.2. Identify and implement ways to improve awareness of Aboriginal and/or Torres Strait Islander peoples’ cultures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  2.2. Reflect on the contemporary impacts of historical issues in the local context.  2.3. Handle information in a culturally sensitive way taking account of how and with whom information can be shared. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  3.2. Evaluate and use opportunities to promote children’s understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures and languages.  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. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  4.2. Model language and interactions that show respect for Aboriginal and/or Torres Strait Islander peoples’ cultural knowledge.  4.3. Develop an understanding of Aboriginal and/or Torres Strait peoples’ ways of learning.  4.4. Use opportunities to encourage children to reflect on and engage with different Aboriginal and/or Torres Strait Islander peoples’ ways of learning. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * 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 occassion * 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 * support one experience with a group of children that encourages their understanding of local Aboriginal and/or Torres Strait Islander peoples’ cultures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | |
| 10A | Refer to Quality Area 1 and provide an example of an Element that relates to encouraging awareness of cultures. Include law and legislation relevant to the identified Element. Be specific |  | |
| 10B | Refer to Quality Area 5 and provide an example of an Element that relates to support each child to feel secure, confident and included. Include law and legislation relevant to the identified Element. Be specific. |  | |
| 10C | Refer to Quality Area 6 and provide an example of an Element that relates to community engagement. Include law and legislation relevant to the identified Element. Be specific. |  | |
| 10D | Reflect on your understanding/ perspectives of Aboriginal and Torres Strait Islander cultures. Share in your reflection what experiences have shaped your views or understanding of Aboriginal and Torres Strait Islander cultures (300-500 words). |  | |
| 10E | What were the immediate effects of European colonisation on Aboriginal and Torres Strait Islander culture? |  | |
| 10F | List 5 ways/ ideas/ experiences you can use to facilitate children’s understanding of Aboriginal and Torres Strait Islander people’s culture. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 10G | Research three (3) Aboriginal and Torres Strait Islander peoples’ led organisations and / or peak bodies which can be contacted to build partnership and incorporate Aboriginal and Torres Strait Islander people’s ways in Early Childhood Education and care services. | 1 |  |
| 2 |  |
| 3 |  |
| 10 H | Describe the role of an educator in promoting children’s understanding of cross-cultural issues and beliefs including the understanding of and respect for, Aboriginal and Torres Strait Islander people’s history and cultures (150 words). |  |  |

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| 11. CHCECE055 Meet legal and ethical obligations in children's education and care | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Identify legal and ethical obligations**    1.1. Identify and access authoritative sources of information.  1.2. Correctly interpret sources of information about the legal and ethical requirements that apply to the contemporary work role.  1.3. Identify the scope and nature of own rights and responsibilities in the job role. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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.  2.2. Identify potential ethical issues and dilemmas including conflict of interest and discuss with an appropriate person.  2.3. Identify potential or actual situations of non-compliance and report according to service procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Contribute to workplace improvements**  3.1. Identify situations where work practices could be improved to meet legal and ethical responsibilities.  3.2. Share feedback through constructive communication with colleagues and supervisors.  3.3. Identify and take opportunities to contribute to the review and development of policies and procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * 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   + incidents, injury, trauma and illness   + response to medical condition   + emergency response   + governance and leadership   + physical environment   + staffing arrangements * develop appropriate responses to at least three different legal or ethical issues or dilemmas relevant to the work role. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | |
| 11A | What is the role of state / territory Early Childhood education and Care regulatory authority? |  | | |
| 11B | What does Early childhood Education and care services national regulation say about the following areas related to staffing arrangements: | Minimum requirements for a person in charge present at the service | |  |
| Minimum numbers of educators (educator to children’s ratios) | |  |
| Educational qualification of staff | |  |
| First aid qualification requirements | |  |
| Staff and educator records | |  |
| 11C | Provide two (2) examples to explain similarities, differences and interrelationships between legal and ethical issues in the context of Early childhood Education and care.  *Example: Using work time for personal matters- The ethical issue here is that staff gets paid for work and work time should not be used to deal with personal affairs. If the staff is using work hours for personal matters and being paid means they are taking money without doing any work. In this example the legal issue is that children’s supervision can be compromised when staff is focused on personal matters. This may result in compromising duty of care, resulting in incidents and injuries. In this example the interrelationship between legal and ethical issue is that due to ethical issue staff may compromise their duty of care resulting in legal consequences for the service.* |  | | |
| 11D | Explain in 150 words an Educator’s duty of care responsibilities. |  | | |
| 11E | Describe an ethical issue or dilemma you may be involved in at the workplace. Explain the situation, how will you respond to the dilemma/ issue, who will you discuss it with? |  | | |
| 11F | Why is it important to seek a parent's agreement before providing services? What strategies can you use to involve parents in decisions? |  | | |
| 11G | Which information should be kept confidential and how can you ensure it is kept as such? |  | | |
| 11H | Describe a conflict-of-interest situation you may witness in the workplace. How will you respond to the situation and who will you discuss it with? |  | | |
| 11I | Describe two (2) ways/ methods you can use to constructively contribute to the workplace improvements. | 1 |  | |
| 2 |  | |

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| 12. CHCECE056 Work effectively in children's education and care | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **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.  1.2. Source and interpret information on rights and responsibilities of own role.  1.3. Source and interpret information on skill and knowledge requirements for own and related roles. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Work within service requirements**  2.1. Obtain, interpret and comply with service policies and procedures according to own job role.  2.2. Seek advice and information from supervisors to ensure full understanding of service requirements.  2.3. Use designated lines of internal and external verbal and written communication and reporting.  2.4. Follow service presentation standards. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3.** **Use effective work practices**  3.1. Plan and organise daily work activities to achieve required outcomes within scope of responsibility.  3.2. Act promptly on instructions and follow procedures relevant to the task.  3.3. Identify and clearly communicate to supervisor when additional support is needed.  3.4. Prioritise and complete competing tasks within designated timeframes. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4.** **Work collaboratively**  4.1. Identify and use opportunities to share and seek information to maximise cooperation and the quality of daily work outcomes.  4.2. Use verbal and non-verbal communication that demonstrates respect for individual differences and work roles.  4.3. Communicate information in a manner that is clear, and confirm understanding of other party.  4.4. Listen to requests, clarify meaning and respond appropriately.  4.5. Exchange information clearly in a timely manner and within confidentiality procedures.  4.6. Use oral communication skills to prevent, defuse and resolve conflict situations. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5.** **Develop personal professional practice**  5.1. Explore theories and contemporary research relating to early childhood.  5.2. Reflect on personal values and beliefs in relation to early childhood and how these align with theories and contemporary research.  5.3. Establish a personal professional philosophy in relation to early childhood.  5.4. Recognise the role of the early childhood educator in advocating for children and the sector. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * access, interpret and use information about employment and service procedures in children’s education and care from three different sources * use effective planning, organisational and communication to complete five different children’s education and care daily work activities. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | | |
| 12A | How will you use the information gathered on roles, responsibilities, knowledge and skills relevant to your role? |  | | | |
| 12 B | Identify and list three (3) opportunities to share and seek information with colleagues and or families to maximise cooperation and the quality of daily work outcomes | 1 | |  | |
| 2 | |  | |
| 3 | |  | |
| 12 C | Describe each of the following communication techniques and their application in children’s education and care context. | Active listening | | |  |
| Body language | | |  |
| Conflict resolution | | |  |
| Methods for conveying information clearly and concisely, both oral and written | | |  |
| Open and closed questioning | | |  |
| Verbal and non-verbal cues | | |  |
| Voice tonality | | |  |
| 12 D | What is the role of collaboration in providing quality education and care? Include in your response, who needs to collaborate, why collaboration is important, how it helps achieve quality education and care for children. |  | | | |
| 12 E | Recognise and summarise in your words the role of the early childhood educator in advocating for children and the sector. |  | | | |
| 12 F | List three (3) things you could do to promote your own physical health and well-being. | 1 |  | | |
| 2 |  | | |
| 3 |  | | |
| 12G | List three (3) things you could do to promote your mental health and well-being. | 1 |  | | |
| 2 |  | | |
| 3 |  | | |
| 12 H | List two (2) support / support systems you can access to assist you in promoting any areas of health and well-being. | 1 |  | | |
| 2 |  | | |

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| 13. CHCPRT001 Identify and respond to children and young people at risk | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **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  1.2 Respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service policies and procedures  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  1.4 Employ communication and information-gathering techniques with children and young people in accordance with current recognised good practice  1.5 Ensure decisions and actions taken are within own level of responsibility, work role, state legislation and service policies and procedures  . | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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  2.2 Promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures  2.3 Ensure writing in reports is non-judgemental  2.4 Work collaboratively with relevant agencies to ensure maximum effectiveness of report | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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  3.2 Identify and seek supervision support for issues of ethical concern in practice with children and young people  3.3 Employ ethical and nurturing practices and observe professional boundaries when working with children and young people  3.4 Recognise and report indicators for potential ethical concerns when working with children and young people | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * implemented work practices which support the protection of children and young people, including: * complying with regulations, legislations and duty of care responsibilities * employing child-focused work practices to uphold the rights of children and young people * maintaining confidentiality * providing appropriate responses in the protection of children and young people * read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| *Question* | | *Response* | | | | |
| 13A | What is your State/Territory Child Protection Act? Summarise its purpose and principles |  | | | | |
| 13 B | Why is it important to be aware of protective issues and use child protection procedures where appropriate? |  | | | | |
| 13 C | Identify children at risk of abuse or neglect by observing signs and symptoms, provide 3 examples of each: | **Type of abuse** | | **Signs shown by a child** | | **Signs shown by Parent/Caregiver** |
| Physical abuse | |  | |  |
| Sexual abuse | |  | |  |
| Emotional/ Psychological abuse | |  | |  |
| Neglect | |  | |  |
| 13 D | Research and record the names and phone numbers of two (2) government departments/ Child protection agencies in your state/territory, with which you can work collaboratively to ensure maximum effectiveness of report, if you suspect a child is being abused or a disclosure has been made. |  | | | | |
| 13 E | What strategies can you use to encourage children to participate in age-appropriate decision making? List three (3). | 1 |  | | | |
| 2 |  | | | |
| 3 |  | | | |
| 13 F | List four (4) examples of child-focused work practices (which uphold the rights of the child) you can employ in your role as an educator. | 1 |  | | | |
| 2 |  | | | |
| 3 |  | | | |
| 4 |  | | | |
| 13G | What are the core principles in the Convention on the Rights of the Child (CRC) (1989) that determine how you protect the rights of children?  For each core principle, give an example of how educators can support these rights in their early childhood settings. |  | | | | |
| 13 H | When an unethical conduct arises in a service, what are the procedures you should follow and who would you seek supervision support for issues of ethical concern in practice with children? |  | | | | |
| 13 I | Research and summarise | Trauma-informed care | | |  | |
| Maintaining confidentiality | | |  | |
| Indicators of the different types and dynamics of abuse as they may apply to age, gender, disability, culture, and sexuality | | |  | |
| The overview of the legal system including child protection system, reporting protocols, responses to reporting and interagency policies, in your state/territory: | | |  | |
| Impact of Risk of harm | | |  | |

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| 14. HLTAID012 Provide First Aid in an education and care setting | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Respond to an emergency situation.**    1.1. Recognise and assess an emergency situation.  1.2. Ensure safety for self, bystanders and casualty.  1.3. Assess the casualty and recognise the need for first aid response.  1.4. Seek assistance from emergency services.. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Apply appropriate first aid procedures**    2.1. Perform cardiopulmonary resuscitation (CPR) in accordance with the ARC guidelines.  2.2. Provide first aid in accordance with established first aid principles.  2.3. Ensure casualty feels safe, secure and supported.  2.4. Obtain consent from casualty where possible.  2.5. Use available resources and equipment to make the casualty as comfortable as possible.  2.6. Operate first aid equipment according to manufacturers’ instructions.  2.7. Monitor the casualty’s condition and respond in accordance with first aid principles. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3.** **Communicate details of the incident**  3.1. Accurately convey incident details to emergency services.  3.2. Report details of incident in line with appropriate workplace or site procedures.  3.3. Complete applicable workplace or site documentation, including incident report form.  3.4. Report details of incidents involving infants and children to parents or caregivers.  3.5. Follow appropriate workplace or site procedures to report serious incidents to the regulatory authority.  3.6. Maintain privacy and confidentiality of records and information in line with statutory or organisational policies. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4.** **Review the incident**  4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required.  4.2. Contribute to a review of the first aid response as required. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role, and:*   * implemented work practices which support the protection of children and young people, including: * complying with regulations, legislations and duty of care responsibilities * employing child-focused work practices to uphold the rights of children and young people * maintaining confidentiality * providing appropriate responses in the protection of children and young people * read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
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| 15. HLTWHS001 Participate in workplace health and safety | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1.** **Follow safe work practices**    1.1 Follow workplace policies and procedures for safe work practices  1.2 Identify existing and potential hazards in the workplace, report them to designated persons, and record them according to workplace procedures  1.3 Follow workplace emergency procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2.  Implement safe work practices**  2.1 Identify and implement WHS procedures and work instructions  2.2 Identify and report incidents and injuries to designated persons according to workplace procedures  2.3 Take actions to maintain safe housekeeping practices in own work area | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3.** **Contribute to safe work practices in the workplace**    3.1 Raise WHS issues with designated persons according to organisational procedures  3.2 Participate in workplace safety meetings, inspections and consultative activities  3.3 Contribute to the development and implementation of safe workplace policies and procedures in own work area | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **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  4.2 Reflect on own levels of stress and fatigue, and report to designated persons according to workplace procedures | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements and performance criteria of this unit in the context of the job role.*  *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:*   * contributed to a WHS meeting or inspection in workplace * conducted a workplace risk assessment and recorded the results * consistently applied workplace safety procedures in the day-to-day work activities required by the job role * followed workplace procedures for reporting hazards * followed workplace procedures for a simulated emergency situation. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| --- | --- | --- | --- |
| *Question* | | *Response* | |
| 15A | Identify and list six (6) safe work instructions you will implement to ensure safety in the workplace. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 15 B | Identify and list five (5) workplace health and safety (WHS)Policies and procedures including Emergency procedures you will implement to ensure safety in the workplace. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 15 C | Name your state/territory WHS authorities |  | |
| 15 D | What is the purpose of WHS Act |  | |
| 15 E | Define Hazardous manual tasks. |  | |

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| 16. CHCPRP003 Reflect on and improve own professional practice (Elective) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Reflect on own practice**  1.1 Undertake self-evaluation in conjunction with supervisors and/or peers  1.2 Reflect on and recognise the effect of values, beliefs and behaviour in practice  1.3 Share two-way, open and evaluative feedback with co-workers or peers  1.4 Actively seek and reflect on feedback from clients, organisations or other relevant sources | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Enhance own practice**  2.1 Determine improvements needed based on own evaluation and feedback from others  2.2 Identify potential support networks both internal and external to the organisation  2.3 Seek specialist advice or further training where need is identified  2.4 Recognise requirements for self-care and identify requirements for additional support  2.5 Devise, document and implement a self-development plan that sets realistic goals and targets | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Facilitate ongoing professional development**  3.1 Access and review information on current and emerging industry developments and use these to improve practice  3.2 Assess and confirm own practice against ethical and legal requirements and opportunities  3.3 Identify and engage with opportunities to extend and expand own expertise  3.4 Regularly participate in review processes as a commitment to upgrading skills and knowledge | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * undertaken a structured process to reflect on and improve own practice and created 1 personal development plan that includes: * goals * timeframes * ways of measuring progress | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| --- | --- | --- | --- | --- |
| *Question* | | *Response* | | |
| 16A | What is an industry support network and how can early childhood professionals use this networking for professional development? |  | | |
| 16B | Identify and list three (3) potential internal support networks you can access within an organisation? | 1 | |  |
| 2 | |  |
| 3 | |  |
| 16C | Identify and list three (3) potential external support networks you can access? | 1 | |  |
| 2 | |  |
| 3 | |  |
| 16D | Why should you seek specialist advice? |  | | |
| 16E | List five (5) professional associations including specialist services which can be contacted for professional development opportunities. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |
| 16F | What is internal and external training? |  | | |
| 16G | Give two (2) examples each of formal and informal ways of learning and developing. | 1 |  | |
| 2 |  | |
| 16H | What are self-development plans and why are they important? |  | | |
| 16I | List the steps involved in the technique of creating a self-development plan. |  | | |
| 16J | What principles should you follow when planning and implementing your self-development plan? |  | | |
| 16K | Define four (4) areas of SWOT analysis |  | | |

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| 17. CHCDIV001 Work with diverse people (Elective) | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Reflect on own perspectives**  1.1 Identify and reflect on own social and cultural perspectives and biases  1.2 Work with awareness of own limitations in self and social awareness  1.3 Use reflection to support own ability to work inclusively and with understanding of others  1.4 Identify and act on ways to improve own self and social awareness | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Appreciate diversity and inclusiveness, and their benefits**  2.1 Value and respect diversity and inclusiveness across all areas of work  2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness  2.3 Use work practices that make environments safe for all | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Communicate with people from diverse backgrounds and situations**  3.1 Show respect for diversity in communication with all people  3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence  3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible  3.4 Seek assistance from interpreters or other persons according to communication needs | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Promote understanding across diverse groups**  4.1 Identify issues that may cause communication misunderstandings or other difficulties  4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity  4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations  4.4 Address any difficulties with appropriate people and seek assistance when required | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * undertake a structured process to reflect on own perspectives on diversity * recognise and respect the needs of people from diverse social and cultural backgrounds in at least 3 different situations:   + select and use appropriate verbal and non verbal communication   + recognise situations where misunderstandings may arise from diversity and formed appropriate responses | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| --- | --- | --- | --- |
| *Question* | | *Response* | |
| 17A | Consider your own culture and the community attitudes, language, policies and structure of culture. How do these impact on different people and groups? Give an example when you reacted in a culturally insensitive manner, how did this affect the person/ people from different culture? |  | |
| 17B | In your own words explain what is your understanding of cultural awareness, cultural safety and cultural competence and how these impact different work roles? (200 words) |  | |
| 17C | Outline all legal and ethical considerations for working with diversity? |  | |
| 17D | What is workplace discrimination? Provide three examples that demonstrate implicit and explicit workplace discrimination based on race, gender, abilities, age. |  | |
| 17E | List some rights and responsibilities of employer, employees (educators) and clients (Families and children) within your organisation. What action is taken or can be taken when rights are being infringed and responsibilities not being carried out? |  | |
| 17F | Explain the use of following resources to embrace and respond to diversity:   * **Language and cultural interpreters** * **Imagery** | Language and cultural interpreters |  |
| Imagery |  |
| 17G | What are the impacts of discrimination, trauma, exclusion and negative attitudes? |  | |
| 17H | Australian society is diverse, however, we cannot ignore the fact that there can be some marginalised groups. Research and explain the following needs of marginalised people:   * **Protective factors (150 words)** * **Physical, mental and emotional health issues/ care needs (150 words)** | Protective factors (150 words) |  |
| Physical, mental and emotional health issues/ care needs (150 words) |  |
| 17I | Summarise in your own words | Diversity and concepts of diversity (150 words) |  |
| Key areas of diversity and their characteristics (hint: culture, disability, gender etc.) (200 words) |  |
| Features of diversity in Australia and how it impacts different areas of work and life (political, social, economic and cultural). (200 words) |  |
| Influences and changing practices in Australia and their impact on diverse communities that make up Australian society (150 words) |  |
| Impact of diversity on personal behaviour, interpersonal relationships, perception, and social expectations of others (200 words). |  |

# Finalising and Submitting Work

Review your responses and portfolio of evidence, submit this document and your portfolio of evidence for assessment.

## Appendix A – Third Party Authentication

Use the form below when submitting workplace documentation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Third Party Authentication | | | | | |
| ***Instructions for the candidate***   1. Identify a ‘referee’ who can verify that the workplace evidence you are submitting towards CHC30121 Certificate III in Early Childhood Education and Care is all your own work.   Your referee:   * Must not be related to you * Must be credible, for example, they are a supervisor or equivalent in your workplace * Must be willing to be contacted if a HBA assessor has queries about your evidence.  1. Give your referee a copy of this page (hard or electronic copy) and ask them to complete all required details below. This document will not be accepted if incomplete. | | | | | |
| ***Instructions for the third-party referee***   * Complete the questionnaire below * Sign the declaration where indicated (real signature required) * Return the signed declaration to the Learner. * Submit to HBA along with the associated workplace documents you are providing as evidence for the requirements of CHC30121 certificate III in Early Childhood Education and Care   Contact HBA Learning Centres if you have questions at [assess@hba.edu.au](mailto:assess@hba.edu.au) or 1300 721 503. | | | | | |
| ***Third Party to complete*** | | | | | |
| Candidate Name: | | |  | | |
| Candidate Position/Role: | | |  | | |
| Referee Name: | | |  | | |
| Referee Position/Role: | | |  | | |
| Workplace: | | |  | | |
| Relationship to Candidate:  (EG: Supervisor, Manager) | | |  | | |
| How long have you known the candidate? | | |  | | |
| Contact Details | Mobile: | |  | | |
| Landline: | |  | | |
| Email: | |  | | |
| **Third Party Declaration***– I declare that:* | | | | | |
| The work to be submitted by the candidate as evidence towards the requirements of the CHC30121 Certificate III in Early Childhood Education and Care, to the best of my knowledge, their own work. I have provided true, accurate and current contact details above. I am willing to have an HBA assessor contact me as required if they have queries about the evidence portfolio. | | | | | |
| Third Party Signature | |  | | Date |  |