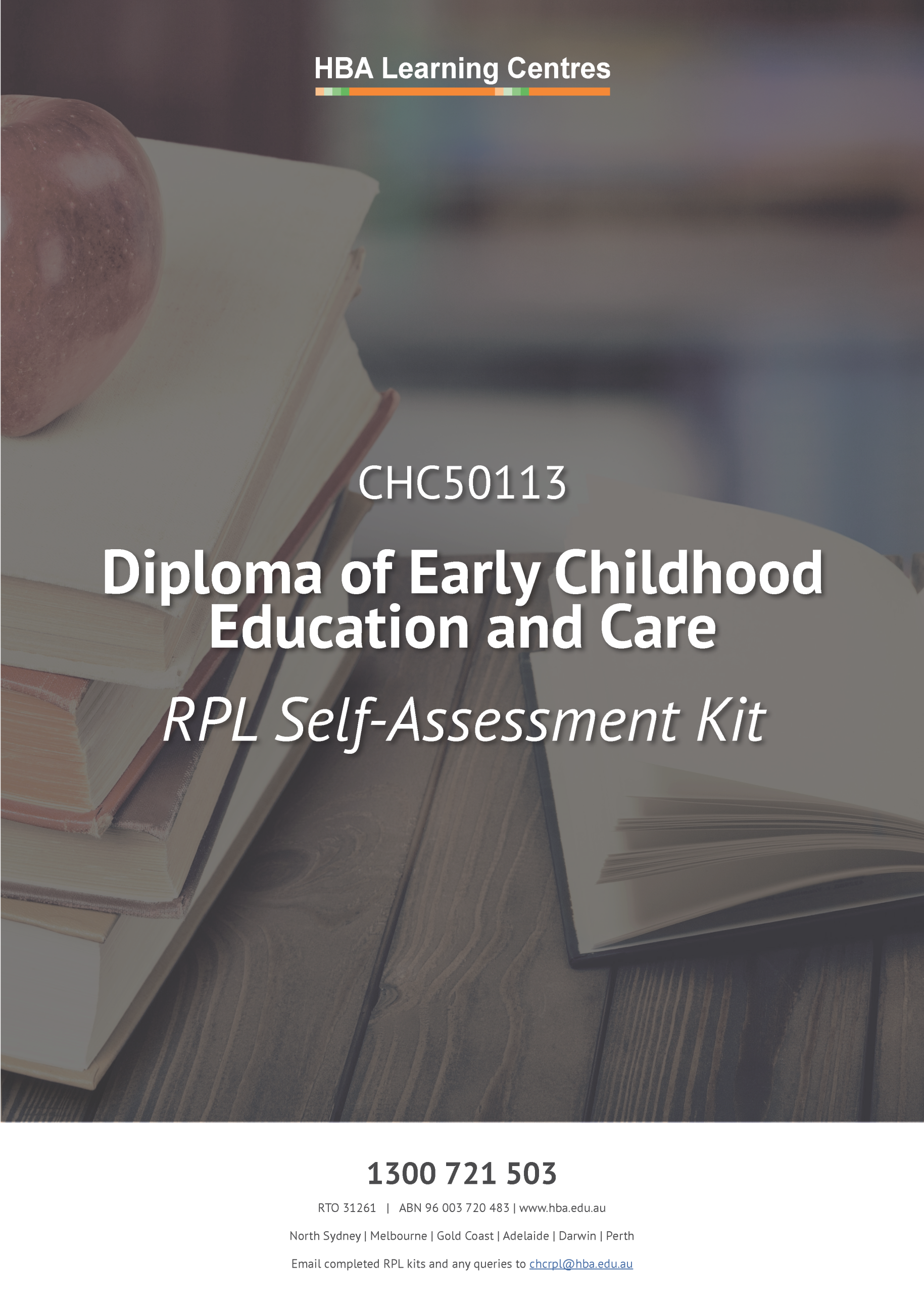
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**Contents**

[**What is RPL?** 4](#_Toc482176769)

[**Evidence for RPL** 4](#_Toc482176770)

[**RPL Self-Assessment Instructions** 5](#_Toc482176771)

[**RPL Self - Assessment Kit Application** 6](#_Toc482176772)

[Step 1: Enrolment and Application 7](#_Toc482176773)

[**Applicant Details** 7](#_Toc482176774)

[**Payment Details** 11](#_Toc482176775)

[**Applicant Employment History Form** 13](#_Toc482176776)

[**RPL Self-Assessment** 14](#_Toc482176777)

[CHCDIV002 – Promote Aboriginal and/or Torres Strait Islander cultural safety 15](#_Toc482176778)

[CHCECE001 – Develop cultural competence 16](#_Toc482176779)

[CHCECE002 – Ensure the health and safety of children 17](#_Toc482176780)

[CHCECE003 - Provide care for children 18](#_Toc482176781)

[CHCECE004 – Promote and provide healthy food and drinks 19](#_Toc482176782)

[CHCECE005 – Provide care for babies and toddlers 20](#_Toc482176783)

[CHCECE007 – Develop positive and respectful relationships with children 21](#_Toc482176784)

[CHCECE009 – Use an approved learning framework to guide practice 22](#_Toc482176785)

[CHCECE016 – Establish and maintain a safe and healthy environment for children 23](#_Toc482176786)

[CHCECE017 – Foster the holistic development and wellbeing of the child in early childhood 24](#_Toc482176787)

[CHCECE018 – Nurture creativity in children 25](#_Toc482176788)

[CHCECE019 – Facilitate compliance in an education and care services 26](#_Toc482176789)

[CHCECE020 – Establish and implement plans for developing cooperative behaviour 27](#_Toc482176790)

[CHCECE021 – Implement strategies for the inclusion of all children 28](#_Toc482176791)

[CHCECE022 – Promote children agency 29](#_Toc482176792)

[CHCECE023 – Analyse information to inform learning 30](#_Toc482176793)

[CHCECE024 – Design and implement the curriculum to foster children’s learning and development 31](#_Toc482176794)

[CHCECE025 – Embed sustainable practices in service operations 32](#_Toc482176795)

[CHCECE026 – Work in partnership with families to provide appropriate education and care for children 33](#_Toc482176796)

[CHCLEG001 – Work legally and ethically 34](#_Toc482176797)

[CHCPRT001 – Identify and respond to children and young people at risk 35](#_Toc482176798)

[HLTAID004 – Provide an emergency first aid response in an education and care setting 36](#_Toc482176799)

[HLTWHS003 – Maintain work health and safety 37](#_Toc482176800)

[CHCDIV001 – Work with diverse people 38](#_Toc482176801)

[CHCPOL002 – Develop and implement policy 39](#_Toc482176802)

[CHCECE013 – Use information about children to inform practice 40](#_Toc482176803)

[CHCECE011 – Provide experiences to support children’s play and learning 41](#_Toc482176804)

[BSBWOR301 – Organise personal work priorities and development 42](#_Toc482176805)

[Third Party Report 43](#_Toc482176806)

[Declaration 70](#_Toc482176807)

[Send us your RPL Self-Assessment Kit 71](#_Toc482176808)

**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 CHC50113 Diploma of 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 CHC50113 Diploma of Early Childhood Education and Care Qualification. If you achieve competence in less than the twenty-eight (28) 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:** There is a deposit of $1100 required to be lodged with an RPL Self – Assessment Kit application being considered.

If your RPL claim is successful, the $1100 will be deducted from your course fees, however, if your RPL claim is not successful, the $1100 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:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Applicant Details** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1.** | **Qualification** | | | | | **CHC50113 Diploma of Early childhood Education and Care** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **2.** | **Personal Details** | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *If you are completing this form electronically, press Tab on your keyboard to go the next cell. The cell will automatically expand to accommodate your text. If you are writing, please write clearly. If you require help with this form please call 1300 721 503 for assistance.* | | | | | | | | | | | | | | | | | | | | | | | | **Forum Username:**    *HBA Office Use Only* | | | | | | | | | | | | **HBA Unique ID:**    *HBA Office Use Only* | | | | |
| **Date:** | | | | | | | |  | | | | | | | | | | | | | | | |
| **Name (Use your Legal Name – this is what will appear on your Qualification)** | | | | | | | | | | | | | | | | | | | | | | | |
| **Title:** | | | | **Mr** | | | | | |  | | | | **Mrs** | | | | | |  | | | **Miss** | | | | |  | | | | | | | **Ms** | | | |  | |
| **Surname:** | | | |  | | | | | | | | | | | | | | | **Given Names:** | | | | | | | | | | | | | |  | | | | | | | |
| **Date of Birth** | | | | | | | | | | | | | | | **Country of Birth** | | | | | | | | | | | **Gender** | | | | | | | | | | | | | | |
| **Day/Month/Year** | | | | |  | |  | | | |  | | | |  | | | | | | | | | | | **Male** | | | | | | | |  | | | **Female** | | |  |
| **What is the address of your usual residence?** *(NOTE: Physical address where you usually reside not post office box)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Street Address** | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suburb** | | | | | | | |  | | | | | | | | | | **State** | | | |  | | | | | | | | **Post Code** | | | | | | | |  | | |
| **What is your postal address?** *(If different from residential address above)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Street Address** | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Suburb** | | | | | | | |  | | | | | | | | | | **State** | | | |  | | | | | | | | **Post Code** | | | | | | | |  | | |
| **Personal Details** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Company** | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Occupation** | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Home Ph.** | | | | | | | |  | | | | | | | | | | | | | | **Work Ph.** | | |  | | | | | | | | | | | | | | | |
| **Mobile** | | | | | | | |  | | | | | | | | | | | | | | **Fax** | | |  | | | | | | | | | | | | | | | |
| **Email 1** | | | | | | | |  | | | | | | | | | | | | | | **Email 2** | | |  | | | | | | | | | | | | | | | |
| *On commencement of training, we may email a username and password for an online forum and from time to time, HBA Learning Centres Newsletters. You will be required to use email to receive correspondence from HBA and to submit your assessments. Therefore, it is necessary to provide an email address. If you have more than one, please provide your order of preference.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Emergency Contact Details** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Next of Kin:** | |  | | | | | | | | | | | | | | **Relationship:** | | | | | | | | | | | | | | |  | | | | | | | | | |
| **Phone Contact:** | |  | | | | | | | | | | | | | | **Email Contact:** | | | | | | | | | | | | | | |  | | | | | | | | | |
| **3. Unique Student Identifier (USI)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **IMPORTANT:** To receive your Qualification or Statement of Attainment on successful completion of your course you will need to hold a valid USI. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Option 1 (Already have USI)** \*All fields for this option are mandatory | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **I already have a USI** and I give HBA Learning Centres permission to verify my USI. | | | | | | | | | | | | | | | | | | | | **My USI # is:** | | | | | | | |  | | | | | | | | | | | |
| **OR** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Option 2 (Creating own USI)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **I do not hold a USI.** I will create my own USI account and provide my USI to HBA along with permission to verify my USI prior to my course completion. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **IMPORTANT:** *To create your own USI visit:* [*http://www.usi.gov.au/Pages/default.aspx*](http://www.usi.gov.au/Pages/default.aspx)  *\*Refer to the HBA Learning Centres USI Creation Procedure to assist you with creating your USI account.* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **OR** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Option 3 (HBA to Create USI – available only in the event you are unable to create your own USI)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | I am unable to create my own USI and I give permission to HBA to create a USI Account on my behalf. I have provided HBA with the document number of the following form of Personal Identification (ID) detailed below. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Drivers Licence (Australian) | | | | | | | |  | | | | Australian Passport (Current) | | | | | | | | | | |  | | | Medicare Card | | | | | | | | | | | | | |
|  | Citizenship Certificate | | | | | | | |  | | | | Australian Birth Certificate | | | | | | | | | | |  | | | Other (contact HBA for confirmation) | | | | | | | | | | | | | |
| **Document Identification Number:** | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Country of Birth** | | |  | | | | | | | | | | | | | | **Town / City of Birth** | | | | | | | | | | | | | | |  | | | | | | | | |
| **IMPORTANT:** For this service, there will be a processing period of 1-3 business days. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **4. AVETMISS** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Language and cultural diversity** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **1. In which country were you born?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Australia** | | | | | | |  | | **Other – Please Specify** | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | |
| **2. Do you speak a language other than English at home? If Yes, please specify.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No, English only** | | | | | | | | | |  | | | **Yes, other – Please specify** | | | | | | | | | | | | | | |  | | |  | | | | | | | | | | | | | | |
| **3. How well do you speak English?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Very Well** | | | | | | | | |  | | | **Well** | | | | | | | | | |  | | **Not well** | | | | | | | | |  | | | **Not at all** | | | | | | | | |  |
| **4. Are you of Aboriginal or Torres Strait Islander origin?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No** | | |  | | **Yes, Aboriginal** | | | | | | | | | |  | | **Yes, Torres Strait Islander** | | | | | | | | | | | | | |  | ***NOTE:*** *(For persons of both Aboriginal and Torres Strait Islander origin, check both ‘Yes’ boxes* | | | | | | | | | | | | | |
| **Disability** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **5. Do you consider yourself to have a disability, impairment or long-term condition?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Yes** | | | |  | | **No** | |  | | | **No – Go to Question 7** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **6. If you indicated the presence of a disability, impairment or long-term condition, please select the area (s) in the following list:** *(NOTE: You may indicate more than one area)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Hearing/deaf** | | | | | | | | | |  | | | | | **Physical** | | | | | | | | |  | | | | | **Intellectual** | | | | | | | |  | | | **Learning** | | | | |
|  | **Mental illness** | | | | | | | | | |  | | | | | **Acquired brain impairment** | | | | | | | | |  | | | | | **Vision** | | | | | | | |  | | | **Medical condition** | | | | |
|  | **Other** | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Schooling** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **7. What is your highest COMPLETED school level?** *(Tick ONE box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Year 12 or equivalent** | | | | | | | | | |  | | | | | **Year 11 or equivalent** | | | | | | | | |  | | | | **Year 10 or equivalent** | | | | | | | | |  | | | **Year 9 or equivalent** | | | | |
|  | **Year 8 or below** | | | | | | | | | |  | | | | | **Never Attended School** | | | | | | | | | **Never Attended school – go to question 10** | | | | | | | | | | | | | | | | | | | | |
| **8. In which YEAR did you complete that school level?** | | | | | | | | | | | | | | | | | | | | | | | | | **9. Are you still attending secondary school?** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | **Yes** | | | | | | | | | |  | | | **No** | | | | | | |  | |
| **Previous qualifications achieved** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **10. Have you SUCCESSFULLY completed any of the following qualifications?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Yes** | | | | | |  | | | | | **No** | | | | | | | |  | | | | | | **No – go to question 12** | | | | | | | | | | | | | | | | | | | | |
| **11. If YES, then tick ANY applicable boxes.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Bachelor degree or higher degree** | | | | | | | | | | | | | | | | |  | | **Advanced Diploma or Associate Degree** | | | | | | | | | | | | |  | | **Diploma (or associate diploma)** | | | | | | | | | | |
|  | **Certificate IV (or advanced certificate/technician)** | | | | | | | | | | | | | | | | |  | | **Certificate III (or trade certificate)** | | | | | | | | | | | | |  | | **Certificate II** | | | | | | | | | | |
|  | **Certificate I** | | | | | | | | | | | | | | | | |  | | **Certificates other than above** | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Employment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **12. Of the following categories, which BEST describes your current employment status?** *(Tick ONE box only)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | **Full-time employee** | | | | | | | | | | | | | | | | | | | | | | | |  | | | | **Employed – unpaid worker in a family business** | | | | | | | | | | | | | | | |
|  | | **Part-time employee** | | | | | | | | | | | | | | | | | | | | | | | |  | | | | **Unemployed seeking full-time work** | | | | | | | | | | | | | | | |
|  | | **Self Employed – not employing others** | | | | | | | | | | | | | | | | | | | | | | | |  | | | | **Unemployed seeking part-time work** | | | | | | | | | | | | | | | |
|  | | **Employer** | | | | | | | | | | | | | | | | | | | | | | | |  | | | | **Not employed – not seeking employment** | | | | | | | | | | | | | | | |
| **4.  Current Employment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Are you currently employed?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Yes** | | | |  | | **No** |  | | |
| **If Yes, in which occupation are you currently employed?** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Who is your current employer?** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **5. Armed Forces details (If Applicable)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Branch of Service** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Trade classification on discharge** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **6. Further Training** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Have you undertaken any training courses related to the occupation applied for?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | **Yes** | | | |  | | **No** |  | | |
| **If Yes** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **What occupation were you trained in?** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Training completion Date (month, year)** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Country where you trained** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of course and institution (if applicable)** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **6.  Is there any further information you wish to give in support of your application?** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **7. Professional Referees (relevant to work situation)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Referee 1** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Position** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Organisation** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Phone Number** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Mobile Number** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Email Address** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Referee 2** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Position** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Organisation** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Phone Number** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Mobile Number** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **Email Address** | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | |
| **8. Applicant Declaration** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| If you are **emailing this enrolment form** and are unable to provide a copy with your physical signature, then please copy and paste the following **into your email**. We will not process your enrolment without it:  ***I,*** insert your name ***agree to the Applicant Declaration as stated on the HBA enrolment form,*** insert todays date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Applicant Declaration**  **This section must be completed. If left blank, the enrolment will not be accepted.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | I would like to apply for enrolment with HBA and agree to abide by the policies, procedures set out by HBA Learning Centres Pty Ltd, including the student code of conduct detailed in the HBA Student Handbook, and I agree to maintain good and proper behaviour for the duration of my training. I understand my enrolment can be suspended or cancelled should I breach the policies and procedures, use inappropriate behaviour, or endanger others or myself. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | I have read and understood the HBA refund policy (see Pre-enrolment Information). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | I have read, understood and agree to HBA Learning Centres Unique Student Identifier Privacy Notice. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name:** | | | | | | | | | | | | | |  | | | | | | | | | | | | | **Date:** | | | | | | | | | | | |  | | | | | | |
| **Signature:** | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

|  |  |
| --- | --- |
| **For all Enrolments** | |
| **Post to:** | **Fax to:** |
| **HBA Learning Centres P/L**  **Attn:** Enrolments  Level 5, 118 Walker Street  North Sydney NSW 2060 | 02 8920 9244  Attn: Enrolments |
| **Phone:** | **Email** |
| 1300 721 503 | [chcrpl@hba.edu.au](mailto:chcrpl@hba.edu.au) |
| 02 8588 4600 |

**Payment Details**

A $1100 deposit is required to commence your RPL Application process.  Please complete the following form.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Payment Schedule Of Learner Fees** | | | | | | | | | | | | | | | | | |
| For HBA courses with fees over $1,500, HBA follows the payment schedule below. FACE-TO-FACE Learners: **Stage 1:** Enrolment and commencement Learner pays $1,500;  **Stage 2:** Balance of fees due on third day of Face-to-Face course. Self-Paced Learners: **Stage 1:** Enrolment and commencement Learner pays $1,500;  **Stage 2:** Half of remaining balance due three (3) months after course commencement date (or on completion if Learner completes prior to the 3-month period);  **Stage 3:** Final remaining balance due a further 3 months after half of the remaining balance is paid being six (6) months from course commencement (or on completion if Learner completes prior to the 6-month period).  **IMPORTANT:** A Learner has the right to request to make full payment at the time of enrolment. | | | | | | | | | | | | | | | | | |
| **Payment must be included with your enrolment form.**  **Enrolment forms without payment or direct debit receipts will not be processed until payment is confirmed.** | | | | | | | | | | | | | | | | | |
| Direct Deposit  Please contact our Customer Service team for our bank details and a reference number.  I understand that under the National VET Regulator, an RTO may only charge $1,500 initially and the balance of my course fee (if the total fee exceeds $1,500) will be charged on the third day of the course. I further understand that if I do not pay this second instalment I will be asked to leave the course.  To ensure your enrolment is finalised quickly, it is recommended you include a copy of the deposit receipt with this enrolment form. | | | | | | | | Bank or Personal Cheque and Money Orders;  Please make payable to,  HBA Learning Centres Pty Ltd. | | | | | | | |  | |
| Credit Card (MasterCard & Visa Only)  We offer the Customer Preferred Currency (CPC) feature on our terminal. This feature provides international Visa and MasterCard credit card customers the option of converting Australian currency purchases into their cards billing currency at the time of purchase.  Complete the form below. | | | | | | | |  | |
| **Credit Card Authorisation Form** | | | | | | | | | | | | | | | | |
| **Cardholders Name:** | |  | | | | | | | | | | | | | | |
| I I authorise HBA Learning Centres Pty Ltd to debit full course fee form my credit card. I understand that under the Standards for RTOs 2015 HBA will collect fee according to the payment schedule if the total fee exceeds $1500. | | | | | | | | | | | | | | | | |
| **Card Number:** | |  | | | | | | | | | | | | | | |
| **Expiry Date:** | |  | | | | **Type of card:** | | |  | Visa | | | |  | MasterCard | |
| **Verification Number (this is the last 3 digits on the back of card )** | | | | | | | | |  | | | | | | | |
| If your card is an international Visa or MasterCard:  Accepted Currencies for Customer Preferred Currency (CPC) are:  *(Please tick to choose which currency you would like to have your transaction conducted in.)* | | | | | | | | | | | | | | | | |
|  | Australian Dollars | |  | Canadian Dollars |  | | Swiss Frank | | | |  | | Thai Bhat | | | |
|  | Pounds Sterling | |  | US Dollars |  | | South African Rand | | | |  | | Malaysian Ringgit | | | |
|  | New Zealand Dollars | |  | Singapore Dollars |  | | Swedish Krona | | | |  | | Hong Kong Dollars | | | |
|  | Euro | |  | Japanese Yen |  | | Norwegian Krone | | | |  | | Danish Krona | | | |
| **Please only complete this section if you have provided international Visa or MasterCard details**  I understand and agree that, if my card is eligible for Customer Preferred Currency (CPC):   * The Currency indicated by me by selecting a tick box on this form will be the transaction currency * A Customer Preferred Currency (CPC) conversion will take place * Australian Dollars is available to me as a choice of currency for payment, but I allow CPC to take place if available * The currency that will be applied to the transaction is my card’s billing currency and I understand that my choice of currency is final * The transaction amount will contain a 2.5% exchange rate mark-up * The exchange rate will be determined by the Merchant at a later date without additional consultation * CPC is a service conducted by the Merchant. | | | | | | | | | | | | | | | | |
| **Signature:** | | |  | | | **Date:** | | | | | |  | | | | |

If a Company or your employer is paying for the course and seeking credit facilities, please complete and return the Business Credit Application (BCA) form with your enrolment form. The BCA can be requested from our Customer Service Team on 1300 721 503.

|  |
| --- |
| **Promotions Code / Discounts** (If applicable and at HBA’s discretion) |

**Applicant Employment History Form**

Complete the following employment history form.

**NOTE:** Only list positions relevant to CHC50133 Diploma of 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 | CHCECE016 Establish and maintain a safe and healthy environment for children |  |
| Unit 10 | CHCECE017 Foster the holistic development and wellbeing of the child in early childhood |  |
| Unit 11 | CHCECE018 Nurture creativity in children |  |
| Unit 12 | CHCECE019 Facilitate compliance in an education and care services |  |
| Unit 13 | CHCECE020 Establish and implement plans for developing cooperative behaviour |  |
| Unit 14 | CHCECE021 Implement strategies for the inclusion of all children |  |
| Unit 15 | CHCECE022 Promote children’s agency |  |
| Unit 16 | CHCECE023 Analyse information to inform learning |  |
| Unit 17 | CHCECE024 Design and implement the curriculum to foster children's learning and development |  |
| Unit 18 | CHCECE025 Embed sustainable practices in service operations |  |
| Unit 19 | CHCECE026 Work in partnership with families to provide appropriate education and care for children |  |
| Unit 20 | CHCLEG001 Work legally and ethically |  |
| Unit 21 | CHCPRT001 Identify and respond to children and young people at risk |  |
| Unit 22 | HLTAID004 Provide an emergency first aid response in an education and care setting |  |
| Unit 23 | HLTWHS003 Maintain work health and safety |  |
| Unit 24 | CHCDIV001 Work with diverse people |  |
| Unit 25 | CHCPOL002 Develop and implement policy |  |
| Unit 26 | CHCECE013 – Use information about children to inform practice |  |
| Unit 27 | CHCECE011 – Provide experiences to support children’s play and learning |  |
| Unit 28 | BSBWOR301 – Organise personal work priorities and development |  |

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.

### 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

### CHCECE016 – Establish and maintain a safe and healthy environment for 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 for each child’s comfort** |  |  |  |  |  | |
| **Promote & implement effective hygiene practices** |  |  |  |  |  | |
| **Take steps to control the spread of infectious diseases** |  |  |  |  |  | |
| **Ensure adequate supervision of children** |  |  |  |  |  | |
| **Take precaution to protect children from harm** |  |  |  |  |  | |
| **Develop plans to effectively manage incidents & emergencies** |  |  |  |  |  | |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE016 Establish and maintain a safe and healthy work environment 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:**

* Certificates
* Position Description
* Resume
* Risk assessment
* Risk matrix
* Samples of completed work
* Third Party Report

**Evidence must demonstrate:**

* Establish & maintain an environment that is safe & healthy for children in at least one (1) service
* Communicate hazards & safety issues to appropriate persons within the service
* Coordinate emergency responses, including evacuation plans
* Plan & coordinate supervision of children
* Promote & monitor safety practices, including administration of medicines & safe handling of food
* Coordinate appropriate procedures for handling infections & illnesses, including communicating with families
* Enact strategies to support children to take increasing responsibility for their own health and physical wellbeing

### CHCECE017 – Foster the holistic development and wellbeing of the child in early childhood

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

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE017 Foster the holistic development and wellbeing of the child in early childhood.

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
* 240 hours of work requirements

**Evidence must demonstrate:**

* Planned & provided at least three (3) opportunities for children of varying ages to develop in a range of area’s
* Facilitate & support emotional & psychological development in children
* Encourage self-help & independence of children
* Plan opportunities to foster children’s positive self-concept & self-esteem
* Provide a positive & safe environment to encourage children to express thoughts, feelings & ideas
* Perform the activities outlined in the performance criteria of this unit during the period of at least 240 hours of work in at least one regulated education and care service

### 

### CHCECE018 – Nurture creativity in children

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Foster creativity through the physical environment** |  |  |  |  |  |
| **Foster creativity through the human environment** |  |  |  |  |  |
| **Foster creativity through a learning framework** |  |  |  |  |  |
| **Provide experiences** |  |  |  |  |  |
| **Evaluate experiences** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE018 Nurture creativity in 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
* Certificates
* References
* Resume
* Third Party Report

**Evidence must demonstrate:**

* Planned & provided at least three (3) programs or active learning environments that foster creativity in children of varying ages
* Plan & provide creative experiences initiated by children
* Plan & provide dramatic & imaginative play opportunities
* Plan & provide creative approaches to routines
* Plan & provide opportunities for each child to develop self-expression and skills
* Facilitate active participation of at least three (3) children of varying ages through encouragement, appropriate interactions and communications
* Range of experiences used to nurture creativity must include; music, movement, construction, visual art, dramatic play

### CHCECE019 – Facilitate compliance in an education and care services

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Interpret the National Quality Framework** |  |  |  |  |  |
| **Facilitate an organisation self-assessment** |  |  |  |  |  |
| **Facilitate the development of a quality improvement plan** |  |  |  |  |  |
| **Coordinate the service for a site visit** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE019 Facilitate compliance in an education and care services.

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
* Completed work samples
* Position Description
* Resume
* Third Party Report
* References
* 120 hours of work requirements

**Evidence must demonstrate:**

* Checked & maintained compliance in an education care service
* Interpreted & applied the requirements outlined in the National Quality Framework in an education and care service
* Developed at least one (1) quality improvement plan
* Documented and checked information for accuracy and completeness
* Consulted with at least one (1) other educator or service coordinator to review the plan
* 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

### CHCECE020 – Establish and implement plans for developing cooperative behaviour

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Establish and apply limits and guidelines for behaviour** |  |  |  |  |  |
| **Identify and review behaviour as required** |  |  |  |  |  |
| **Develop a plan to guide a particular child’s behaviour where required** |  |  |  |  |  |
| **Implement and monitor behaviour plan** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE020 Establish and implement plans for developing cooperative behaviour.

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
* References
* Resume
* Samples of completed work
* Third Party Report

**Evidence must demonstrate:**

* Observation & analysis of children’s behaviour, on at least three (3) occasions
* Create, implement & measure the effectiveness of at least one plan including;
  + Long & short-term goals & objectives
  + Establishing a baseline for the behaviour
  + Alternative behaviours
  + Communicating expectations with children
  + Supporting & communicating with colleagues to implement the plan
  + Revisiting the plan & reflecting on its effectiveness
* Developing positive relationships with children, respected family expectations & their cultural values, acting within the service policy
* Interaction with children & involving them in decision-making & planning

### CHCECE021 – Implement strategies for the inclusion of all children

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Promote inclusion** |  |  |  |  |  |
| **Respect diversity** |  |  |  |  |  |
| **Identify children with barriers to learning** |  |  |  |  |  |
| **Develop a plan for support and inclusion** |  |  |  |  |  |
| **Implement strategies to meet the child’s additional needs** |  |  |  |  |  |
| **Monitor and review strategies** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE021 Implement strategies for the inclusion of all 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
* Position Description
* References
* Samples of completed work
* Resume
* Third Party Report

**Evidence must demonstrate:**

* Develop & implement a plan for support and inclusion for at least one (1) child including;
  + Contributing to individualised, child-centred planning & service delivery
  + Collaborating & sharing information with family and other educators to develop & implement an inclusion plan
  + Investigate and trial strategies to address the needs of the child
  + Review & suggest adaptions to service delivery to meet the needs of children with special needs
  + Identify & assess the additional needs of individual children
  + Gather additional resources or sources of information to assist in developing & adapting curriculum to meet additional needs to meet additional needs

### CHCECE022 – Promote children agency

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Establish a learning environment that reflects children’s interest** |  |  |  |  |  |
| **Provide opportunities that stimulate learning and development** |  |  |  |  |  |
| **Design, implement and evaluate learning experiences for children** |  |  |  |  |  |
| **Support children to participate** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE022 Promote children’s agency.

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
* References
* Position Description
* Resume
* Third Party

**Evidence must demonstrate:**

* Plan & implement at least two (2) programs that promote & encourage children’s agency, including;
  + Establishing environments & opportunities in response to children’s interests
  + Using a range of strategies to engage & encourage children in experiences
  + Plan & implement developmentally appropriate curriculum in consultation with other educators

### CHCECE023 – Analyse information to inform learning

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Gather and document information about children** |  |  |  |  |  |
| **Monitor children’s learning and development** |  |  |  |  |  |
| **Use evidence to inform practice** |  |  |  |  |  |
| **Share information appropriately** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE023 Analyse information to inform 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
* Certificates
* Resume
* Samples of completed work
* Communication records
* Third Party Report

**Evidence must demonstrate:**

* Collect & document observation of at least three (3) different children, including;
  + Children’s behaviour & learning
  + Children’s play preferences
  + Strengths, interests & relationships
* Apply information to educational practices, including;
  + Sharing information with families, educators, children, experts & specialist
  + Collaborating with families to plan for children’s individual needs
  + Use information gathered to inform planning

### CHCECE024 – Design and implement the curriculum to foster children’s learning and development

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Develop appropriate settings and environments** |  |  |  |  |  |
| **Design and implement curriculum in consultation with others** |  |  |  |  |  |
| **Design learning experiences to foster children’s learning and development** |  |  |  |  |  |
| **Implement learning experiences to foster children’s learning and developments** |  |  |  |  |  |
| **Assess and evaluate planning and unplanned teaching and learning** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE024 Design and implement the curriculum to foster children’s learning 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:**

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

**Evidence must demonstrate:**

* Design and implement curriculum on at least one (1) occasion, including;
  + Evaluating & modifying environments to enhance opportunities for children’s learning from other educators, children & their families
  + Gathering information to use as a basis for design to address identified needs
  + Design learning experiences to foster children’s development
  + Assess & evaluate curriculum & learning experiences in accordance with guidelines
  + Perform the activities outlined in the performance criteria of this unit during a period of at least 240 hours of work in a regulated education and care service

### CHCECE025 – Embed sustainable practices in service operations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Develop a sustainability management plan** |  |  |  |  |  |
| **Support children to develop an understanding and respect for the natural environment** |  |  |  |  |  |
| **Support others in implementing sustainable practice** |  |  |  |  |  |
| **Embed sustainability into service policies and procedures** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE025 Embed sustainable practices in service operations.

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
* Position Description
* Resumes
* Certificates
* References
* Third Party Report

**Evidence must demonstrate:**

* Support sustainable practices within at least one (1) education and care service, including;
  + Undertaking an analysis of the environmental sustainability of the workplace
  + Identify & support potential for workplace change to enhance environmental sustainability
  + Support children to develop respect for the natural environment
  + Design, implement & review a program to enhance environmental sustainability in the child care workplace
  + Use a variety of strategies to involve colleagues, children, families & the broader community in participating in & evaluating a program to enhance environmental sustainability

### CHCECE026 – Work in partnership with families to provide appropriate education and care for children

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Provide families with opportunities to be involved in the service** |  |  |  |  |  |
| **Provide information to families about their child** |  |  |  |  |  |
| **Provide information to families about the service** |  |  |  |  |  |
| **Provide information about community services and resources** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCECE026 Work in partnership with families to provide appropriate education and 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:**

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

**Evidence must demonstrate:**

* Work collaboratively with at least three (3) families to support education & care, including;
  + Communicating information about children’s interest & development
  + Developing care strategies together
  + Engaging in discussions relevant to the child & family
* Involve families in the service/program by;
  + Encouraging participation in children’s experience
  + Provide opportunities for families to give feedback on service/program

### 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:**

* Certified Statement of Attainment

### HLTWHS003 – Maintain work health and safety

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Contribute to workplace procedures for identifying hazards and controlling risks** |  |  |  |  |  |
| **Implement policies and procedures into work team processes** |  |  |  |  |  |
| **Support consultation, cooperation and communication** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit HLTWHS003 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:**

* Conduct a workplace risk assessment & record the results, including;
  + Identification of hazards
  + Risk assessment
  + Strategies for minimising risk
  + Analysis of residual risk
* Provide WHS information to at least two (2) workers, including;
  + Explanation of WHS policies & procedures
  + Demonstration of safe housekeeping practices
  + Correct use of personal protective equipment (PPE)
* Consistently monitored safety procedures in the day-to-day work activities required by your job role
* Completed workplace incident report
* Followed workplace procedures for a simulated emergency situation

### 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

### CHCPOL002 – Develop and implement policy

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **I have Performed this criteria** | | | **Evidence to Support Claim** | |
| **Frequently** | **Sometimes** | **Never** | **Document No.** | **Document Name** |
| **Research new policy initiatives** |  |  |  |  |  |
| **Draft policies** |  |  |  |  |  |
| **Test draft policies** |  |  |  |  |  |
| **Develop policy proposals** |  |  |  |  |  |
| **Implement and review policies** |  |  |  |  |  |

Below is a list of evidence required to be submitted to meet the elements and performance criteria of the unit CHCPOL002 Develop and implement policy.

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
* Certificates
* Resume
* References
* Third Party Report

**Evidence must demonstrate:**

* Research, draft, develop and implement at least one (1) policy initiative for at least one (1) organisation
* Engage in consultation with at least three (3) different stakeholders, including;
  + Individuals
  + Groups
  + Organisations

### 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

### 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

### 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.

### 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 CHC50113 Diploma of 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** | | | | | | |
|  | | | | | | |
| **CHCECE016 Establish and maintain a safe and healthy environment for children** | | | | **Yes** | | **No** |
| Did the learner discuss individual children’s health requirements and routines with families at enrolment and then on a regular basis? | | | |  | |  |
| Did the learner ensure that any concerns or questions about a child’s health needs are conveyed to their family? | | | |  | |  |
| Did the learner consult with relevant authorities to ensure that health information is current? | | | |  | |  |
| Did the learner ensure that individual medical management plans for children with a specific health care need are in place and readily available at the service? | | | |  | |  |
| Did the learner ensure that groupings of children are configured to provide for each child’s comfort and to minimise the risk of overcrowding? | | | |  | |  |
| Did the learner make sure physical spaces are available for children to engage in rest and quiet activities? | | | |  | |  |
| Did the learner offer a range of active and restful experiences to children and support them to make appropriate decisions regarding participation? | | | |  | |  |
| Did the learner ensure that the service accesses information on current hygiene practices? | | | |  | |  |
| Did the learner maintain written procedures and schedules to ensure a regular regime of washing children’s toys and equipment? | | | |  | |  |
| Did the learner provide families with information and support that helps them to follow the service’s hygiene procedures? | | | |  | |  |
| Did the learner ensure that information about correct hand washing procedures are displayed in relevant areas of the service? | | | |  | |  |
| Did the learner configure groupings of children to minimise the risk of illness and injuries? | | | |  | |  |
| Did the learner source information about recognised health and safety guidelines? | | | |  | |  |
| Did the learner ensure that service procedures are followed, in relation to notifying families of illness or injuries that affect children while in education and care? | | | |  | |  |
| Did the learner advise families and public health authorities where necessary of cases of infectious diseases at the service and provide them with relevant information? | | | |  | |  |
| Did the learner ensure current records of children’s immunisation status are up-to-date and a procedure is in place to maintain the currency? | | | |  | |  |
| Did the learner provide information to families and educators about child and adult immunisation recommendations? | | | |  | |  |
| Did the learner arrange equipment, furniture and activities to ensure effective supervision while also allowing children to access private and quiet spaces? | | | |  | |  |
| Did the learner ensure new or relief educators are informed of supervision arrangements and of what they are required to do in relation to supervising children? | | | |  | |  |
| Did the learner undertake a risk assessment for each excursion including implications for supervision? | | | |  | |  |
| Did the learner ensure safety checks are consistently implemented and action is taken as a result of the checks? | | | |  | |  |
| Did the learner check risk minimisation plans are in place for children enrolled at the service who have a specific health care need, allergy or relevant medical condition? | | | |  | |  |
| Did the learner ensure simple warning signs are located where potentially dangerous products are stored? | | | |  | |  |
| Did the learner confirm safety of any drinks, food and cooking utensils and appliances used as part of the program? | | | |  | |  |
| Did the learner ensure that basic training and testing on how to move and fit car seats, restraints and booster seats (applicable to the age of relevant child) is available to all educators? | | | |  | |  |
| Did the learner keep records of pest/vermin inspections and/or eradications? | | | |  | |  |
| Did the learner develop and maintain a written process for monitoring who enters and leaves the premises at all times? | | | |  | |  |
| Did the learner provide detailed information to families regarding any excursion being undertaken? | | | |  | |  |
| Did the learner ensure emergency procedures are displayed prominently throughout the premises? | | | |  | |  |
| Did the learner make certain that all educators have ready access to a phone or similar means of communication? | | | |  | |  |
| Did the learner ensure emergency numbers are located near telephones? | | | |  | |  |
| Did the learner communicate information to families about the service’s emergency procedures and incident management plans? | | | |  | |  |
| Did the learner discuss and practise emergency drills with children, educators and any other people on the premises? | | | |  | |  |
| Did the learner ensure that emergency equipment is available and tested and staff are trained in the use of it? | | | |  | |  |
| Did the learner maintain a portable record of children’s emergency contacts in case of emergencies? | | | |  | |  |
| **Comments** | | | | | | |
|  | | | | | | |
| **CHCECE017 Foster the holistic development and wellbeing of the child in early childhood** | | | | **Yes** | | **No** |
| Did the learner assess and monitor children’s physical skills and development? | | | |  | |  |
| Did the learner plan and provide appropriate experiences and opportunities to foster each child’s fine and gross motor skills, and fundamental movement skills through play? | | | |  | |  |
| Did the learner plan and provide experiences, which challenge the physical skills and abilities of children and promote physical fitness? | | | |  | |  |
| Did the learner assess and monitor children’s social skills and development? | | | |  | |  |
| Did the learner plan and provide opportunities for different forms of social interaction between children during play with respect for each child’s interests, goals and development stage? | | | |  | |  |
| Did the learner create opportunities for children to participate in meaningful ways in group discussions and shared decision-making? | | | |  | |  |
| Did the learner structure experiences in a way that promotes cooperation and conflict resolution? | | | |  | |  |
| Did the learner promote a sense of community within the service? | | | |  | |  |
| Did the learner arrange the environment to encourage interactions between children as well as accommodating a child’s need for privacy, solitude or quiet? | | | |  | |  |
| Did the learner provide opportunities for children to investigate ethical issues relevant to their lives and their communities? | | | |  | |  |
| Did the learner assess and monitor children’s emotional development? | | | |  | |  |
| Did the learner create opportunities for children to experience individual strengths and successes during play? | | | |  | |  |
| Did the learner plan and provide opportunities through play that challenge children’s emerging skills and capabilities? | | | |  | |  |
| Did the learner provide opportunities for children to engage independently with tasks? | | | |  | |  |
| Did the learner create opportunities for children to explore self-image and identity through play? | | | |  | |  |
| Did the learner provide opportunities for children to release feelings and express emotions through suitable experiences? | | | |  | |  |
| Did the learner assess and monitor children’s cognitive skills and development? | | | |  | |  |
| Did the learner engineer and provide opportunities for children to participate in science, mathematics and technology experiences? | | | |  | |  |
| Did the learner plan and provide opportunities through play for children to experience the consequences of their choices, actions and ideas? | | | |  | |  |
| Did the learner create learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning? | | | |  | |  |
| Did the learner build opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising? | | | |  | |  |
| Did the learner provide opportunities through play for children to explore concept development? | | | |  | |  |
| Did the learner make opportunities for children to both construct and take apart, as a strategy for learning? | | | |  | |  |
| Did the learner provide children with a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare? | | | |  | |  |
| Did the learner assess and monitor children’s language skills and development? | | | |  | |  |
| Did the learner plan and provide developmentally appropriate experiences and opportunities to foster language and literacy development through play? | | | |  | |  |
| Did the learner create opportunities for children to listen and respond to language? | | | |  | |  |
| Did the learner value the child’s linguistic heritage and encourage the use and acquisition of home languages? | | | |  | |  |
| Did the learner provide opportunities for children to engage with familiar and unfamiliar culturally constructed text? | | | |  | |  |
| Did the learner create a literacy-enriched environment including displaying home languages and Standard Australian English? | | | |  | |  |
| Did the learner provide resources that encourage children to experiment with images and print? | | | |  | |  |
| Did the learner support and initiate inquiry processes, try new ideas and take on challenges? | | | |  | |  |
| Did the learner provide resources and materials that offer challenge, intrigue and surprise? | | | |  | |  |
| Did the learner assist to promote children’s sense of belonging and connectedness? | | | |  | |  |
| Did the learner engage children in sustained shared conversations to extend their thinking? | | | |  | |  |
| Did the learner provide the opportunity for scaffolding learning and development? | | | |  | |  |
| Did the learner assist children to see their mistakes as opportunities to learn and grow? | | | |  | |  |
| Did the learner facilitate families’ diverse contributions to the learning community? | | | |  | |  |
| Did the learner share information with colleagues about child development and wellbeing? | | | |  | |  |
| Did the learner create learning environments where children are able to immerse themselves in self-directed play? | | | |  | |  |
| Did the learner recognise spontaneous teachable moments as they occur and use them to build on children’s learning? | | | |  | |  |
| Did the learner ensure a balance between child-initiated and educator-supported learning? | | | |  | |  |
| Did the learner provide learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning? | | | |  | |  |
| Did the learner facilitate team collaboration of assessments and evaluation in relation to child development and wellbeing? | | | |  | |  |
| **Comments** | | | | | | |
|  | | | | | | |
| **CHCECE019 Facilitate compliance in an education and care services** | | | | **Yes** | | **No** |
| Did the learner analyse the components of the National Quality Framework (NQF) and their relevance to the service? | | | |  | |  |
| Did the learner seek advice from a higher authority if clarification is required on interpretation of any aspect of the Framework? | | | |  | |  |
| Did the learner confirm staff understanding of the NQF and other legislation and regulations relevant to the service? | | | |  | |  |
| Did the learner clarify details and requirements of the assessment and rating process and share information with all staff in the service? | | | |  | |  |
| Did the learner determine ways to collect information from staff, children, families and the community to inform self- assessment on a regular ongoing basis? | | | |  | |  |
| Did the learner share ideas with colleagues and involve them in the collection of information to inform the self-assessment? | | | |  | |  |
| Did the learner record the information collected during the self-assessment process against the standards and elements in the NQF? | | | |  | |  |
| Did the learner ensure the self-assessment is available at the service to inform discussion of the assessment and rating process? | | | |  | |  |
| Did the learner use the information gathered in the self-assessment process to inform the creation of the quality improvement plan? | | | |  | |  |
| Did the learner collaborate with others to decide upon the strengths and the key improvements sought within the service? | | | |  | |  |
| Did the learner work in collaboration with others to focus on how the key improvements sought will be reflected in the improvement plan? | | | |  | |  |
| Did the learner record all of the required information in the plan? | | | |  | |  |
| Did the learner plan to collaborate with others on a regular basis to review the quality improvement plan? | | | |  | |  |
| Did the learner inform all stakeholders that the service has been selected for assessment and rating and that the assessment and rating process has commenced? | | | |  | |  |
| Did the learner schedule meetings with stakeholders and staff where appropriate? | | | |  | |  |
| Did the learner check for accuracy and completion of all documentation required for examination? | | | |  | |  |
| Did the learner ensure all staff understand what may be required of them during the assessment visit? | | | |  | |  |
| **Comments** | | | | | | |
|  | | | | | | |
| **CHCECE020 Establish and implement plans for developing cooperative behaviour** | | | | **Yes** | | **No** |
| Did the learner initiate strategies, which are consistent with children’s abilities, to support them to manage their own behaviour? | | | |  | |  |
| Did the learner establish guidelines in consultation with families that are relevant to the culture and background of the children and policies of the service? | | | |  | |  |
| Did the learner develop guidelines in collaboration with children according to their ability to do so? | | | |  | |  |
| Did the learner decide how to respond to incidents in a timely manner and implement response clearly, consistently and calmly? | | | |  | |  |
| Did the learner gather information from all those involved in caring for the children? | | | |  | |  |
| Did the learner reflect on the wide range of variables that can impact on behaviour? | | | |  | |  |
| Did the learner observe and analyse behaviour to identify triggers or consequences, which are maintaining the behaviour? | | | |  | |  |
| Did the learner scan environment and curriculum for possible influences on behaviour? | | | |  | |  |
| Did the learner facilitate an analysis of children’s behaviour with all involved in caring for the children? | | | |  | |  |
| Did the learner seek advice from appropriate authorities as required? | | | |  | |  |
| Did the learner discuss incidents causing concern with families and colleagues as appropriate? | | | |  | |  |
| Did the learner include families and colleagues in discussion about options for response? | | | |  | |  |
| Did the learner discuss needs and concerns of other children who may be affected by the behaviour? | | | |  | |  |
| Did the learner identify long-term and short-term objectives in the plan? | | | |  | |  |
| Did the learner clearly identify more acceptable alternative behaviours? | | | |  | |  |
| Did the learner develop the plan in accordance with the service philosophy and policies? | | | |  | |  |
| Did the learner develop goals of the plan consistent with child’s abilities, age and developmental stage? | | | |  | |  |
| Did the learner ensure that the plan is realistic and that resources are available? | | | |  | |  |
| Did the learner establish plan in consultation with colleagues, family members and others who may be caring for the child? | | | |  | |  |
| Did the learner ensure plan considers relevant cultural practices for responding to behaviour? | | | |  | |  |
| Did the learner liaise with appropriate authorities and referral bodies as necessary? | | | |  | |  |
| Did the learner support the child to understand specific expectations for behaviour? | | | |  | |  |
| Did the learner inform all those involved in implementing and reinforcing the plan of its rationale, limits and strategies? | | | |  | |  |
| Did the learner minimise as far as possible, factors that may lead to or maintain inappropriate behaviour? | | | |  | |  |
| Did the learner support colleagues to implement the plan effectively and consistently? | | | |  | |  |
| Did the learner review child’s behaviour against the plan and modify where necessary in consultation with colleagues, family members and others caring for the child? | | | |  | |  |
| **Comments** | | | | | | |
|  | | | | | | |
| **CHCECE021 Implement strategies for the inclusion of all children** | | | | **Yes** | | **No** |
| Does the learner ensure curriculum decisions are made with a view to promoting inclusion and participation of all children? | | | |  | |  |
| Does the learner demonstrate a belief in children’s capacity to succeed in all interactions with families and children? | | | |  | |  |
| Does the learner reflect upon practices to find equitable and effective ways to ensure all children have opportunities to achieve learning outcomes? | | | |  | |  |
| Does the learner develop own professional knowledge and work in partnership with families, communities and other services and agencies? | | | |  | |  |
| Does the learner support all children regardless of background, gender, age or ability to fully participate as valued members of the group? | | | |  | |  |
| Does the learner assist, support and encourage each child’s efforts to participate? | | | |  | |  |
| Does the learner identify areas of the service’s philosophy and policies that relate to inclusion, equity and diversity and reflect on related practice? | | | |  | |  |
| Does the learner value different capacities and abilities, and respect differences in families’ home lives? | | | |  | |  |
| Does the learner recognise that diversity contributes to the richness  of society and provide children with opportunities to explore this richness? | | | |  | |  |
| Does the learner uphold all children’s rights to have their cultures, identities, abilities and strengths acknowledged and valued in curriculum decisions? | | | |  | |  |
| Does the learner draw children’s attention to issues of fairness relevant to them? | | | |  | |  |
| Does the learner provide children with opportunities to learn about similarities and differences, interdependence and how we can learn to live together? | | | |  | |  |
| Does the learner engage children in discussions about respectful and equal relations? | | | |  | |  |
| Does the learner investigate child’s barrier to learning? | | | |  | |  |
| Does the learner collect and use data to form an accurate understanding of the barrier to learning? | | | |  | |  |
| Does the learner discuss concerns with others to develop a holistic understanding of a particular child’s needs and use this information to inform actions? | | | |  | |  |
| Does the learner consider the child’s abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements when making curriculum decisions for the child? | | | |  | |  |
| Does the learner develop the plan in consultation with other professionals and the family? | | | |  | |  |
| Does the learner adapt the environment and routines to ensure inclusion of all children with additional needs? | | | |  | |  |
| Does the learner constantly reflect on the effectiveness of the plan and its impact on the child? | | | |  | |  |
| Does the learner support child’s entry into the service? | | | |  | |  |
| Does the learner reflect on the level of support provided on a regular basis and adjust accordingly if necessary? | | | |  | |  |
| Does the learner encourage others to adopt inclusive attitudes and practices? | | | |  | |  |
| Does the learner communicate with and provide support to others to implement strategies? | | | |  | |  |
| Does the learner investigate and trial strategies that may address barriers? | | | |  | |  |
| Does the learner implement strategies designed or suggested by family or other professionals? | | | |  | |  |
| Does the learner respond to the daily needs of children with additional needs and seek assistance as required? | | | |  | |  |
| Does the learner share information about progress among all concerned? | | | |  | |  |
| Does the learner identify and discuss issues of concern? | | | |  | |  |
| Does the learner establish and maintain constant information exchange with family and appropriate community members about the child’s needs and care strategies? | | | |  | |  |
| Does the learner seek and gain family permission prior to consulting with others regarding the child? | | | |  | |  |
| Does the learner ensure communication occurs within a culturally and linguistically responsive framework? | | | |  | |  |
| Does the learner closely monitor new strategies and the impact of these on the child? | | | |  | |  |
| Does the learner identify and respond to any barriers to the strategies being implemented? | | | |  | |  |
| **Comments** | | | | | | |
|  | | | | | | |
| **CHCECE022 Promote children’s agency** | | | | **Yes** | | **No** |
| Did the learner provide opportunities for children to plan and/or modify their indoor and outdoor environments? | | | |  | |  |
| Did the learner design indoor and outdoor environments that are vibrant, flexible and support children’s learning? | | | |  | |  |
| Did the learner ensure design of indoor and outdoor environments is responsive to the interests and abilities of each child? | | | |  | |  |
| Did the learner provide materials and resources that are natural and familiar? | | | |  | |  |
| Did the learner give children access to materials and resources that provoke interest? | | | |  | |  |
| Did the learner allow children to direct their own play and leisure experiences with peers? | | | |  | |  |
| Did the learner create possibilities for peer scaffolding? | | | |  | |  |
| Did the learner encourage children to gain skill and competence by persevering with a developmentally significant activity? | | | |  | |  |
| Did the learner create opportunities for learning through play and intentional teaching? | | | |  | |  |
| Did the learner support play experiences initiated by children? | | | |  | |  |
| Did the learner organise routines in ways that maximise opportunities for each child’s learning? | | | |  | |  |
| Did the learner use children’s observations and their views to guide the program? | | | |  | |  |
| Did the learner develop the curriculum in consultation with educators and stakeholders? | | | |  | |  |
| Did the learner design and implement learning experiences to foster learning and development, and to reflect children’s interests? | | | |  | |  |
| Did the learner ensure the program is sufficiently flexible to respond to unplanned children’s interests? | | | |  | |  |
| Did the learner assess and evaluate planned and unplanned teaching and learning? | | | |  | |  |
| Did the learner ensure the program provides opportunities to follow-up activities of high interest? | | | |  | |  |
| Did the learner consult with children about the experiences and materials to be made available? | | | |  | |  |
| Did the learner acknowledge each child’s uniqueness in positive ways? | | | |  | |  |
| Did the learner support children’s efforts, assisting and encouraging as appropriate? | | | |  | |  |
| Did the learner develop awareness and respond to children who may require additional support or attention? | | | |  | |  |
| Did the learner encourage each child to participate in a variety of experiences? | | | |  | |  |
| Did the learner demonstrate respect for a child’s choice not to participate? | | | |  | |  |
| **Comments** | | | | | | |
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| **CHCECE023 Analyse information to inform learning** | | | | **Yes** | | **No** |
| Did the learner undertake observations and gather detailed information about children’s learning, using a wide range of approaches? | | | |  | |  |
| Did the learner ensure the assessment methods and tools used to gather information consider assessment principles? | | | |  | |  |
| Did the learner gather information and observations over time and in a variety of spaces? | | | |  | |  |
| Did the learner include the voices of educators, children, peers, families and other professionals where appropriate? | | | |  | |  |
| Did the learner demonstrate inclusive assessment practices? | | | |  | |  |
| Did the learner use information and observations to analyse and monitor children’s strengths, interests, relationships and learning in conjunction with the approved framework’s learning outcomes? | | | |  | |  |
| Did the learner identify children who may need additional support in order to achieve particular learning outcomes? | | | |  | |  |
| Did the learner use summative assessment to reflect on children’s learning over a period of time? | | | |  | |  |
| Did the learner collaborate with families and colleagues to support children’s learning? | | | |  | |  |
| Did the learner develop a process to ensure that information and observations are gathered and used to inform planning for all children? | | | |  | |  |
| Did the learner use evidence to plan for children to learn through play, intentional teaching, modelling and the learning environment? | | | |  | |  |
| Did the learner reflect on and improve own practices using evidence gathered? | | | |  | |  |
| Did the learner implement strategies to ensure that children’s documentation can be shared with families? | | | |  | |  |
| Did the learner follow confidentiality practices to ensure information is shared appropriately? | | | |  | |  |
| **Comments** | | | | | | |
|  | | | | | | |
| **CHCECE024 Design and implement the curriculum to foster children’s learning and development** | | | | **Yes** | | **No** |
| Did the learner evaluate and modify the learning environment and materials to support all aspects of children’s learning, and promote opportunities for sustained shared thinking and collaborative learning? | | | |  | |  |
| Did the learner assess and modify the learning environment and materials to ensure that families and the community are respected? | | | |  | |  |
| Did the learner implement learning environment modifications? | | | |  | |  |
| Did the learner promote an appreciation of the natural environment? | | | |  | |  |
| Did the learner consult with children and families to assist in reflecting on the current curriculum and learning environments and identify current strengths and goals? | | | |  | |  |
| Did the learner design and implement curriculum that reflect the philosophy of the service? | | | |  | |  |
| Did the learner collect data on each child? | | | |  | |  |
| Did the learner analyse data collected to identify each child’s interests, strengths and goals in conjunction with the approved learning framework? | | | |  | |  |
| Did the learner clarify specific objectives, learning environment, role of the educator and assessment/evaluation methods and evidence using the approved framework’s learning outcomes, principles and practices? | | | |  | |  |
| Did the learner design learning experiences to foster holistic learning and to provide continuity of learning and transitions? | | | |  | |  |
| Did the learner plan for ways to monitor and assess children’s learning, consistent with the principles and practices of the approved framework, ensuring that both planned and unplanned experiences are considered for assessment? | | | |  | |  |
| Did the learner ensure that required materials are identified and available at time of implementation? | | | |  | |  |
| Did the learner set up the physical learning environment? | | | |  | |  |
| Did the learner co-construct meaning with children and ensure there are sustained interactions? | | | |  | |  |
| Did the learner model and promote enabling learning dispositions? | | | |  | |  |
| Did the learner monitor and reflect on children’s learning and own pedagogical practices and continuously refine? | | | |  | |  |
| Did the learner use or establish opportunities to gather feedback from families and children? | | | |  | |  |
| Did the learner collect data using a range of methods in order to assess and evaluate teaching and learning, both planned and unplanned, using approved frameworks? | | | |  | |  |
| Did the learner ensure assessment and evaluation of the curriculum and learning experiences are regular and in accordance with service guidelines? | | | |  | |  |
| Did the learner use assessment and evaluation to influence the design of future curriculum and learning experiences? | | | |  | |  |
| **Comments** | | | | | | |
|  | | | | | | |
| **CHCECE025 Embed sustainable practices in service operations** | | | | **Yes** | | **No** |
| Did the learner identify aspects of sustainability in the service? | | | |  | |  |
| Did the learner consider areas of potential change in all aspects of the service’s delivery and environments? | | | |  | |  |
| Did the learner ensure that nature, waste, energy and toxins have been considered? | | | |  | |  |
| Did the learner identify areas where change can be instigated to enhance environmental sustainability and increase children’s connection with nature, in consultation with children? | | | |  | |  |
| Did the learner develop strategies to address these areas of change in consultation with children? | | | |  | |  |
| Did the learner implement strategies and evaluate outcomes? | | | |  | |  |
| Did the learner provide children with a wide range of natural and recycled materials in their indoor and outdoor environments? | | | |  | |  |
| Did the learner create opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land? | | | |  | |  |
| Did the learner role-model respect, care and appreciation for the natural and constructed environments? | | | |  | |  |
| Did the learner share information and provide children with access to resources about the environment and the impact of human activities on environments? | | | |  | |  |
| Did the learner create spaces that promote the development of life skills, such as growing and preparing food, waste reduction and recycling? | | | |  | |  |
| Did the learner encourage children to exchange thoughts and ideas about sustainable practice through intentional teaching, learning experiences and projects? | | | |  | |  |
| Did the learner explore ethical dilemmas of waste disposal for sustainability with all stakeholders? | | | |  | |  |
| Did the learner encourage children to participate in sustainable practice discussions and learning experiences? | | | |  | |  |
| Did the learner engage with adults and children to encourage their participation in the service’s sustainable practices? | | | |  | |  |
| Did the learner review the service philosophy, policies and procedures in relation to sustainable practice? | | | |  | |  |
| Did the learner identify areas of potential change in the service philosophy, policies and procedures? | | | |  | |  |
| Did the learner discuss with stakeholders any identified areas of potential change? | | | |  | |  |
| Did the learner finalise changes after agreement with appropriate stakeholders? | | | |  | |  |
| **Comments** | | | | | | |
|  | | | | | | |
| **CHCECE026 Work in partnership with families to provide appropriate education and care for children** | | | | **Yes** | | **No** |
| Did the learner create a welcoming environment for all families using the service? | | | |  | |  |
| Did the learner respond to families’ questions, concerns and requests in a prompt and courteous way? | | | |  | |  |
| Did the learner encourage families to share their knowledge, skills, expertise and aspects of their family life and culture? | | | |  | |  |
| Did the learner inform and create opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role? | | | |  | |  |
| Did the learner share information with families about children’s progress, relationships, interests and experiences both in and outside the service? | | | |  | |  |
| Did the learner inform families promptly and sensitively of any incidents affecting their child? | | | |  | |  |
| Did the learner demonstrate an understanding of each child and their family and community context? | | | |  | |  |
| Did the learner implement strategies that facilitate shared decision-making with families? | | | |  | |  |
| Did the learner make information about the operation of the service available to families? | | | |  | |  |
| Did the learner provide information about the service in the main languages used in the community? | | | |  | |  |
| Did the learner make information available to families about community services and resources? | | | |  | |  |
| Did the learner ensure that there are processes in place to maintain current contact details of community services and resources? | | | |  | |  |
| Did the learner assist families to locate and contact and/or access community services and resources as required? | | | |  | |  |
| **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** | | | | | | |
|  | | | | | | |
| **HLTWHS003 Maintain work health and safety** | | | | **Yes** | | **No** |
| Did the learner identify existing and potential hazards and record them according to workplace procedures? | | | |  | |  |
| Did the learner contribute to the development of strategies for implementing risk controls in line with workplace procedures and policies? | | | |  | |  |
| Did the learner implement risk controls in line with the hierarchy of risk control and workplace and legislative requirements? | | | |  | |  |
| Did the learner identify and report issues with risk controls, including residual risk, in line with workplace and legislative requirements? | | | |  | |  |
| Did the learner regularly provide information about WHS policies and procedures to the work team? | | | |  | |  |
| Did the learner provide information about identified hazards and the outcomes of risk assessment and risk controls to the work team? | | | |  | |  |
| Did the learner monitor housekeeping practices to ensure that WHS policies and procedures are followed? | | | |  | |  |
| Did the learner maintain WHS incident records in the work area according to workplace procedures and legislative requirements? | | | |  | |  |
| Did the learner support workplace consultative procedures by encouraging work team participation in consultative activities? | | | |  | |  |
| Did the learner report health and safety issues in line with workplace procedures and legislative requirements? | | | |  | |  |
| Did the learner encourage and assist work team members to contribute to WHS? | | | |  | |  |
| **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** | | | | | | |
|  | | | | | | |
| **CHCPOL002 Develop and implement policy** | | | | **Yes** | | **No** |
| Did the learner evaluate existing policies to determine their currency and relevance? | | | |  | |  |
| Did the learner evaluate current policy trends and their impact on policy development? | | | |  | |  |
| Did the learner complete research and consultation in accordance with organisation policies and procedures? | | | |  | |  |
| Did the learner facilitate open constructive discussion about policy issues and their possible resolution? | | | |  | |  |
| Did the learner select and use policy formats and structures suited to policy users? | | | |  | |  |
| Did the learner draft policies that reflect the culture, values and objectives of the organisation? | | | |  | |  |
| Did the learner clearly and logically articulate policy requirements and other information that supports policy statements? | | | |  | |  |
| Did the learner develop plans for policy resourcing, implementation and review? | | | |  | |  |
| Did the learner develop and implement consultation mechanisms for draft policies? | | | |  | |  |
| Did the learner identify policy implementation issues with key stakeholders? | | | |  | |  |
| Did the learner modify draft policies according to outcomes of consultation? | | | |  | |  |
| Did the learner give sufficient notice to those affected by policy changes? | | | |  | |  |
| Did the learner prepare policy materials that support implementation and facilitate stakeholder understanding and acceptance of changes? | | | |  | |  |
| Did the learner present policy proposals to decision-makers according to organisation requirements? | | | |  | |  |
| Did the learner seek and gain formal approval according to organisation requirements? | | | |  | |  |
| Did the learner develop policy implementation plan that maximises impact of new and revised policies? | | | |  | |  |
| Did the learner develop and use strategies that facilitate wide promotion and dissemination of policy information? | | | |  | |  |
| Did the learner implement evaluation plan to ensure ongoing review of policies? | | | |  | |  |
| Did the learner review policies in accordance with organisation policies and procedures? | | | |  | |  |
| Did the learner obtain and respond to stakeholder feedback during marketing, promotion and implementation of policies and use learning to inform further review of policies? | | | |  | |  |
| **Comments** | | | | | | |
|  | | | | | | |
| **CHCECE018 Nurture creativity in children** | | | | **Yes** | | **No** |
| Did the learner Select and promote the use of a range of open-ended, natural and found materials and make them available to children  Did the learner choose and promote the use of a range of materials to encourage creative expression and make them accessible to children | | | |  | |  |
| Did the learner introduce children to a range of examples of creative expression in art, architecture, inventions, music and dance, and promote the use of creative expression | | | |  | |  |
| Did the learner support children to feel a sense of ownership and responsibility for equipment and materials | | | |  | |  |
| Did the learner role-model creativity by improvising with equipment and materials | | | |  | |  |
| Did the learner encourage children to pursue their own original ideas, interpretations and expressions | | | |  | |  |
| Did the learner invite children to ask questions and assist them to find their own answers | | | |  | |  |
| Did the learner engage children in talking about their creations and ask them open-ended questions | | | |  | |  |
| Did the learner share enthusiasm for creative work with children | | | |  | |  |
| Did the learner encourage children to respect and appreciate the creative effort of their peers | | | |  | |  |
| Did the learner allow time for children to be creative and encourage efforts to extend over days or weeks | | | |  | |  |
| Did the learner teach children techniques when using materials and equipment | | | |  | |  |
| Did the learner plan and create opportunities for children to collaborate creatively with each other | | | |  | |  |
| Did the learner involve children in critical reflection and solving real problems | | | |  | |  |
| Did the learner display children’s work in meaningful ways | | | |  | |  |
| Did the learner design a flexible framework that can respond to children’s interests as they arise | | | |  | |  |
| Did the learner identify and provide a range of experiences used to nurture creativity | | | |  | |  |
| Did the learner provide opportunities for children to practise developing skills in music, movement, construction, visual art and dramatic play in both indoor and outdoor environments | | | |  | |  |
| Did the learner use a range of methods to evaluate children’s learning from the implemented creative experiences | | | |  | |  |
| Did the learner reflect on the evaluations and make ongoing modifications to the curriculum to stimulate interest and involvement in creative activities | | | |  | |  |
| Did the learner demonstrate a planned and provided at least three programs or active learning environments that foster creativity in for children of varying ages, including:   * creative experiences initiated by children * dramatic and imaginative play opportunities * creative approaches to routines * opportunities for each child to develop self-expression and skills | | | |  | |  |
| Did the learner facilitate the active participation of at least three children of varying ages through encouragement, appropriate interactions and communications | | | |  | |  |
| **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** | | | | | | |
|  | | | | | | |
| **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** | | | | | | |
|  | | | | | | |
| **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** | | | | | | |
|  | | | | | | |

### Declaration

I (insert name) 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 and have been certified by a Justice of the Peace
* 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

I understand that HBA reserves the right to immediately withdraw a Statement of Attainment or Qualification if it is found that I have provided false or misleading evidence, this includes any declaration or evidence I have submitted as being authored by me that I have submitted.

|  |  |  |  |
| --- | --- | --- | --- |
| **Signed:** |  | **Date:** |  |
| **Name (print):** |  | | |

## Send us your RPL Self-Assessment Kit

Email us your completed RPL Self – Assessment Kit to:

[chcrpl@hba.edu.au](mailto:chcrpl@hba.edu.au)