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**What is RPL?**

Recognition of Prior Learning (RPL) is the process by which your existing skills, knowledge and experience gained throughout your life – regardless of how they have been acquired – are recognised towards the achievement of a nationally recognised Qualification or Unit of Competency.

You may seek RPL for any or all of the Units of Competency comprising the CHC30113 Certificate III in Early Childhood Education and Care.

RPL must meet all requirements of the Training package and be conducted in accordance to the Rules of Evidence (valid, sufficient, current and authentic) and the Principles of Assessment (valid, reliable, flexible and fair). An RPL applicant must demonstrate currency of skills and knowledge in the last two years. Evidence must also support workplace and current regulatory requirements.

If the evidence provided for RPL is satisfactory for all the twenty-eight (28) units of the Qualification then you will be deemed Competent, and awarded the CHC30113 Certificate III in Early Childhood Education and Care Qualification. If you achieve competence in less than the eighteen (18) Units of Competency, you will be awarded a Statement of Attainment for the units you have demonstrated competence in.

**Evidence for RPL**

**Qualifications/Statements of Attainment**

Qualification/s and Statement of Attainment/s including a transcript or statement of results.

**Training**

Evidence of attending workshops, short courses, seminars or staff development activities, in house training.

**Log Books**

These documents provide evidence of certain skills at specific times or over a period of time.

**Diaries / Journals**

Provide evidence of time management skills, operational planning, budgeting, reflections, etc.

**Work samples/ Written Documents**

Evidence can be in the form of reports or proposals, team meeting minutes, presentations, internal and external correspondence, physical objects, policies/procedures or any other examples of work that support your RPL claim.

**Resume/Position Description**

A current resume detailing your experience in the past two years, supported with current position description.

**Project Work**

Documentation supporting involvement in resourcing, planning, team development, WHS, reporting etc.

**Photos / Video**

Evidence how you created something or how you have applied skills relevant to RPL claim.

**Third Party Report**

Completed by a Manager or Supervisor to verify your current skills and knowledge.

The Third Party Report is included in this kit.

**RPL Self-Assessment Instructions**

Complete the following pages and identify the frequency you have performed tasks to the criteria detailed. Be honest in your Self-Assessment. Gather evidence related to the requirements of each of the Unit(s) of Competency, number your documents and record the document number against the criteria you believe the evidence is suitable for. You may find one piece of evidence can be used for multiple criteria.

We have detailed specific documents that can be used to assist with the collation of evidence for each Unit of Competency. Please refer to the ‘Potential Evidence Section’ for each Unit of Competency listed.

**RPL Self - Assessment Kit Application**

**Please note:**

RPL Application of 1 to 4 units of competency

There is a deposit of $350 required to be lodged with an RPL Self – Assessment Kit application, where 1 to 4 units of competency, are being applied for RPL.

If your RPL claim is successful, the $350 will be deducted from your RPL application price, which is $160 per unit of competency.

If your RPL claim is not successful, the $350 is not refundable and will be considered as assessment fees for the RPL assessment process.

RPL Application of 5+ units of competency

There is a deposit of $750 required to be lodged with an RPL Self – Assessment Kit application, where 5+ units of competency, are being applied for RPL.

If your RPL claim is successful, the $750 will be deducted from your RPL application price, which is $160 per unit of competency.

If your RPL claim is not successful, the $750 is not refundable and will be considered as assessment fees for the RPL assessment process.

Costs associated with an RPL claim will be dependent on the outcome of the assessment.

### Step 1: Enrolment and Application

Applicant Details

Please complete the following application form: Please ensure mandatory fields identified with an astricts (\*) are completed. HBA cannot process your enrolment without these fields.

|  |  |
| --- | --- |
| APPLICANT DETAILS | |
| 1.  Qualification | CHC30113 Certificate III in Early Childhood Education and Care |
| 2.  Personal Details (Please provide your legal name as shown on your driver's license or passport) | |
| \* Title (Mr, Mrs, Ms, Miss) |  |
| \* First Name |  |
| Middle Name |  |
| \* Surname |  |
| \* Date of Birth |  |
| HBA Learning Centres will provide communication to you via your primary email address. | |
| \* Usual Residence Address |  |
| Postal address if different from above |  |
| \* Telephone Numbers | Mobile: |
| Landline: |
| \* Primary Email Address |  |
| Alternative Email Address |  |
| \* Gender | MALE   /  FEMALE /  OTHER |
| \* Unique Student Identifier (USI)  Completion of this section is a 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> |  |
| 3. Language & Cultural Diversity | |
| \* In which country were you born? | 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 |
| Are you of Aboriginal or Torres Strait Islander origin? | No  Yes, Aboriginal  Yes, Torres Strait Islander |
| 4. Disability | |
| \* Do you consider yourself to have a disability, impairment or long-term condition? | Yes  No  If yes, please indicate the area:  Hearing/deaf  Physical  Intellectual  Learning  Mental Illness  Vision  Medical condition  Acquired brain impairment  Other |
| If you have a disability, impairment or long-term condition, do you require assistance from HBA? | Yes  No |
| 5. Schooling | |
| \* What is your highest completed school level? | Year 12 or equivalent  Year 11 or equivalent  Year 10 or equivalent  Year 9 or equivalent  Year 8 or below  Never attended school |
| \* In which year did you complete school? |  |
| \* Are you still attending secondary school? | Yes  No |
| \* Have you completed any of the following qualifications? | Yes  No  If yes, tick any applicable boxes;  Bachelor degree or higher  Advanced Diploma or associate degree  Diploma (or associate Diploma)  Certificate IV (or advanced certification/technician)  Certificate III (or trade certificate)  Certificate II  Certificate I  Other education (including certificates or overseas qualification not listed above) |
| 6. Employment | |
| \* Of the following categories, which best describes your current employment status? | Full-time employment  Part-time employment  Self-employed and not employing other  Employer  Employed and unpaid worker in family business  Unemployed and seeking part-time work  Not employed and not seeking employment |
| 7. Study Reason |  |
| \* Which reason best describes your reason to study? | To get a job  To develop my existing business  To start my own business  To try for a different career  To get a better job or promotion  It was a requirement of my job  I wanted extra skills for my job  To get into another course of study  For personal interest or self-development  Other reasons:  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://hba.edu.au/wp-content/uploads/2020/12/Privacy-Notice-for-Enrolment-as-of-1.01.2021.pdf) to read the Privacy Notice in full | |
| Student Declaration and Consent | |
| \* I declare that the information I have provided to the best of my knowledge is true and correct.  I have read and understand the above Privacy Notice  I consent to the collection, use and disclosure of my personal information in accordance with the Privacy Notice above  I consent to HBA Learning Centres verifying any AQF Certification documentation submitted as evidence with the issuing RTO for authenticity.  I provide approval for HBA Learning Centres to provide information to my employer regarding my progression through this course & a copy of my AQF certification documentation upon request | |
| \* Learner Signature |  |
| \* Date |  |
| Parent/Guardian Signature  (Parental/guardian consent is required for all learners under the age of 18) |  |
| Date |  |

**Payment Details**

A deposit is required to commence your RPL Application process.  Please complete the following form.

|  |  |
| --- | --- |
| NOTE: DEPOSIT MUST BE INCLUDED WITH YOUR RPL APPLICATION FORM. RPL APPLICATIONS WITHOUT PAYMENT OR DIRECT DEBIT RECIEPTS WILL NOT BE PROCESSED UNTIL PAYMENT HAS BEEN CONFIRMED. | |
| Bank or Personal Cheque and Money Orders;  Please make payable to,  HBA Learning Centres Pty Ltd.  If you wish to pay by Direct Debit, please contact our accounts department (1300 721 503) for our bank details and a reference number.  If you would like a Tax Invoice for your organisation, please contact our accounts department (1300 721 503) | |
| Credit Card (MasterCard & Visa Only)  Complete the form below. | |
| Credit Card Authorisation Form | |
| Cardholders Name: | |
| I authorise HBA Learning Centres Pty Ltd to debit the amount of $350 (1 to 4 units) or  $750 (5+ units) 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 Number: | |
| Expiry Date: | Type of card          Visa    MasterCard |
| Verification Number (this is the last 3 digits on the back of card): | |
| Signature: | |
| Date: | |

**Applicant Employment History Form**

Complete the following employment history form.

**NOTE:** Only list positions relevant to CHC30113 Certificate III in Early Childhood Education and Care that you have held in the last 5 years.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name, Address and Phone number of Employers** | | **Period of Employment**  **(DD/MM/YYYY)** | | **Position Held** | **Fulltime**  **Part-time**  **Casual** | **Description of Major Duties** |
| **From** | **To** |
| **1** |  |  |  |  |  |  |
| **2** |  |  |  |  |  |  |
| **3** |  |  |  |  |  |  |
| **4** |  |  |  |  |  |  |
| **5** |  |  |  |  |  |  |

**Attach additional sheet if required**

I am attaching additional sheet and documents

If you are including documents in your application, please provide a brief description below:

|  |
| --- |
| **Description:** |

**RPL Self-Assessment**

|  |  |
| --- | --- |
| **Applicant’s Name** |  |
| **Applicant’s Email:** |  |
| **Applicant’s Telephone:** |  |
| **Date Submitted:** |  |

Select the Units of Competency you wish to apply for Recognition of Prior Learning

|  |  |  |
| --- | --- | --- |
| **Section** | **Unit** | **Tick** |
| Unit 1 | CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety |  |
| Unit 2 | CHCECE001 Develop cultural competence |  |
| Unit 3 | CHCECE002 Ensure the health and safety of children |  |
| Unit 4 | CHCECE003 Provide care for children |  |
| Unit 5 | CHCECE004 Promote and provide healthy food and drinks |  |
| Unit 6 | CHCECE005 Provide care for babies and toddlers |  |
| Unit 7 | CHCECE007 Develop positive and respectful relationships with children |  |
| Unit 8 | CHCECE009 Use an approved learning framework to guide practice |  |
| Unit 9 | CHCECE010 Support the holistic development of children in early childhood |  |
| Unit 10 | CHCECE011 Provide experiences to support children’s play and learning |  |
| Unit 11 | CHCECE013 Use information about children to inform practice |  |
| Unit 12 | CHCLEG001 Work legally and ethically |  |
| Unit 13 | CHCPRT001 Identify and respond to children and young people at risk |  |
| Unit 14 | HLTAID004 Provide an emergency first aid response in an education and care setting |  |
| Unit 15 | HLTWHS001 Participate in workplace health and safety |  |
| Unit 16 | BSBWOR301 Organise personal work priorities and development |  |
| Unit 17 | CHCDIV001 Work with diverse people |  |
| Unit 18 | CHCPRP003 Reflect on and improve own professional practice |  |

Note: HLTAID004 Provide an emergency first aid response in an education and care setting will be a Credit Transfer only. You must obtain this unit of competency from a Registered Training Organisation delivers this unit.

**Declaration**

This declaration must be completed prior to submission of the application. Where the declaration is not completed, the application cannot be assessed.

|  |  |
| --- | --- |
| Declaration | |
| I declare that:  • The information contained in this application is true and correct  • All copies of certificates are true copies issued to me by RTO’s or other parties as detailed on the certifications  *Note: Certificates will be verified by HBA with the issuing RTO. You will be requested to provide consent. Where consent is not provided, these AQF Certification documents will not be used as evidence*  • All copies of other documentary evidence are genuine and accurately relates to my experience and skills  • The evidence provided relates to my own work and experience and not the work and or experience of others | |
| Candidate Signature |  |
| Date |  |

\* Electronic or typed signatures are acceptable.

### CHCDIV002 – Promote Aboriginal and/or Torres Strait Islander cultural safety

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Identification of cultural safety issues in the workplace** |  |  |  |  |  |
| **Model cultural safety in own work** |  |  |  |  |  |
| **Development of strategies for improved cultural safety** |  |  |  |  |  |
| **Evaluation of cultural safety strategies** |  |  |  |  |  |

Below is a list of suggested evidence, required to be submitted to meet the elements and performance criteria of the unit CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

✓ Learning Stories / observations

✓ Programmed activities (relevant stories, songs, games, cultural resources etc.)

✓ Documentation of discussions, learning experiences

✓ Newsletters/info sheets sent to families relating to the topic

✓ Samples of traditional art/craft done with the children

✓ Photos of a learning environment you have set up

✓ Third Party Report / letter from your FDC scheme manager

**Evidence must demonstrate:**

* Promotion of Aboriginal and/or Torres Strait Islander cultural safety in the workplace
* Research of culture and history, the impact of European settlement, loss of land and culture and the importance of law and kinship
* Evaluated ways of improved communication with Aboriginal and/or Torres Strait Islander peoples who may be clients or colleagues

### CHCECE001 – Develop cultural competence

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Reflect on own cultural identity and biases** |  |  |  |  |  |
| **Identify and develop cultural competency** |  |  |  |  |  |
| **Research Aboriginal and/or Torres Strait Islander communities** |  |  |  |  |  |
| **Support individual cultural identities** |  |  |  |  |  |
| **Create environments to support children’s cross-cultural understanding and relationships** |  |  |  |  |  |
| **Support the implementation of inclusive learning experiences** |  |  |  |  |  |
| **Support children in developing confidence and strength in personal and cultural identity** |  |  |  |  |  |

Below is a list of suggested evidence, required to be submitted to meet the elements and performance criteria of the unit CHCEC001 Develop cultural competence.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Position description
* Third Party Report
* Resume
* Certificates
* Samples of completed work
* References

**Evidence must demonstrate:**

* Reflection on own cultural identity and biases
* Investigation of cultural diversity in a community and service
* Interaction in a culturally appropriate way with children, families and communities
* Consultation with appropriate persons to access local knowledge of Aboriginal and/or Torres Strait Islander culture
* Planning and implementing supportive environments for children
* Support of implementations of experiences, encouraging children to respect all cultures and to celebrate cultural differences
* Examples of embedding diversity and inclusion in daily practices
* Effective oral communication techniques, liaising between different cultural contexts and situations
* Development of group activities allowing children to use collaborative processes to solve problems
* Protocols being followed when engaging with a community

### CHCECE002 – Ensure the health and safety of children

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Support each child’s health needs** |  |  |  |  |  |
| **Provide opportunities to meet each child’s needs for sleep, rest and relaxation** |  |  |  |  |  |
| **Implement effective hygiene and health practices** |  |  |  |  |  |
| **Supervise children to ensure safety** |  |  |  |  |  |
| **Minimise risks** |  |  |  |  |  |
| **Contribute to the ongoing management of allergies** |  |  |  |  |  |
| **Contribute to the ongoing management of asthma** |  |  |  |  |  |

Below is a list of suggested evidence, required to be submitted to meet the elements and performance criteria of the unit CHCECE002 Ensure the health and safety of children.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements

**Potential Evidence:**

* Certificates
* Samples of completed work
* Resume
* Position Description
* References
* Third Party Reports

**Evidence must demonstrate:**

* Consistently supported the health needs of the children in the service
* Contributed to the provision of a clean and safe environment
* Recognising to signs of illness of children, including signs & symptoms of asthma & anaphylaxis
* Reading & interpreting authorisation forms, medication labels, medical management plans & other relevant medication information
* Development of children’s awareness of safety
* Organisation Policy & Procedures & how you implement them

### CHCECE003 - Provide care for children

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Provide physical care** |  |  |  |  |  |
| **Promote physical activity** |  |  |  |  |  |
| **Adapt facilities to ensure access & participation** |  |  |  |  |  |
| **Help children with change** |  |  |  |  |  |
| **Settle new arrivals** |  |  |  |  |  |

Below is a list of suggested evidence, required to be submitted to meet the elements and performance criteria of the unit CHCECE003 Provide care for children.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements

**Potential Evidence:**

* Samples of completed work
* References
* Certificates
* Position Description
* Resume
* Certificates
* 120 hours of work requirements

**Evidence must demonstrate:**

* Provision of care and response appropriately to at least three (3) children of varying ages
* Promotion of physical activity & encouragement of participation
* Engagement of children in discussions around physical health and wellbeing
* Adaption of physical environments to ensure challenge and appropriate risk-taking
* Smooth transition of new arrivals
* Support of children through transition change
* Performance of activities outlined in the performance criteria of the unit during a period of at least 120 hours of work in at least one (1) regulated education and care service.

### CHCECE004 – Promote and provide healthy food and drinks

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| Promote healthy eating |  |  |  |  |  |
| Plan food and drinks that are nutritious and appropriate for each child |  |  |  |  |  |
| Maintain food safety while carrying out food-handling activities |  |  |  |  |  |

Below is a list of suggested evidence, required to be submitted to meet the elements and performance criteria of the unit CHCECE004 Promote and provide healthy food and drinks.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Samples of completed work
* Certificates
* Position description
* Resume
* References
* Third Party Report

**Evidence must demonstrate:**

* Planned and provided food and drink for children on three (3) occasions
* Identify and respond to requirements relating to; food allergies, medical conditions, cultural and religious requirements
* Demonstrated role-modelling of healthy eating habits for children
* Ensure safe handling, preparation and storage of food and drinks
* Creation of positive and relaxing environment during meal times
* Engagement of children, with the development of menu planning and meal preparation
* Read and interpret food labels, identifying ingredients of concern and nutrition content

### CHCECE005 – Provide care for babies and toddlers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Promote safe sleep** |  |  |  |  |  |
| **Provide positive nappy-changing and toileting experiences** |  |  |  |  |  |
| **Promote quality mealtime environments** |  |  |  |  |  |
| **Create a healthy and safe supporting environment** |  |  |  |  |  |
| **Develop relationships with babies and toddlers** |  |  |  |  |  |

Below is a list of evidence, required to be submitted to meet the elements and performance criteria of the unit CHCECE005 Provide care for babies and toddlers.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Samples of completed work
* Certificates
* Position description
* Resume
* References
* Third Party Report
* 120 hours of work requirements

**Evidence must demonstrate:**

* Evidence of care of at least three (3) different babies and toddlers of varying ages using safe and hygienic practices
* Confirmation of appropriate responses to baby’s needs, including hunger, distress, tiredness and pain
* Setting up a safe environment conducive to rest
* Changing nappies, heating breast milk & formula, preparing bottles and preparing & heating food
* Cleaning equipment and utensils
* Feeding babies
* Development of a nurturing and securely attached relationship with at least three (3) babies and toddlers of varying ages
* Settling new babies and toddlers through observation, monitoring and appropriate interaction with them and their caregivers
* Engagement in one-on-one interactions with babies and toddlers during their daily routines
* Supported learning of at least three (3) babies and toddlers of varying ages
* Appropriate response to babies & toddler’s cues & language
* Initiation & modelling of language with babies and toddlers
* Provision of stimulating environments that supports skill development
* Modification of environments and interactions to support babies & toddlers changing requirements
* Encouraging attempts to gain new skills
* Provision of opportunities to develop self-knowledge & awareness

✓ Performance of activities outlined in the performance criteria of the unit during a period of at least 120 hours of work in at least one (1) regulated education and care service.

* Evidence must be obtained through interactions with actual babies & toddlers under the age of 24 months under the supervision of an early childhood educator.

### CHCECE007 – Develop positive and respectful relationships with children

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| Communicate positively with children |  |  |  |  |  |
| Interact positively with children |  |  |  |  |  |
| Support and respect children |  |  |  |  |  |
| Maintain the dignity and right of children |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE007 Develop positive and respectful relationships with children.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* References
* Samples of work completed
* Resume
* References
* Position Description
* Third Party Report
* 120 hours of work requirements

**Evidence must demonstrate:**

* Communicate positively & respectively, interacting effectively with at least three (3) children, demonstrating; active listening, consideration of the child’s age, activities, interests, cultural needs, interpretation of non-verbal cues
* Respond to distress in ways that meets the child’s need
* Communication with care and respect through all interactions
* Assess & respond appropriately to behaviours of concern
* Encouragement of children to respect similarities & differences between each other
* Encourage & involvement of child in decision-making & planning
* Performance of activities outlined in the performance criteria of the unit during a period of at least 120 hours of work in at least one (1) regulated education and care service.

### CHCECE009 – Use an approved learning framework to guide practice

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Identify learning frameworks** |  |  |  |  |  |
| **Apply the learning framework** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE009 Use an approved learning framework to guide practice.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Certificates
* Position Description
* Resume
* References
* Samples of completed work
* Third Party Report

**Evidence must demonstrate:**

* Worked collaboratively with at least one other educator to implement an approved learning framework within an approved education & care service
* Investigate & document at least two (2) examples of how the learning framework is demonstrated in the service
* Research & document at least one (1) example of how each principle of the learning framework is reflected in the service
* Work with others & under supervision to help implement the framework
* Reflect on & discuss practice with supervisor & others
* Investigate & document own involvement in at least three (3) examples of pedagogical practices in the service

### 

### CHCECE010 – Support the holistic development of children in early childhood

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Support physical development** |  |  |  |  |  |
| **Support social development** |  |  |  |  |  |
| **Support emotional development** |  |  |  |  |  |
| **Support cognitive development** |  |  |  |  |  |
| **Support communication development** |  |  |  |  |  |
| **Create an environment for holistic learning and development** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE010 Use an approved learning framework to guide practice.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Certificates
* Position Description
* Resume
* References
* Samples of completed work
* Third Party Report
* 120 hours of work requirements

**Evidence must demonstrate:**

* supported the development of children in at least three different situations/activities (including different age groups and abilities), including:
* interacting with children to holistically support development and learning appropriate to the child’s abilities and age
* providing a variety of experiences and environments to support the different areas of children’s development (including a combination of physical, creative, social, emotional , language and cognitive)
* performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.

### CHCECE011 – Provide experiences to support children’s play and learning

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Create an environment for play** |  |  |  |  |  |
| **Support children’s play and learning** |  |  |  |  |  |
| **Facilitate children’s play, learning and physical activity** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE011 Provide experiences to support children’s play and learning.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Position Description
* References
* Certificates
* Samples of completed work
* Third Party Report

**Evidence must demonstrate:**

* set up a safe environment on at least three occasions (including at least one indoor and one outdoor), including:
* demonstrating effective selection and placement of equipment and resources, with consideration for safety of the children
* guiding and facilitating individual children’s play and learning experiences, including allowing for children to make decisions
* creating an environment that allows for individual and collaborative experiences
* providing a range of experiences to stimulate children and aid learning, including those that allow exploration of natural materials, environments and experiences

### CHCECE013 – Use information about children to inform practice

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Gather information about the child through observation** |  |  |  |  |  |
| **Gather information about the child from secondary sources** |  |  |  |  |  |
| **Record observations appropriately** |  |  |  |  |  |
| **Use observations and information collected to contribute to program planning** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE013 Use information about children to inform practice.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Position Description
* References
* Certificates
* Samples of completed work
* Third Party Report

**Evidence must demonstrate:**

* Observed, documented and analysed information regarding at least three children of varying ages, including, gathering and recording information using:
* observations
* questioning
* discussion with families
* anecdotal information
* learning stories
* jottings
* digital images
* samples of children’s work
* analysing observations of the children’s behaviour, including:
* aspects of child’s development
* knowledge, ideas, abilities and interests
* social interactions
* reactions to play environment
* writing reports that record observations accurately and respectfully to the level of detail expected in the service
* using information to contribute to program/planning

### CHCLEG001 – Work legally and ethically

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Identify and respond to legal requirements** |  |  |  |  |  |
| **Identify and meet ethical responsibilities** |  |  |  |  |  |
| **Contribute to workplace improvements** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCLEG001 Work legally and ethically.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Sample of your Quality Improvement Plan (QIP) that complies with the National Quality Framework (NQF)
* Any centre policies/procedures you have taken part in developing/implementing that relate to working legally and ethically e.g. *Anti-bias Policy, Confidentially Policy, Child Protection Policy etc.*
* Third Party Report / letter from your Supervisor or FDC scheme manager
* Self-reflections you have written where you have recognised your own personal values and attitudes, taking these into account to ensure non-judgemental practice

**Evidence must demonstrate:**

* Completed workplace activities in accordance with legal & ethical requirements in at least three (3) different situations
* Develop appropriate responses to at least three (3) different legal or ethical issues relevant to the work role
* Identify & communicate at least two (2) potential work practice improvements designed to enhance workplace responsiveness to legal & ethical requirements

### CHCPRT001 – Identify and respond to children and young people at risk

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Implement work practices which support the protection of children and young people** |  |  |  |  |  |
| **Report indications of possible risk of harm** |  |  |  |  |  |
| **Apply ethical and nurturing practices in work with children and young people** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCPRT001 Identify and respond to children and young people at risk.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Risk Assessment
* Position Description
* Resume
* Certificates
* Third Party Report
* References
* Sample of completed work

**Evidence must demonstrate:**

* Completed workplace activities in accordance with legal & ethical requirements in at least three (3) different situations
* Develop appropriate responses to at least three (3) different legal or ethical issues relevant to the work role
* Identify & communicate at least two (2) potential work practice improvements designed to enhance workplace responsiveness to legal & ethical requirements
* Implement work practices which support the protection of children and young people, including;
  + Complying with regulations, legislations & duty of care responsibilities
  + Employing child-focused work practices to uphold the rights of children & young people
  + Maintain confidentiality
  + Provide appropriate responses in the protection of children and young people
* Read & interpret the procedures for reporting children at risk in line with organisational expectations & legislative requirements

### HLTAID004 – Provide an emergency first aid response in an education and care setting

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Respond to an emergency situation** |  |  |  |  |  |
| **Apply appropriate emergency first aid procedures** |  |  |  |  |  |
| **Communicate details of the incident** |  |  |  |  |  |
| **Evaluate the incident and own performance** |  |  |  |  |  |

HBA Learning Centres does not train and assess this unit of competency. You are required to complete the requirements for this unit, with a registered training organisation, that trains and assess the required unit of competency.

**Potential Evidence:**

* Statement of Attainment
* Completed consent for verification form

### HLTWHS001 – Participate in workplace health and safety

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Follow safe work practices** |  |  |  |  |  |
| **Implement safe work practices** |  |  |  |  |  |
| **Contribute to safe work practices in the workplace** |  |  |  |  |  |
| **Reflect on own safe work practices** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit HLTWHS001 Maintain work health and safety.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* WHS policy and procedure
* Risk assessment
* Risk matrix
* Certificates
* Samples of completed work
* References
* Third Party Report

**Evidence must demonstrate:**

* 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.

### BSBWOR301 – Organise personal work priorities and development

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Organise and complete own work schedule** |  |  |  |  |  |
| **Monitor own work performance** |  |  |  |  |  |
| **Co-ordinate personal skill development and learning** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit BSBWOR301 Organise personal work priorities and development.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Position Description
* References
* Certificates
* Resume
* Samples of completed work
* Third Party Report

**Evidence must demonstrate:**

* Prepare a work plan according to organisational requirements and work objectives
* Use business technology to schedule, prioritise and monitor completion of tasks in a work plan
* Assess and prioritise own work load and deal with contingencies
* Monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients
* Identify personal development needs and access, complete and record skill development and learning

**Note:** if a specific volume or frequency is not stated, then evidence must be provided at least once.

### CHCDIV001 – Work with diverse people

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Reflect on own perspectives** |  |  |  |  |  |
| **Appreciate diversity and inclusiveness, and their benefits** |  |  |  |  |  |
| **Communicate with people from diverse backgrounds and situations** |  |  |  |  |  |
| **Promote understanding across diverse groups** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCDIV001 Work with diverse people.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Samples of completed work
* Communication methods
* Position Description
* References
* Third Party Report

**Evidence must demonstrate:**

* Undertake a structured process to reflect on own perspectives on diversity
* Recognise & respect the needs of people from diverse social & cultural backgrounds in at least three (3) different situations;
  + Select & use appropriate verbal & non-verbal communication
  + Recognise situations where misunderstandings may arise from diversity & formed appropriate responses

### CHCPRP003 – Reflect on and improve own professional practice

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Reflect on own practices** |  |  |  |  |  |
| **Enhance own practice** |  |  |  |  |  |
| **Facilitate ongoing professional development** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCPRP003 Work with diverse people.

You will be required to have a competency conversation with a HBA Learning Centres Assessor to meet the unit’s knowledge evidence requirements.

**Potential Evidence:**

* Samples of completed work
* Communication methods
* Position Description
* References
* Third Party Report

**Evidence must demonstrate:**

* 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

### Third Party Report

Note: The Third Party Report is optional for the initial submission of the RPL Self-Assessment Kit. However, completion of the Third Party Report will provide additional supplementary evidence for the HBA Assessor. If the evidence you have submitted is not deemed sufficient the HBA Assessor will request further evidence including Third Party Reports.

The Third Party Report has been provided, confirm your application against the units detailed below. Please note HBA may be required to contact the Third Party completing the report detailed below to confirm authenticity of the evidence provided.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Third Party Report** | | | | | | | | | | | |
| **Learner’s Name:** |  | **Third Party Name:** |  | | | | | | | | |
| **Assessor:** | HBA Learning Centres | | | | | | | | | | |
| **Purpose:** | To confirm requirements CHC30113 Certificate III in Early Childhood Education and Care RPL application. This qualification is suitable for people working in a Work Health and Safety (WHS) role who work to provide leadership and guidance to others and have some limited responsibility for the output of others.  The qualification reflects the role of workers who apply a broad knowledge base, well developed skills in a wide variety of contexts, and may include coordinators, advisors and facilitators. | | | | | | | | | | |
| **Please read the following criteria and tick only those that apply to your observations and confirmation of the candidate to perform the relevant skills.** | | | | | | | | | | | |
| **CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety** | | | | **Yes** | | | | | | | **No** |
| Did the learner identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients? | | | |  | | | | | | |  |
| Did the learner identify critical issues that influence relationships and communication with Aboriginal and/or Torres Strait Islander people? | | | |  | | | | | | |  |
| Did the learner establish key aspects of cultural safety in consultation with Aboriginal and/or Torres Strait Islander people? | | | |  | | | | | | |  |
| Did the learner evaluate the extent to which cultural safety is integrated in own work and workplace? | | | |  | | | | | | |  |
| Did the learner ensure work practices are grounded in awareness of one’s own cultural bias? | | | |  | | | | | | |  |
| Did the learner reflect awareness of own and other cultures in work practices? | | | |  | | | | | | |  |
| Did the learner use communication techniques and work practices that show respect for the cultural differences of Aboriginal and/or Torres Strait Islander people? | | | |  | | | | | | |  |
| Did the learner engage with Aboriginal and/or Torres Strait Islander interpreters and colleagues as cultural brokers, according to situation needs? | | | |  | | | | | | |  |
| Did the learner support the development of effective partnerships between staff, Aboriginal and/or Torres Strait Islander people and their communities? | | | |  | | | | | | |  |
| Did the learner identify and utilise resources to promote partnerships? | | | |  | | | | | | |  |
| Did the learner devise and document ways to support the delivery of services and programs that are culturally safe and encourage increased participation? | | | |  | | | | | | |  |
| Did the learner integrate strategies that encourage self-determination and community control in services and programs? | | | |  | | | | | | |  |
| Did the learner agree outcomes against which cultural safety strategies can be measured? | | | |  | | | | | | |  |
| Did the learner involve Aboriginal and/or Torres Strait Islander people in evaluations? | | | |  | | | | | | |  |
| Did the learner evaluate programs and services against desired outcomes? | | | |  | | | | | | |  |
| Did the learner revise strategies based on evaluation with appropriate engagement of Aboriginal and/or Torres Strait Islander people? | | | |  | | | | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCECE001 Develop cultural competence** | | | | **Yes** | | | | | | | **No** |
| Does the learner identify significant events in own family background or history which may influence current values, beliefs and attitudes? | | | |  | | | | | | |  |
| Does the learner define aspects of the environment which influence own cultural identity? | | | |  | | | | | | |  |
| Does the learner reflect on potential impact own background may have on interactions and relationships with people from other cultures? | | | |  | | | | | | |  |
| Does the learner identify any knowledge, attitudes or skills to be developed to ensure cultural competency? | | | |  | | | | | | |  |
| Does the learner identify the cultural identities of the children within the service, their families and the local community? | | | |  | | | | | | |  |
| Does the learner critically analyse relationships, curriculum and activities? | | | |  | | | | | | |  |
| Does the learner identify skills, attributes or knowledge that may need to be developed to ensure cultural competency? | | | |  | | | | | | |  |
| Does the learner identify any historical issues in relation to Aboriginal and/or Torres Strait Islander people and the land that the service is on, including at regional and state levels? | | | |  | | | | | | |  |
| Does the learner reflect on contemporary impacts of historical issues including those relating to Aboriginal and/or Torres Strait Islander people? | | | |  | | | | | | |  |
| Does the learner identify and consult with appropriate persons to obtain knowledge of local cultural groups? | | | |  | | | | | | |  |
| Does the learner support activities within the service to encourage and promote participation by all cultural groups? | | | |  | | | | | | |  |
| Does the learner process information in a culturally sensitive way including identification of how and with whom information can be shared? | | | |  | | | | | | |  |
| Does the learner provide opportunities for all families to share their context and cultural knowledge? | | | |  | | | | | | |  |
| Does the learner provide opportunities for children and families to enhance their experience of cultural diversity? | | | |  | | | | | | |  |
| Does the learner demonstrate respect for all home languages and expose children to different language and dialects, and encourage appreciation of linguistic diversity? | | | |  | | | | | | |  |
| Does the learner plan and implement experiences that foster positive attitudes to inclusion? | | | |  | | | | | | |  |
| Does the learner explore with children the culture, heritage, backgrounds and traditions of each child within the context of their community? | | | |  | | | | | | |  |
| Does the learner promote establishment of constructive relationships with all children and families based on trusting relationships, respectful interactions, understandings of alternate world views and celebration of diversity? | | | |  | | | | | | |  |
| Does the learner use oral communication skills to role-model open, inclusive, ethical interactions with all children, families and colleagues? | | | |  | | | | | | |  |
| Does the learner observe children’s interactions and participation to identify the need for additional cultural support and cross-cultural understanding? | | | |  | | | | | | |  |
| Does the learner implement experiences that build on the diverse backgrounds of children and families within the service, broaden children’s perspectives and encourage appreciation of diversity? | | | |  | | | | | | |  |
| Does the learner plan and implement experiences that focus on events, customs and beliefs that are relevant to the service’s children and families? | | | |  | | | | | | |  |
| Does the learner support experiences and environments where secure, respectful and reciprocal relationships between children, families and other adults can be established? | | | |  | | | | | | |  |
| Does the learner communicate and interact with children to help them work towards a strong sense of identity, wellbeing and of being connected with and contributing to their world? | | | |  | | | | | | |  |
| Does the learner implement group activities to allow children to use collaborative processes to solve problems? | | | |  | | | | | | |  |
| Does the learner engage with peers, mentors or others to support individual children with specific cultural needs as appropriate? | | | |  | | | | | | |  |
| Does the learner follow community protocols when engaging with community members? | | | |  | | | | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCECE002 Ensure the health and safety of children** | | | | **Yes** | | | | | | | **No** |
| Does the learner communicate with families about children’s health needs? | | | |  | | | | | | |  |
| Does the learner maintain confidentiality in relation to children’s individual health needs? | | | |  | | | | | | |  |
| Does the learner assist others to implement appropriate practices when administering medication? | | | |  | | | | | | |  |
| Does the learner check the written authorisation form to administer medication from the parent or guardian? | | | |  | | | | | | |  |
| Does the learner check the medication does not exceed the use-by date, is supplied in its original packaging and displays the child’s name? | | | |  | | | | | | |  |
| Does the learner store medication appropriately? | | | |  | | | | | | |  |
| Does the learner ensure sleep and rest practices are consistent with approved standards and meet children’s individual needs? | | | |  | | | | | | |  |
| Does the learner provide appropriate quiet play activities for children who do not sleep or rest? | | | |  | | | | | | |  |
| Does the learner respect children’s needs for privacy during any toileting and dressing and undressing times? | | | |  | | | | | | |  |
| Does the learner ensure children’s and families’ individual clothing needs and preferences are met, to promote children’s comfort, safety and protection within the scope of the service requirements for children’s health and safety? | | | |  | | | | | | |  |
| Does the learner share information about individual children’s rest and sleep with families as appropriate? | | | |  | | | | | | |  |
| Does the learner consistently implement hygiene practices that reflect advice from relevant health authorities? | | | |  | | | | | | |  |
| Does the learner support children to learn personal hygiene practices? | | | |  | | | | | | |  |
| Does the learner implement the service health and hygiene policy and procedures consistently? | | | |  | | | | | | |  |
| Does the learner ensure that service cleanliness is consistently maintained? | | | |  | | | | | | |  |
| Does the learner observe and respond to signs of illness and injury in children and systematically record and share this information with families? | | | |  | | | | | | |  |
| Does the learner consistently implement the service policies for the exclusion of ill children? | | | |  | | | | | | |  |
| Does the learner discuss health and hygiene issues with children? | | | |  | | | | | | |  |
| Does the learner supervise children by ensuring all are in sight or hearing distance at all times? | | | |  | | | | | | |  |
| Does the learner 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? | | | |  | | | | | | |  |
| Does the learner exchange information about supervision with colleagues to ensure adequate supervision at all times? | | | |  | | | | | | |  |
| Does the learner assist in the implementation of safety checks and the monitoring of buildings, equipment and the general environment? | | | |  | | | | | | |  |
| Does the learner consistently implement policy and procedures regarding the use and storage and labelling of dangerous products? | | | |  | | | | | | |  |
| Does the learner follow service procedures for the safe collection of each child, ensuring they are released to authorised people? | | | |  | | | | | | |  |
| Does the learner assist in the supervision of every person who enters the service premises where children are present? | | | |  | | | | | | |  |
| Does the learner discuss sun safety with children and implement appropriate measures to protect children from over-exposure to ultraviolet radiation? | | | |  | | | | | | |  |
| Does the learner check toys and equipment are safe for children and safe to use in their proposed area? | | | |  | | | | | | |  |
| Does the learner remove any hazards immediately or secure the area to prevent children accessing the hazard? | | | |  | | | | | | |  |
| Does the learner identify and recognise signs, symptoms and key characteristics of allergies and anaphylaxis? | | | |  | | | | | | |  |
| Does the learner apply organisational risk-management strategies for children with severe allergies? | | | |  | | | | | | |  |
| Does the learner follow organisational policies and legislative requirements in relation to medication for anaphylaxis? | | | |  | | | | | | |  |
| Does the learner identify signs, symptoms and triggers of asthma? | | | |  | | | | | | |  |
| Does the learner identify children who have an asthma management plan and follow that plan? | | | |  | | | | | | |  |
| Does the learner follow organisational policies and legislative requirements in relation to medication for asthma? | | | |  | | | | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCECE003 Provide care for children** | | | | **Yes** | | | | | | | **No** |
| Does the learner manage toileting accidents in a manner that protects the child’s self-esteem and privacy? | | | |  | | | | | | |  |
| Does the learner supervise and engage with children eating and drinking? | | | |  | | | | | | |  |
| Does the learner meet individual clothing needs and preferences of children and families within scope of service requirements for children’s health and safety? | | | |  | | | | | | |  |
| Does the learner consistently implement movement and physical experiences as part of the program for all children? | | | |  | | | | | | |  |
| Does the learner participate with children in their physical activity? | | | |  | | | | | | |  |
| Does the learner promote physical activity through planned and spontaneous experiences appropriate for each child? | | | |  | | | | | | |  |
| Does the learner encourage each child’s level of participation in physical activities according to the child’s abilities and their level of comfort with activities? | | | |  | | | | | | |  |
| Does the learner engage children in outdoor play? | | | |  | | | | | | |  |
| Does the learner foster children’s participation in physical activities? | | | |  | | | | | | |  |
| Does the learner discuss with children how their bodies work and the importance of physical activity to people’s health and wellbeing? | | | |  | | | | | | |  |
| Does the learner assist in providing challenging elements of outdoor and indoor environments that allow for experiences, which scaffold children’s learning and development and offer chances for appropriate risk-taking? | | | |  | | | | | | |  |
| Does the learner promote the sun protection of children to meet the recommendations of relevant recognised authorities? | | | |  | | | | | | |  |
| Does the learner provide a balance of natural and artificial lighting, good ventilation and fresh air? | | | |  | | | | | | |  |
| Does the learner organise indoor and outdoor spaces that ensure children are not always dependent on adults to do things for them and are supported to create their own games and experiences? | | | |  | | | | | | |  |
| Does the learner engage with children in constructing their own play settings/environments and create indoor and outdoor environments that stimulate and reflect children’s interests? | | | |  | | | | | | |  |
| Does the learner prepare children for changes in a supportive and timely manner? | | | |  | | | | | | |  |
| Does the learner assist in developing meaningful routines, including those to minimise distress at separation of the family and child? | | | |  | | | | | | |  |
| Does the learner identify and respond to children’s feelings openly, appropriately and with respect? | | | |  | | | | | | |  |
| Does the learner encourage children to communicate, listen and treat others with respect? | | | |  | | | | | | |  |
| Does the learner encourage opportunities to express feelings and emotions appropriately? | | | |  | | | | | | |  |
| Does the learner observe families and children for signs of stress/distress on arrival? | | | |  | | | | | | |  |
| Does the learner begin interaction with the child while family is still present to minimise abruptness of separation? | | | |  | | | | | | |  |
| Does the learner encourage the family to take as much time as needed to have a relaxed, unhurried separation from their child? | | | |  | | | | | | |  |
| Does the learner respond to child’s distress at separation from the family in a calm reassuring manner? | | | |  | | | | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCECE004 Promote and provide healthy food and drinks** | | | | **Yes** | | | | | | | **No** |
| Does the learner engage children in experiences, conversations and routines that promote relaxed and enjoyable mealtimes and promote healthy lifestyles and good nutrition? | | | |  | | | | | | |  |
| Does the learner model, reinforce and implement healthy eating and nutrition practices with children during mealtimes? | | | |  | | | | | | |  |
| Does the learner support and guide children to eat healthy food? | | | |  | | | | | | |  |
| Does the learner check that children have ready access to water and are offered healthy food and drinks regularly throughout the day? | | | |  | | | | | | |  |
| Does the learner assist in ensuring that furniture and utensils are suitable to encourage children to be positively involved in and enjoy mealtimes? | | | |  | | | | | | |  |
| Does the learner within scope of own work, ensure children are provided with food and drink consistent with the guidelines for healthy eating? | | | |  | | | | | | |  |
| Does the learner assist in ensuring children’s individual needs are consistent with advice provided by families about their child’s dietary requirements, likes, dislikes and any cultural or other requirements families have regarding their child’s nutrition? | | | |  | | | | | | |  |
| Does the learner read and interpret food labels and other information about food contents? | | | |  | | | | | | |  |
| Does the learner assist in providing education and support to families around healthy eating? | | | |  | | | | | | |  |
| Does the learner assist to develop and display a cycle of written menus detailing the food that is provided to children? | | | |  | | | | | | |  |
| Does the learner assist in developing and maintaining food safety procedures according to relevant guidelines? | | | |  | | | | | | |  |
| Does the learner within scope of own work role, carry out food handling, preparation and storage according to service policies and procedures and regulatory requirements? | | | |  | | | | | | |  |
| Does the learner follow food safety procedures when preparing food? | | | |  | | | | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCECE005 Provide care for babies and toddlers** | | | | **Yes** | | | | | | | **No** |
| Does the learner reach agreement with families on how sleep and rest will occur? | | | |  | | | | | | |  |
| Does the learner check that cots, bedding and equipment meet approved standards? | | | |  | | | | | | |  |
| Does the learner implement safe sleep practices, explore, and implement quality-sleeping environments? | | | |  | | | | | | |  |
| Does the learner ensure bedding is clean, using appropriate hygiene practices? | | | |  | | | | | | |  |
| Does the learner change nappies using appropriate hygiene practices? | | | |  | | | | | | |  |
| Does the learner adapt experiences to meet the individual child’s routines? | | | |  | | | | | | |  |
| Does the learner support children sensitively and positively when they are learning to use the toilet? | | | |  | | | | | | |  |
| Does the learner work with families to support children’s toilet learning? | | | |  | | | | | | |  |
| Does the learner promote positive mealtime environments that are adapted to meet the individual child’s routines and needs? | | | |  | | | | | | |  |
| Does the learner ensure babies are fed individually? | | | |  | | | | | | |  |
| Does the learner follow approved standards for safe storage and heating of formula and breast milk and for cleaning equipment and utensils? | | | |  | | | | | | |  |
| Does the learner assist in providing a supportive environment for mothers to breastfeed? | | | |  | | | | | | |  |
| Does the learner prepare formula and other food according to recommended food safety standards? | | | |  | | | | | | |  |
| Does the learner communicate with families daily about the child’s intake and experiences with food and drink? | | | |  | | | | | | |  |
| Does the learner ensure safe areas and encouragement is provided for babies to practise rolling over, sitting, crawling and walking? | | | |  | | | | | | |  |
| Does the learner supervise closely when babies and toddlers are in situations that present a higher risk of injury? | | | |  | | | | | | |  |
| Does the learner ensure babies and toddlers can safely explore their environment with their hands, mouths and bodies? | | | |  | | | | | | |  |
| Does the learner keep up-to-date with children’s immunisation status and recommended immunisation schedule? | | | |  | | | | | | |  |
| Does the learner provide predictable personal care routines that are rich and enjoyable? | | | |  | | | | | | |  |
| Does the learner respond to babies and toddlers when they practise language by repeating words, sounds and gestures that children use? | | | |  | | | | | | |  |
| Does the learner describe objects or events and talk about routine activities with babies and toddlers? | | | |  | | | | | | |  |
| Does the learner initiate one-to-one interactions with babies and toddlers during daily routines and add to interactions initiated by babies and toddlers? | | | |  | | | | | | |  |
| Does the learner use a favourite toy or comfort item brought from home to assist babies and toddlers? | | | |  | | | | | | |  |
| Does the learner provide babies and toddlers with many opportunities to experience relaxed and physical contact? | | | |  | | | | | | |  |
| Does the learner respond positively to babies’ and toddlers’ exploratory behaviour? | | | |  | | | | | | |  |
| Does the learner closely monitor babies and toddlers for signs of hunger, distress, pain and tiredness, and provide physical comfort as appropriate? | | | |  | | | | | | |  |
| Does the learner gather information from the family to assist in the transition from home to care? | | | |  | | | | | | |  |
| Does the learner assist in the transition from home to care? | | | |  | | | | | | |  |
| Does the learner communicate daily with families about their child? | | | |  | | | | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCECE007 Develop positive and respectful relationships with children** | | | | **Yes** | | | | | | | **No** |
| Does the learner respond sensitively and appropriately to all children’s efforts to communicate? | | | |  | | | | | | |  |
| Does the learner engage in sustained conversations with individual children about things that interest the child? | | | |  | | | | | | |  |
| Does the learner consistently respond positively to all children who require attention? | | | |  | | | | | | |  |
| Does the learner sit and talk with children at mealtimes and help create a relaxed and unhurried routine? | | | |  | | | | | | |  |
| Does the learner participate in children’s play and using children’s cues to guide the level and type of involvement? | | | |  | | | | | | |  |
| Does the learner respond positively and respectfully to children’s comments, questions and requests for assistance? | | | |  | | | | | | |  |
| Does the learner role-model positive interactions with others? | | | |  | | | | | | |  |
| Does the learner encourage children to share their stories and ideas? | | | |  | | | | | | |  |
| Does the learner assist to create an environment that reflects the lives of the children, their families and the local community? | | | |  | | | | | | |  |
| Does the learner support implementation of practices and routines that honour children, their family and the community context? | | | |  | | | | | | |  |
| Does the learner show genuine interest in, understanding of and respect for all children? | | | |  | | | | | | |  |
| Does the learner comfort children who cry or show signs of distress? | | | |  | | | | | | |  |
| Does the respond positively to the varying abilities and confidence of all children? Learner | | | |  | | | | | | |  |
| Does the learner acknowledge children’s efforts and achievements? | | | |  | | | | | | |  |
| Does the learner assist in organising spaces, resources and routines to minimise times when children are likely to experience stress or frustration? | | | |  | | | | | | |  |
| Does the learner allow children to make choices and to experience natural consequences of these where there is no risk of physical or emotional harm to the child or another being? | | | |  | | | | | | |  |
| Does the learner monitor and respond to children’s play and support interactions where there is conflict? | | | |  | | | | | | |  |
| Does the learner acknowledge children when they make positive choices in managing their own behaviour? | | | |  | | | | | | |  |
| Does the learner use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children’s behaviour with them? | | | |  | | | | | | |  |
| Does the learner be gentle, calm and reassuring even when children strongly express distress, frustration or anger? | | | |  | | | | | | |  |
| Does the learner consistently guide all children’s behaviour in ways that are focused on supporting children to develop skills to self-regulate and preserve and promote children’s self-esteem? | | | |  | | | | | | |  |
| Does the learner involve children in developing limits and consequences for inappropriate behaviours? | | | |  | | | | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCECE009 Use an approved learning framework to guide practice** | | | | **Yes** | | | | | | | **No** |
| Does the learner investigate different approved learning frameworks and identify the framework relevant to the service? | | | |  | | | | | | |  |
| Does the learner recognise differences between the relevant framework and other approved frameworks? | | | |  | | | | | | |  |
| Does the learner clarify the relevance of the framework with educators and others to identify its relationship to other aspects of relevant law and regulations? | | | |  | | | | | | |  |
| Does the learner investigate how the framework is applied to support children’s learning? | | | |  | | | | | | |  |
| Does the learner explore and develop an understanding of the principles and practices of the relevant framework? | | | |  | | | | | | |  |
| Does the learner work in collaboration with others to apply the principles and practices of the learning framework to all aspects of the educator role? | | | |  | | | | | | |  |
| Does the learner work in collaboration with others to implement framework learning outcomes? | | | |  | | | | | | |  |
| Does the learner reflect on own practices in the workplace and discuss with supervisor? | | | |  | | | | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCECE010 Support the holistic development of children in early childhood** | | | | | **Yes** | | | | | | **No** |
| Did the learner demonstrate they could use daily routines as opportunities to support children to acquire and practise skills? | | | | |  | | | | | |  |
| Did the learner demonstrate they could assist in selecting and arranging equipment that will develop fine and gross motor skills, and to challenge and encourage choice and spontaneity in physically active play? | | | | |  | | | | | |  |
| Did the learner demonstrate they could help to create opportunities to support the emerging physical skills of individual children? | | | | |  | | | | | |  |
| Did the learner demonstrate they could support children to take increasing responsibility for their own health and wellbeing? | | | | |  | | | | | |  |
| Did the learner demonstrate they could support children to understand and accept responsibility for their own actions appropriate to their level of understanding? | | | | |  | | | | | |  |
| Did the learner demonstrate they could create opportunities for one-on-one interactions? | | | | |  | | | | | |  |
| Did the learner demonstrate they could model care, empathy and respect for children, educators and families? | | | | |  | | | | | |  |
| Did the learner demonstrate they could join in play and social experiences with other children? | | | | |  | | | | | |  |
| Did the learner demonstrate they could assist and support children when they are having difficulty understanding or communicating with each other? | | | | |  | | | | | |  |
| Did the learner demonstrate they could model language that children can use to express ideas, negotiate roles and collaborate to achieve goals? | | | | |  | | | | | |  |
| Did the learner demonstrate they could assist children to develop trusting relationships with educators and other adults? | | | | |  | | | | | |  |
| Did the learner demonstrate they could encourage children to respect and regard each other’s individual differences? | | | | |  | | | | | |  |
| Did the learner demonstrate they could offer children play choices and respect children’s choice to watch and observe? | | | | |  | | | | | |  |
| Did the learner demonstrate they could provide children with a range of strategies to make informed choices about their behaviours appropriate to their level of understanding? | | | | |  | | | | | |  |
| Did the learner demonstrate they could ensure children experience pride and confidence in their achievements? | | | | |  | | | | | |  |
| Did the learner demonstrate they could provide acknowledgement and support if a child experiences frustration, and encourage children to see mistakes as an opportunity to learn? | | | | |  | | | | | |  |
| Did the learner demonstrate they could encourage children to express and manage feelings appropriately? | | | | |  | | | | | |  |
| Did the learner demonstrate they could support children’s efforts, assisting and encouraging as appropriate? | | | | |  | | | | | |  |
| Did the learner demonstrate they could motivate and encourage children to persevere with challenges? | | | | |  | | | | | |  |
| Did the learner demonstrate they could share children’s successes with families? | | | | |  | | | | | |  |
| Did the learner demonstrate they could intentionally scaffold children’s learning? | | | | |  | | | | | |  |
| Did the learner demonstrate they could provide children with a range of materials, resources, technologies and experiences to explore and problem-solve to stimulate cognitive development? | | | | |  | | | | | |  |
| Did the learner demonstrate they could provide experiences that allow children to explore a range of concepts? | | | | |  | | | | | |  |
| Did the learner demonstrate they could value the child’s linguistic heritage and encourage the use and acquisition of home languages? | | | | |  | | | | | |  |
| Did the learner demonstrate they could select, read and tell developmentally appropriate stories? | | | | |  | | | | | |  |
| Did the learner demonstrate they could use puppets and other props to stimulate children’s enjoyment of language and literature? | | | | |  | | | | | |  |
| Did the learner demonstrate they could model and encourage two-way communication through questions and careful listening? | | | | |  | | | | | |  |
| Did the learner demonstrate they could encourage children to explore symbols, patterns and their relationships? | | | | |  | | | | | |  |
| Did the learner demonstrate they could draw children’s attention to symbols and patterns in their environment and talk about patterns and relationships, including the relationship between letters and sounds? | | | | |  | | | | | |  |
| Did the learner demonstrate they could create opportunities for group discussions and exchange of views between children? | | | | |  | | | | | |  |
| Did the learner demonstrate they could ask and answer questions during the reading and discussion of books or other text? | | | | |  | | | | | |  |
| Did the learner demonstrate they could model language and encourage children to express themselves through language in a range of contexts and for a range of purposes? | | | | |  | | | | | |  |
| Did the learner demonstrate they could support and initiate inquiry processes, try new ideas and take on challenges? | | | | |  | | | | | |  |
| Did the learner demonstrate they could provide resources and materials that offer challenge, intrigue and surprise? | | | | |  | | | | | |  |
| Did the learner demonstrate they could assist to promote children’s sense of belonging and connectedness? | | | | |  | | | | | |  |
| Did the learner demonstrate they could engage children in sustained shared conversations to extend their thinking? | | | | |  | | | | | |  |
| Did the learner demonstrate they could provide the opportunity for scaffolding learning and development? | | | | |  | | | | | |  |
| Did the learner demonstrate they could assist children to see their mistakes as opportunities to learn and grow? | | | | |  | | | | | |  |
| Did the learner demonstrate they could facilitate families’ diverse contributions to the learning community? | | | | |  | | | | | |  |
| Did the learner demonstrate they could share information with colleagues about child development and wellbeing? | | | | |  | | | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCECE011 Provide Experiences to Support Children’s Play and Learning** | | | | | | **Yes** | | | | | **No** |
| Does the learner assist in the provision of areas, resources and materials for different kinds of play? | | | | | |  | | | | |  |
| Does the learner set up a safe environment that is non-threatening, challenging, stimulating and promotes a sense of belonging? | | | | | |  | | | | |  |
| Does the learner assist in the provision of unhurried opportunities for both group and individual play activities and experiences indoors and outdoors? | | | | | |  | | | | |  |
| Does the learner engage children in discussion (as appropriate) of their play and learning? | | | | | |  | | | | |  |
| Does the learner use routines to undertake intentional teaching and seek opportunities for spontaneous learning? | | | | | |  | | | | |  |
| Does the learner use experiences, resources and materials flexibly to meet children’s individual preferences and to prompt extensions of play? | | | | | |  | | | | |  |
| Does the learner assist children to participate in a variety of experiences and to choose those which support their competency and confidence taken out development and fundamental movement skills? | | | | | |  | | | | |  |
| Does the learner demonstrate respect for children’s choice not to participate and encourage participation where an experience is new or unknown? | | | | | |  | | | | |  |
| Does the learner follow child’s lead in play and participate when invited? | | | | | |  | | | | |  |
| Does the learner initiate play and invite the child to participate? | | | | | |  | | | | |  |
| Does the learner interact with children showing enthusiasm, playfulness and enjoyment? | | | | | |  | | | | |  |
| Does the learner respond to children’s reactions to play environments to ensure each child remains interested, challenged but not frustrated? | | | | | |  | | | | |  |
| Does the learner establish routine with children so as to support them in remaining safe? | | | | | |  | | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCECE013 Use Information About Children to Inform Practice** | | | | | | | **Yes** | | | | **No** |
| Does the learner listen and talk with children for sustained periods of time? | | | | | | |  | | | |  |
| Does the learner pay close attention to what the child is saying and doing? | | | | | | |  | | | |  |
| Does the learner identify their interests, ideas, knowledge and skills? | | | | | | |  | | | |  |
| Does the learner use child records to collect information about each child? | | | | | | |  | | | |  |
| Does the learner collaborate with family and other educators to collect information about each child’s needs, interests, skills and cultural practices? | | | | | | |  | | | |  |
| Does the learner ensure information collected through observation and secondary sources is discussed with relevant people and recorded accurately in accordance with service requirements? | | | | | | |  | | | |  |
| Does the learner use ensure discussion and recording of information is free from biased comments and negative labelling of children? | | | | | | |  | | | |  |
| Does the learner use information gathered about the child to contribute to the planning of programs that promote children’s learning and development? | | | | | | |  | | | |  |
| Does the learner use information gathered about the child to ensure interactions are responsive and respectful of the individual child? | | | | | | |  | | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCLEG001 Work legally and ethically** | | | | | | | | **Yes** | | | **No** |
| Did the learner identify, access and interpret sources of information about the legal requirements that apply to the work role? | | | | | | | |  | | |  |
| Did the learner identify the scope and nature of own legal rights and responsibilities? | | | | | | | |  | | |  |
| Did the learner adhere to legal requirements in work practice according to workplace policies and procedures and scope of role? | | | | | | | |  | | |  |
| Did the learner recognise potential or actual breaches and report according to organisation procedures? | | | | | | | |  | | |  |
| Did the learner identify access and interpret sources of information about the ethical responsibilities that apply to the work role? | | | | | | | |  | | |  |
| Did the learner identify the scope and nature of own ethical responsibilities? | | | | | | | |  | | |  |
| Did the learner meet ethical responsibilities according to workplace policies and protocols, and scope of role? | | | | | | | |  | | |  |
| Did the learner recognise potential ethical issues and dilemmas, and discuss with an appropriate person? | | | | | | | |  | | |  |
| Did the learner recognise own personal values and attitudes and take into account to ensure non-judgemental practice? | | | | | | | |  | | |  |
| Did the learner use effective problem solving techniques when exposed to competing value systems? | | | | | | | |  | | |  |
| Did the learner recognise unethical conduct and report to an appropriate person? | | | | | | | |  | | |  |
| Did the learner recognise potential and actual conflicts of interest and take appropriate action? | | | | | | | |  | | |  |
| Did the learner identify situations where work practices could be improved to meet legal and ethical responsibilities? | | | | | | | |  | | |  |
| Did the learner pro-actively share feedback with colleagues and supervisors? | | | | | | | |  | | |  |
| Did the learner identify and take opportunities to contribute to the review and development of policies and protocols? | | | | | | | |  | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCPRT001 Identify and respond to children and young people at risk** | | | | | | | | **Yes** | | | **No** |
| Does the learner 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? | | | | | | | |  | | |  |
| Does the learner respond to disclosure, information or signs and symptoms in accordance with state legislative responsibilities and the service policies and procedures? | | | | | | | |  | | |  |
| Does the learner routinely employ child-focused work practices to uphold the rights of the child and encourage them to participate in age-appropriate decision-making? | | | | | | | |  | | |  |
| Does the learner employ communication and information-gathering techniques with children and young people in accordance with current recognised good practice? | | | | | | | |  | | |  |
| Does the learner ensure decisions and actions taken are within own level of responsibility, work role, state legislation and service policies and procedures? | | | | | | | |  | | |  |
| Does the learner accurately record relevant specific and general circumstances surrounding risk of harm in accordance with state legislation, service policies and procedures and ethics? | | | | | | | |  | | |  |
| Does the learner promptly record and report risk-of-harm indicators, including the circumstances surrounding the risk of harm according to service policies and procedures? | | | | | | | |  | | |  |
| Does the learner ensure writing in reports is non-judgemental? | | | | | | | |  | | |  |
| Does the learner work collaboratively with relevant agencies to ensure maximum effectiveness of report? | | | | | | | |  | | |  |
| Does the learner protect the rights of children and young people in the provision of services? | | | | | | | |  | | |  |
| Does the learner identify and seek supervision support for issues of ethical concern in practice with children and young people? | | | | | | | |  | | |  |
| Does the learner employ ethical and nurturing practices and observe professional boundaries when working with children and young people? | | | | | | | |  | | |  |
| Does the learner recognise and report indicators for potential ethical concerns when working with children and young people? | | | | | | | |  | | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **HLTWHS001 Participate in workplace health and safety** | | | | | | | | | **Yes** | | **No** |
| Does the learner follow workplace policies and procedures for safe work practices? | | | | | | | | |  | |  |
| Does the learner identify existing and potential hazards in the workplace; report them to designated person/personnel? | | | | | | | | |  | |  |
| Does the learner follow workplace emergency procedures? | | | | | | | | |  | |  |
| Does the learner identify and implement WHS procedures and work instructions? | | | | | | | | |  | |  |
| Does the learner identify and report incidents and injuries to designated /personnel according to workplace procedures? | | | | | | | | |  | |  |
| Does the learner take action to maintain safe housekeeping practices in own work place? | | | | | | | | |  | |  |
| Does the learner raise WHS issues with designated person/personnel according to organisational procedures? | | | | | | | | |  | |  |
| Does the learner participate in workplace safety meetings, inspections and consultative activities? | | | | | | | | |  | |  |
| Does the learner contribute to the development and implementation of safe workplace policies and procedures in own work place? | | | | | | | | |  | |  |
| Does the learner identify ways to maintain currency of safe work practices in regards to workplace systems, equipment and processes in own work place? | | | | | | | | |  | |  |
| Does the learner reflect on own levels of stress and fatigue, and report to designated person/personnel according to workplace procedures? | | | | | | | | |  | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **BSBWOR301 Organise Personal Work Priorities and Development** | | | | | | | | | **Yes** | | **No** |
| Did the learner ensure that work goals, objectives or Key Performance Indicators (KPIs) are understood, negotiated and agreed in accordance with organisational requirements? | | | | | | | | |  | |  |
| Did the learner assess and prioritise workload to ensure tasks are completed within identified timeframes? | | | | | | | | |  | |  |
| Did the learner identify factors affecting the achievement of work objectives and incorporate contingencies into work plans? | | | | | | | | |  | |  |
| Did the learner use business technology efficiently and effectively to manage and monitor scheduling and completion of tasks? | | | | | | | | |  | |  |
| Did the learner accurately monitor and adjust personal work performance through self-assessment to ensure achievement of tasks and compliance with legislation and work processes or KPIs? | | | | | | | | |  | |  |
| Did the learner ensure that feedback on performanceis actively sought and evaluated from colleagues and clients in the context of individual and group requirements? | | | | | | | | |  | |  |
| Did the learner routinely identify and report on variations in the quality of and products and services according to organisational requirements? | | | | | | | | |  | |  |
| Did the learner identify signs of stress and effects on personal wellbeing? | | | | | | | | |  | |  |
| Did the learner identify sources of stress and access appropriate supports and resolution strategies? | | | | | | | | |  | |  |
| Did the learner identify personal learning and professional development needs and skill gaps using self-assessment and advice from colleagues and clients in relation to role and organisational requirements? | | | | | | | | |  | |  |
| Did the learner identify, prioritise and plan opportunities for undertaking personal skill development activities in liaison with work groups and relevant personnel? | | | | | | | | |  | |  |
| Did the learner access, complete and record professional development opportunities to facilitate continuous learning and career development? | | | | | | | | |  | |  |
| Did the learner incorporate formal and informal feedback into review of further learning needs? | | | | | | | | |  | |  |
| **Comments** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **CHCDIV001 Work with diverse people** | | | | | | | | | | **Yes** | **No** |
| Identify and reflect on own social and cultural perspectives and biases  The learner should:   * Identify different types of diversity present in their workplace * Undertake reflection activities for social/cultural biases. | | | | | | | | | |  |  |
| Work with awareness of own limitations in self and social awareness  The learner should:   * Identify limitations in awareness that are relevant in their workplace * Work with others sensitively in line with current awareness. | | | | | | | | | |  |  |
| Use reflection to support own ability to work inclusively and with understanding of others  The learner should:   * Demonstrate an understanding of others * Work inclusively with a wide range of people. | | | | | | | | | |  |  |
| Identify and act on ways to improve own self and social awareness  The learner should:   * Use strategies to improve social bias and undertaking professional development opportunities. | | | | | | | | | |  |  |
| Value and respect diversity and inclusiveness across all areas of work  The learner should:   * List the benefits of diversity * Act in a manner which supports and promotes diversity and inclusivity. | | | | | | | | | |  |  |
| Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness  The learner should:   * Demonstrate the development of effective workplace relationships * Coach others in developing workplace relationships that appreciate diversity. | | | | | | | | | |  |  |
| Use work practices that make environments safe for all  The learner should:   * Analyse whether the organisation meets the standards of cultural safety * Carry out safe work practices which are relevant to their organisation. | | | | | | | | | |  |  |
| Show respect for diversity in communication with all people  The learner should:   * Consider diverse people’s needs and preferences, and adapt communication accordingly. | | | | | | | | | |  |  |
| Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence  The learner should:   * Demonstrate effective verbal and non-verbal communication with a diverse group of people to build relationships. | | | | | | | | | |  |  |
| Where a language barrier exists, use effective strategies to communicate in the most efficient way possible  The learner should:   * Identify strategies that are available to overcome barriers. These may include: * interpreters * visual imagery * technology * Use the strategies to facilitate effective communication. | | | | | | | | | |  |  |
| Seek assistance from interpreters or other persons according to communication needs  The learner should:   * Seek appropriate assistance according to needs. These may include: * interpreters * visual imagery * technology. | | | | | | | | | |  |  |
| Identify issues that may cause communication misunderstandings or other difficulties  The learner should:   * Anticipate causes of communication difficulties in their workplace. These may include: * jargon and slang * unclear organisation rules and protocols * written information * expected behaviour. | | | | | | | | | |  |  |
| Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity  The learner should:   * Demonstrate knowledge of how social and cultural diversity impacts communication difficulties. | | | | | | | | | |  |  |
| Make an effort to sensitively resolve differences, taking account of diversity considerations  The learner should:   * Use appropriate strategies to attempt to resolve communication issues. These may include: * negotiation * mediation * Discuss communication issues with a diverse group of people. | | | | | | | | | |  |  |
| Make an effort to sensitively resolve differences, taking account of diversity considerations  The learner should:   * Discuss communication issues with a diverse group of people * Identify and acquire resources to facilitate communication. | | | | | | | | | |  |  |
| Undertaken a structured process to reflect on own perspectives on diversity  The learner should:   * Conduct reflection exercises such as word association * Identify limitations to their awareness or perspective * Undertake opportunities to improve their awareness. | | | | | | | | | |  |  |
| Recognised and respected the needs  of people from diverse social and  cultural backgrounds in at least 3  different situations:   * Selected and used appropriate verbal and non-verbal communication * Recognised situations where misunderstandings may arise from diversity and formed appropriate responses.   The learner should:   * Identify needs of a diverse group of people * Identify barriers (such as jargon, unclear work rules, language difficulties) and work to minimise these * Demonstrate appropriate verbal and non-verbal communication * Resolve misunderstandings, which could be done through: * mediation * negotiation * seeking additional resources. | | | | | | | | | |  |  |
| **Comments** | | | | | | | | | | | |
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| **CHCPRP003 Reflect on and improve own professional practice** | | | | | | | | | | **Yes** | **No** |
| Did the learner demonstrate that they could undertake self-evaluation in conjunction with supervisors and/or peers? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could reflect on and recognise the effect of values, beliefs and behaviour in practice? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could share two-way, open and evaluative feedback with co-workers or peers? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could actively seek and reflect on feedback from clients, organisations or other relevant sources? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could determine improvements needed based on own evaluation and feedback from others? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could identify potential support networks both internal and external to the organisation? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could seek specialist advice or further training where need is identified? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could recognise requirements for self-care and identify requirements for additional support? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could devise, document and implement a self-development plan that sets realistic goals and targets? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could access and review information on current and emerging industry developments and use these to improve practice? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could assess and confirm own practice against ethical and legal requirements and opportunities? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could identify and engage with opportunities to extend and expand own expertise? | | | | | | | | | |  |  |
| Did the learner demonstrate that they could regularly participate in review processes as a commitment to upgrading skills and knowledge? | | | | | | | | | |  |  |
| **Comments** | | | | | | | | | | | |
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## Send us your RPL Self-Assessment Kit

Email us your completed RPL Self – Assessment Kit to:

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