|  |  |  |
| --- | --- | --- |
|  | | |
| CHC50121 Diploma of Early Childhood Education and Care | | |
| **Recognition of Prior Learning (RPL)** Application  Units of Competency  BSBTWK502 Manage team effectiveness  CHCECE041 Maintain a safe and healthy environment for children  CHCECE042 Foster holistic early childhood learning, development and wellbeing  CHCECE043 Nurture creativity in children  CHCECE044 Facilitate compliance in a children’s education and care service  CHCECE045 Foster positive and respectful interactions and behaviour in children  CHCECE046 Implement strategies for the inclusion of all children  CHCECE047 Analyse information to inform children’s learning  CHCECE048 Plan and implement children’s education and care curriculum  CHCECE049 Embed environmental responsibility in service operations  CHCECE050 Work in partnership with children’s families  CHCPRP003 Reflect on and improve own professional practice  CHCPOL002 Develop and implement policy  CHCINM002 Meet community information needs  CHCDIV001 Work with diverse people | | |
|  | | |
| Assessment Cover Sheet  Candidates will be required to complete an electronic authenticity statement when submitting work.  **Complete the cover sheet below and provide a physical signature** | | |
| **Name:** |  | |
| **USI:** |  | |
| Candidate Declaration   * I declare that I have personally completed all activities and documents included in this submission. * I understand that competency will not be granted if I do not meet the assessment evidence and activity requirements or if it is discovered that I have not undertaken all required tasks. * I understand that HBA reserves the right to immediately withdraw a qualification if it is found that I have provided false or misleading evidence, this includes any declaration, resource or tool I have submitted as being authored by me. * I further note this includes any statement, whether written or spoken, by any witness or other third party I have used to provide testimony, or any other evidence which serves to allow HBA assessors to make an assessment decision. * I understand that HBA may, at its own discretion and without notice, contact any third party I have used to provide testimony or other evidence to HBA assessors. If HBA forms a reasonable doubt as to the authenticity of such evidence, then HBA shall withdraw any issued qualification without notice. * I have been advised of the assessment requirements; I have been made aware of my rights and responsibilities as a candidate for assessment and choose to be assessed at this time. | | |
| Candidate signature | |  |
| Date | |  |
|  | | |

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# RPL Overview

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

You may seek RPL for any or all of the units of competency comprising the CHC50121 Diploma of Early Childhood Education and Care course.

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

If the evidence provided for RPL is satisfactory for the relevant units of the qualification, then you will be deemed Competent and awarded the CHC50121 Diploma of Early Childhood Education and Care qualification.

If you achieve competence in less than the required units of the CHC50121 Diploma of Early Childhood Education and Care, you will be awarded a Statement of Attainment for the units you have demonstrated competence in.

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

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

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

**VALIDITY**

Saying something is simply not enough.

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

**HARD EVIDENCE**

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

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

**CURRENCY**

Everything needs to be current (up-to-date).

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

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

These may not be measurable against Australian Qualifications.

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

**YOUR OWN WORK**

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

# RPL Application Instructions

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

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

## Important

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

For further information or guidance regarding learner support, appeals, reasonable adjustments, special needs or Credit Transfer please refer to the HBA Learning Centres, [Learner Handbook](https://hba.edu.au/wp-content/uploads/2020/10/HBA-Learner-Handbook-V5.3.pdf) or contact us via email [chcrpl@hba.edu.au](mailto:chcrpl@hba.edu.au) or by phone on 1300 721 503.

# Enrolment

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

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RPL Enrolment Application** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Qualification:* | | | | ***CHC50121 -*** *Diploma of Early Childhood Education and Care* | | | | | | | | | | | | | | | | | | | | | | | | |
| **Applicant Details** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Title:* | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**First Name:* | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Middle Name:* | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Family Name:* | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Date of Birth:* | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Gender:* | | | Female | | | | | | | Male | | | | | | | | | | | | Other | | | | | | | |
| **Address & Contact Details**  HBA Learning Centres will provide communication to you via your primary email address | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Postal Address:* | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Residential Address:*  *(If different to postal address)* | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| \**Phone:* | | *Mobile:* | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Home:* | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Business:* | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| \**Primary Email Address:* | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| *Alternate Email Address:* | | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| Completion of the section below is mandatory. You must obtain a USI prior to completing this section. For further information on the USI and to obtain your USI, visit <https://www.usi.gov.au/students> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Unique Student Identifier (USI):* | | | | | |  | | | | | | | | | | | | | | | | | | | | | | |
| **Language & Cultural Diversity** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Country of Birth:* | | | | | | Australia | | | | | | | | | | | | Other | | | | | | | | | | |
| *If other, please specify:* | | | | | | | | |  | | | | | | | | | | | | | |
| \**Do you speak a language other than English at home?* | | | | | | No, English only | | | | | | | | | | | | Yes | | | | | | | | | | |
| *If yes, please specify:* | | | | | | | | |  | | | | | | | | | | | | | |
| \**How well do you speak English?* | | | | | | Very Well | | | | | | | Well | | | | | | Not Well | | | | | | | | Not at all | |
| \**Do you identify as Aboriginal or Torres Strait Islander?* | | | | | | No | | | | | Yes, Aboriginal | | | | | | | | | | Yes, Torres Strait Islander | | | | | | | |
| **Disability** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Do you consider yourself to have a disability, impairment or long-term condition?* | | | | | | YES | | | | | | NO | | | | *If yes, please indicate the area/s below:* | | | | | | | | | | | | |
|  | | Hearing | | | | | | | | | |  | | | | | Vision | | | | | |
|  | | Physical | | | | | | | | | |  | | | | | Acquired brain impairment | | | | | |
|  | | Learning | | | | | | | | | |  | | | | | Medical Condition | | | | | |
|  | | Mental Health | | | | | | | | | |  | | | | |  | | | | | |
|  | | Intellectual | | | | | | | | | |  | | | | | Other | | | | | |
| *If other, please specify:* | | | | | | | | |  | | | | | | | | | | | | | |
| \**If you have a disability, impairment or long-term condition, do you require assistance from HBA?* | | | | | | | | | | | | | | | | | | | | | | | | YES | | | | NO |
| **Schooling** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**What is the highest level of school that you have completed?* | | | | | | | | | | | | | | | | | | | |  | | | | | | Year 12 or equivalent | | |
|  | | | | | | Year 11 or equivalent | | |
|  | | | | | | Year 10 or equivalent | | |
|  | | | | | | Year 9 or equivalent | | |
|  | | | | | | Year 8 or below | | |
|  | | | | | | Did not attend school | | |
| \**In which year did you complete school?* | | | | | | | | | | | | | | | | | | | |  | | | | | | | | |
|  | | | | | Still Attending School | | | |
| \**Have you previously completed any formal qualifications?* | | | | | | | | | YES | | | | | NO | | | | | | *If yes, please indicate below:* | | | | | | | | |
|  | Bachelor Degree or higher | | | | | | | | | | | | | | | | | | |
|  | Advanced Diploma or Associate Degree | | | | | | | | | | | | | | | | | | |
|  | Diploma | | | | | | | | | | | | | | | | | | |
|  | Certificate IV (or Advanced Certification) | | | | | | | | | | | | | | | | | | |
|  | Certificate III (or Trade Certificate) | | | | | | | | | | | | | | | | | | |
|  | Certificate II | | | | | | | | | | | | | | | | | | |
|  | Certificate I | | | | | | | | | | | | | | | | | | |
|  | Other, not listed | | | | | | | | | | | | | | | | | | |
| *If other, please specify:* | | | | | | | | |  | | | | | | | | | | |
| **Employment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Which statement best describes your current employment status?* | | | | | | | | |  | Full-time Employment | | | | | | | | | | | | | | | | | | |
|  | Part-time Employment | | | | | | | | | | | | | | | | | | |
|  | Self-Employed, not employing others | | | | | | | | | | | | | | | | | | |
|  | Employer | | | | | | | | | | | | | | | | | | |
|  | Employed, unpaid worker in family business | | | | | | | | | | | | | | | | | | |
|  | Unemployed, seeking full-time employment | | | | | | | | | | | | | | | | | | |
|  | Unemployed, seeking full-time employment | | | | | | | | | | | | | | | | | | |
|  | Unemployed, not seeking employment | | | | | | | | | | | | | | | | | | |
| **Reasons for Study** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \**Which reason best describes your reason to study?* | | | | | | | | |  | To get a job | | | | | | | | | | | | | | | | | | |
|  | To develop my existing business | | | | | | | | | | | | | | | | | | |
|  | To start my own business | | | | | | | | | | | | | | | | | | |
|  | Change in career | | | | | | | | | | | | | | | | | | |
|  | To get a better job or promotion | | | | | | | | | | | | | | | | | | |
|  | It was a requirement of my job | | | | | | | | | | | | | | | | | | |
|  | To get extra skills for my job | | | | | | | | | | | | | | | | | | |
|  | To gain entry into another course of study | | | | | | | | | | | | | | | | | | |
|  | Personal interest / Self development | | | | | | | | | | | | | | | | | | |
|  | Other | | | | | | | | | | | | | | | | | | |
| *If other, please specify:* | | | | | | | |  | | | | | | | | | | | |
| **Privacy Notice** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Under the Data Provision Requirements 2012, HBA Learning Centres (RTO 31261) is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).  Please [CLICK HERE](https://www.hba.edu.au/privacy-policy/) to read the Privacy Notice in full. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Student Declaration & Consent** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I declare that the information I have provided to the best of my knowledge is true and correct. I consent to the collection, use and disclosure of my personal information in accordance with the Privacy Notice above. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Consent to verify qualification / statements of attainment with issuing RTO.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | I have provided copies of my USI Transcript, Certificate and Statement of Results and/or Statement/s of Attainment for each unit of competency listed | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | I authorise HBA Learning Centres to contact the RTO who issued my AQF Certification documentation and obtain verification regarding the AQF Certification documentation issued by them to me. I understand that I may be required to provide identification details if requested by the issuing RTO | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | I understand where the issuing RTO is no longer registered as an RTO, I will be required to provide certified copies of my AQF Certification Documentation | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | I have read and understand the above and agree to release HBA Learning Centres from any liability and damage that may be incurred as a result of this information | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| \*Learner Signature: | | | | | | | Typed name is acceptable | | | | | | | | | | | | | | | | | | | | | |
| \*Date: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |

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

# Self-Assessment Questionnaire

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

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CHC50121 Diploma of Early Childhood Education and Care**  Self-Assessment Questionnaire | | | | | |
| Unit of Competency | | Elements | **I UNDERTAKE THESE TASKS** | | |
| **REGULARLY** | **SOMETIMES** | **RARELY** |
| 1  Core | [**BSBTWK502**](https://training.gov.au/Training/Details/BSBTWK502)  Manage team effectiveness | 1. Establish team performance plan 2. Develop and facilitate team cohesion 3. Facilitate teamwork 4. Liaise with stakeholders |  |  |  |
| 2  Core | [**CHCECE041**](https://training.gov.au/Training/Details/CHCECE041) Maintain a safe and healthy environment for children | 1. Identify health and safety policies and procedures of the service. 2. Monitor and implement health and safety policies and procedures. 3. Monitor risk. 4. Contribute to health and safety policies and procedures. 5. Manage risk for excursions. |  |  |  |
| 3  Core | [**CHCECE042**](https://training.gov.au/Training/Details/CHCECE042)  Foster holistic early childhood learning, development and wellbeing | 1. Extend knowledge of early childhood learning and development. 2. Support children’s sense of belonging. 3. Plan and provide opportunities for children’s learning and development. 4. Foster holistic and collaborative practice 5. Evaluate work practice. |  |  |  |
| 4  Core | [**CHCECE043**](https://training.gov.au/Training/Details/CHCECE043)Nurture creativity in children | 1. Understand the role of the arts in development and learning. 2. Create experiences that nurture creativity. 3. Nurture creativity through teaching and learning. 4. Nurture creativity through engagement with children. 5. Evaluate experiences. |  |  |  |
| 5  Core | [**CHCECE044**](https://training.gov.au/Training/Details/CHCECE044)  Facilitate compliance in a children’s education and care service | 1. Interpret the National Quality Framework (NQF). 2. Interpret the National Quality Standard (NQS). 3. Facilitate service self- assessment. 4. Facilitate the development of a Quality Improvement Plan (QIP). 5. Coordinate the service for a rating and assessment visit. |  |  |  |
| 6  Core | [**CHCECE045**](https://training.gov.au/Training/Details/CHCECE045)  Foster positive and respectful interactions and behaviour in children | 1. Develop guidelines that support positive and respectful interactions and behaviour in children. 2. Observe and monitor interactions and behaviour in children. 3. Identify challenging behaviours. 4. Plan support for children. 5. Implement and evaluate support plan |  |  |  |
| 7  Core | [**CHCECE046**](https://training.gov.au/Training/Details/CHCECE046)  Implement strategies for the inclusion of all children | 1. Promote inclusion and inclusive practices. 2. Identify barriers affecting children’s participation. 3. Develop individual plan for support and inclusion. 4. Implement plan to meet the child’s needs. 5. Monitor and evaluate strategies. |  |  |  |
| 8  Core | [**CHCECE047**](https://training.gov.au/Training/Details/CHCECE047)  Analyse information to inform children’s learning | 1. Gather information about children. 2. Interpret information on children’s development and learning. 3. Use information to inform practice. |  |  |  |
| 9  Core | [**CHCECE048**](https://training.gov.au/Training/Details/CHCECE048)  Plan and implement children’s education and care curriculum | 1. Seek information to inform curriculum design. 2. Design curriculum. 3. Implement curriculum 4. Evaluate teaching and learning. |  |  |  |
| 10  Core | [**CHCECE049**](https://training.gov.au/Training/Details/CHCECE049)  Embed environmental responsibility in service operations | 1. Enhance children’s environmental responsibility. 2. Promote environmental responsibility in the service. 3. Implement and evaluate environmental responsibility plan. |  |  |  |
| 11  Core | [**CHCECE050**](https://training.gov.au/Training/Details/CHCECE050)  Work in partnership with children’s families | 1. Establish and maintain relationships with families. 2. Collaborate with families to share information about the child. 3. Support children’s connection with community. 4. Provide information about government and community services and resources. |  |  |  |
| 12  Core | [**CHCPRP003**](https://training.gov.au/Training/Details/CHCPRP003)  Reflect on and improve own professional practice | 1. Reflect on own practice 2. Enhance own practice 3. Facilitate ongoing professional development |  |  |  |
| 13  Elective | [**CHCPOL002**](https://training.gov.au/Training/Details/CHCPOL002)  Develop and implement policy | 1. Research new policy initiatives 2. Draft policies 3. Test draft policies 4. Develop policy proposals 5. Implement and review policies |  |  |  |
| 14  Elective | [**CHCINM002**](https://training.gov.au/Training/Details/CHCINM002)  Meet community information needs | 1. Identify information requirements 2. Address information requirements 3. Evaluate and maintain quality information |  |  |  |
| 15  Elective  (Imported) | [**CHCDIV001**](https://training.gov.au/Training/Details/CHCDIV001)  Work with diverse people | 1. Reflect on own perspectives 2. Appreciate diversity and inclusiveness, and their benefits 3. Communicate with people from diverse backgrounds and situations 4. Promote understanding across diverse groups |  |  |  |

# RPL Kit – Portfolio of Evidence & Knowledge Questions

**Portfolio of Evidence**

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

**Portfolio Example**

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

**Knowledge Questions**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. BSBTWK502 Manage team effectiveness | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Establish team performance plan**  1.1 Identify team purpose, roles, and responsibilities according to organisational and task objectives  1.2 Develop performance plans with expected outcomes, key performance indicators (KPIs) and goals for work team  1.3 Support team members in meeting expected performance outcomes | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Develop and facilitate team cohesion**  2.1 Develop strategies for facilitating team member input into planning, decision making and operational aspects of team tasks  2.2 Develop or modify policies and procedures for promoting team member accountability for personal work and team tasks  2.3 Provide feedback to team members on team effort and contributions  2.4 Develop processes for identifying and addressing issues, concerns and problems identified by team members | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Facilitate teamwork**  3.1 Encourage team members to participate in and to take responsibility for team activities  3.2 Support the team in identifying and resolving work performance problems  3.3 Promote work team collaboration through individual behaviour | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Liaise with stakeholders**  4.1 Establish and maintain open communication processes with relevant stakeholders  4.2 Communicate information from line management to the team  4.3 Communicate and follow-up unresolved issues, concerns and problems raised by team members with line management  4.4 Address unresolved issues, concerns and problems raised by stakeholders | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * manage the effectiveness of at least one work team.   In the course of the above, the candidate must:   * provide feedback to encourage, value and reward others * model desired behaviour and practices * encourage and foster shared understanding of purpose, roles and responsibilities * support team to meet expected performance outcomes including providing formal and informal learning opportunities as needed * develop performance plans with key performance indicators (KPIs), outputs and goals for individuals or the team which incorporate input from stakeholders * communicate effectively with a range of stakeholders about team performance plans and team performance   evaluate and take necessary corrective action regarding unresolved issues, concerns and problems raised by internal or external stakeholders. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| --- | --- | --- | --- | --- |
| *Question* | | *Response* | | |
| 1A | Define group dynamics. List five (5) impacts of group dynamics on team performance. | Group Dynamics | |  |
| Impacts: 1 | |  |
| 2 | |  |
| 3 | |  |
| 4 | |  |
| 5 | |  |
| 1B | List three (3) methods you can use to establish team activities including communication processes when establishing team activities. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 1C | List five (5) strategies you can implement to support team cohesion, participation and performance. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |
| 1D | List three (3) strategies for gaining consensus of stakeholders. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 1E | List five (5) issue resolution strategies you can implement at work. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
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| 2. CHCECE041 Maintain a safe and healthy environment for children | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Identify health and safety policies and procedures of the service**  1.1. Access health and safety policies and procedures.  1.2. Establish scope of own role and responsibilities in maintaining health and safety from policies and procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Monitor and implement health and safety policies and procedures**  2.1. Model and monitor compliance with service health and safety policies and procedures.  2.2. Encourage and assist colleagues to meet health and safety requirements through regular communication and provision of up-to-date information.  2.3. Identify and respond to issues according to service policies and procedures.  2.4. Identify and report health and safety training needs to relevant supervisors.  2.5. Complete and maintain accurate health and safety records according to service policies and procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Monitor risk**  3.1. Identify potential or actual hazards based on monitoring of children, activities and physical areas.  3.2. Assess safety risk associated with the hazard according to service risk management procedures.  3.3. Inform relevant parties according to service procedures.  3.4. Take action to eliminate or control the risk based on completed risk assessment. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Contribute to health and safety policies and procedures**  4.1. Identify and use opportunities to maintain currency of knowledge about health and safety issues.  4.2. Identify and access information from credible and authoritative sources.  4.3. Seek feedback from colleagues on health and safety practices and potential issues through formal and informal communication.  4.4. Use feedback and own critical reflection to contribute to the improvement of health and safety policies and procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Manage risk for excursions**  5.1. Complete excursion risk management plan according to service policies and procedures.  5.2. Identify staffing requirements and allocation of resources according to service policies and procedures and legislative requirements.  5.3. Assess location, facilities and activities and identify potential hazards.  5.4. Obtain permission from families and communicate expectations for the child’s involvement.  5.5. Confirm insurance, volunteer credentials and transport requirements according to service policies and procedures and legislative requirements.  5.6. Use intentional teaching techniques to prepare children for the excursion.  5.7. Minimise and manage risk by planning communication and collaboration between educators and volunteers during excursion | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * examine existing service policies and procedures and support materials, and document how risks are addressed in each of the following areas:   + health safety and wellbeing   + incidents, injury, trauma and illness   + infection control   + medical conditions   + administration of medication   + emergencies and evacuations   + drop off and collection of children   + supervision * develop a risk management plan for an excursion, according to service policies and procedures and legislative requirements. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| --- | --- | --- | --- | --- |
| *Question* | | *Response* | | |
| 2A | Identify the Quality area that relates to Children’s health and safety? What is the aim of this quality area? List all standards and elements including laws and regulations related to each element of this quality area. |  | | |
| 2B | What are roles and responsibilities of the following personnel in relation to ensuring children’s health and safety:   1. Approved provider 2. Nominated supervisor/ manager/ Centre director/ Centre coordinator 3. Educators 4. Families/ parents/ guardians   After understanding roles and responsibilities of each group of people, comment on interrelationships of these personnel when creating and maintaining a safe and healthy environment for children. | Approved provider | |  |
| Nominated supervisor/ manager/ Centre director/ Centre coordinator | |  |
| Educators | |  |
| Families/ parents/ guardians | |  |
| Comments on interrelationships | |  |
| 2C | Name and describe Five (5) main principles of risk management. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |
| 2D | What is critical reflection? |  | | |
| 2E | How do educators use critical reflection and why do they use it? |  | | |
| 2F | What makes for meaningful critical reflection? |  | | |

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| 3. CHCECE042 Foster holistic early childhood learning, development and wellbeing | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Extend knowledge of early childhood learning and development**  1.1. Explore and compare theories and research from credible sources about early childhood development and learning.  1.2. Assess the relevance of information in relation to own pedagogical practices and philosophy.  1.3. Assess the relevance of information in relation to service and child context.  1.4. Identify and use opportunities to update and enhance own knowledge.  1.5. Share knowledge with colleagues and others involved in the care and education of children. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Support children’s sense of belonging**  2.1 Explore and compare theories and research from credible sources about sense of belonging.  2.2. Develop relationships with, and knowledge of, children and their families  2.3. Develop and implement strategies to build children’s sense of belonging.  2.4. Monitor and evaluate strategies used to build children’s sense of belonging. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Plan and provide opportunities for children’s learning and development**  3.1. Support children’s understanding of the link between physical fitness and their health and well-being.  3.2. Create opportunities for children to develop positive self-image and identity through play.  3.3. Provide opportunities for children to recognise their own and others’ emotions and to release feelings using a range of strategies.  3.4. Provide opportunities for children to investigate ethical issues relevant to their lives and communities.  3.5. Structure experiences in a way that promotes cooperation and conflict resolution.  3.6. Create a literacy-rich environment including opportunities to engage with familiar and unfamiliar culturally constructed text.  3.7. Provide resources that encourage children to experiment with images and print to support language and literacy learning.  3.8. Provide opportunities for children to participate in science, mathematics, engineering and technology experiences.  3.9. Assess and monitor children’s skills and development across all developmental domains. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Foster holistic and collaborative practice**  4.1. Implement teaching and learning strategies that are suitable to support specific developmental areas.  4.2. Encourage children to explore, experiment and take risks through planning and providing learning environments and opportunities with appropriate levels of challenge across developmental areas.  4.3. Plan and provide opportunities through play for children’s agency through being active decision makers in the learning environment.  4.4. Create opportunities for children to participate in meaningful ways in group discussion and shared decision-making.  4.5. Build opportunities for involvement in experiences that support the investigation of ideas, complex concepts and thinking, reasoning and hypothesising.  4.6. Ensure a balance between child-initiated learning and intentional teaching.  4.7. Assess children’s learning obtained from both planned and spontaneous experiences. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Evaluate work practice.**  5.1. Monitor children’s learning and development through observation and critical reflection.  5.2. Identify and use opportunities to gather feedback from colleagues, families and children.  5.3. Use children’s responses and feedback to critically reflect on own pedagogical practice.  5.4. Collaborate with stakeholders to regularly evaluate work practices and document outcomes according to service guidelines.  5.5. Use evaluation outcomes to inform future practice. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * identify and apply information from at least two different credible sources about the following domains of early childhood development, and their interrelationships:   + cognitive   + communication   + emotional   + physical   + social * plan and document four experiences for children aged from birth to six years, that collectively incorporate:   + routines   + play   + transitions * opportunities for development across each of the following areas:   + cognitive   + communication   + emotional   + physical   + social * provide two of the above four experiences:   + for individual children * provide two of the above four experiences:   + on two separate occasions for groups of children * use observation, collaboration and critical reflection to evaluate the four experiences and document evaluation outcomes * perform the activities outlined in the performance criteria of this unit during a period of at least 280 hours of work in a regulated children’s education and care service in Australia. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | |
| 3A | Summarise how the listed quality areas and relevant laws and regulations relate to fostering holistic early childhood learning, development and wellbeing. | Educational program and practice |  |
| Health and Safety |  |
| Physical environment |  |
| Relationships with children |  |
| 3B | List core principles of child development. |  | |
| 3C | Provide an Overview of historical perspectives on children’s development |  | |
| 3D | Summarise key points of following six (6) theories:  **1.Jean Piaget's theory of cognitive development**  **2. Erik Erikson’s stages of psychosocial development**  **3.Lev Vygotsky's Sociocultural Theory**  **4.Uri Bronfenbrenner’s Ecological Systems**  **5.Maria Montessori Theory**  **6. Jerome Bruner Theory on scaffolding of learning** |  | |
| 3E | What is your understanding of patterns of growth and typical development? |  | |
| 3F | List contextual factors which influence children’s development. |  | |
| 3G | What is your understanding of Interrelationships between areas of development? |  | |
| 3H | How current and emerging theories and research has influenced your practice. Give two (2) examples. |  | |
| 3I | How does EYLF define the curriculum? Explain the five (5) stages of curriculum planning cycle including how to plan and evaluate experiences for children. |  | |
| 3J | As an educator you should have an understanding of strategies, activities and equipment that support children’s cognitive, communication, emotional, physical and social development through play, daily routines and transitions. Provide an example how you support children’s holistic development through play, daily routine and transitions. |  | |
| 3K | Explain how the following practices support children’s holistic development:  **Planned experiences (150 words)**  **Intentional teaching (150 words)**  **Spontaneous play (150 words)**  Support your response with examples. |  | |

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| 4. CHCECE043 Nurture creativity in children | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Understand the role of the arts in development and learning**  1.1. Explore the role of the arts in early childhood development and learning.  1.2. Understand the concept of creative freedom and its positive connection to development and learning.  1.3. Identify the connection between creativity and different learning dispositions.  1.4. Provide opportunities for children to be exposed to a range of art forms and artists from diverse cultures.  1.5. Provide experiences that allow children to be exposed to Aboriginal and/or Torres Strait Islander peoples’ art forms and artists. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Create experiences that nurture creativity**  2.1. Identify opportunities that nurture creativity, based on children’s interests and cultural backgrounds.  2.2. Structure and document opportunities and intentional teaching strategies that assist children to explore the arts.  2.3. Research and organise resources required for creative activities.  2.4. Select and promote the use of diverse natural and found materials and make them available to children.  2.5. Identify and use opportunities to make sustainable resources. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Nurture creativity through teaching and learning**  3.1. Provide time for children to be creative and encourage efforts to extend over days or weeks.  3.2. Teach children how to use and care for materials and equipment according to the nature of the activity.  3.3. Plan and create opportunities for children to collaborate creatively with each other.  3.4. Encourage children to use creativity to overcome challenges.  3.5. Use flexibility to respond to children’s interests and needs. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Nurture creativity through engagement with children**  4.1. Support children to feel a sense of value and responsibility for equipment and materials through encouragement and modelling.  4.2. Use strategies that model creativity by improvising with equipment and materials.  4.3. Encourage children to pursue their own original ideas, interpretations and expressions.  4.4. Invite children to ask questions and assist them to find their own answers.  4.5. Engage children in talking about their creations and ask them open-ended questions.  4.6. Model and share enthusiasm for creative work with children.  4.7. Show respect and seek permission from children regarding their creative work  4.8. Encourage children to respect and appreciate the creative effort of their peers. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Evaluate experiences.**  5.1. Monitor children’s role in creativity through observation and critical reflection.  5.2. Identify and use opportunities to gather feedback from colleagues, families and children.  5.3. Use and expand on children’s ideas in relation to creativity.  5.4. Collaborate with others to regularly evaluate children’s participation in experiences and document outcomes according to service policies and procedures.  5.5. Use evaluation outcomes to inform future practice. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * plan and implement at least three experiences for children between the ages of birth and six years that collectively involve all of the following: * construction * digital technologies * dramatic play * imaginative play * language and storytelling * movement * music * science, technology, engineering, arts and maths (STEAM) * visual art * document evaluation outcomes for each of the above planned experiences. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | |
| 4A | Explain in 500 words the role of art and creativity in diverse cultures (Support with visuals where possible) |  | | |
| 4B | Summarise in 500 words your understanding of a range of artists and artistic expressions from diverse cultures (must support with visuals/ photos) |  | | |
| 4C | Summarise in 200 words your understanding of the listed topics. | The role of art and creativity in early childhood development and learning | |  |
| The connection between creativity and different learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity | |  |
| Product vs process approach in art and creativity including difference between the two approaches | |  |
| Creative freedom, reason for encouraging creative freedom in children including its positive connection to development and learning | |  |
| 4D | List four (4) techniques and skills you will use to set up creative areas at a level sufficient to assist children in implementing their ideas independently. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 4E | List three (3) maintenance requirements that you need to consider in the creative area set up for children. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4F | List five (5) methods that can be used for reviewing children’s learning and educator’s practices when children are engaged in artistic processes/ activities. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
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| 5. CHCECE044 Facilitate compliance in a children’s education and care service | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Interpret the National Quality Framework (NQF).**  1.1. Identify and access sources of information about the NQF and seek assistance if clarification is required on interpretation of any aspect of the framework.  1.2. Support staff understanding of the NQF and other legislation and regulations relevant to the service through clear and consistent provision of information. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Interpret the National Quality Standard (NQS).**  2.1. Analyse the NQS and determine the relevance of its components to the service.  2.2. Interpret details and requirements of the assessment and rating process and share information with all staff in the service. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Facilitate service self- assessment**  3.1. Determine ways to collect information from staff, children, families and the community to inform self- assessment on a regular ongoing basis.  3.2. Share ideas with colleagues and involve them in the collection of information to inform self-assessment.  3.3. Record information collected during self-assessment process against standards and elements in the NQS.  3.4. Make self-assessment data available at the service to inform discussion of the assessment and rating process. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Facilitate the development of a Quality Improvement Plan (QIP).**  4.1. Use the information gathered in the self-assessment process to inform development of the QIP.  4.2. Collaborate with stakeholders to identify strengths and key improvements sought within the service.  4.3. Determine how key improvements sought will be reflected in the QIP.  4.4. Clearly and concisely record all of the required information in the QIP.  4.5. Plan collaboration with stakeholders on a regular basis to review the QIP. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Coordinate the service for a rating and assessment visit.**  5.1. Provide timely advice about assessment visit and schedule meetings with stakeholders and staff to ensure adequate preparation.  5.2. Check for accuracy and completion of all documentation required for rating and assessment.  5.3. Provide clear information to staff about individual and team requirements during the rating and assessment visit. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * facilitate self-assessment and development of a quality improvement plan for two quality areas in an education and care service. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Other |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | |
| 5A | Identify and access two (2) sources of information about the NQF (National Quality Framework). Read the information from the sources and summarise what is the National Quality Framework (NQF). What are its objectives? |  | |
| 5B | Who can you seek assistance from if clarification is required on interpretation of any aspect of framework? |  | |
| 5C | List six (6) components of the National Quality Framework (NQF). | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 5D | What is the key purpose of Education and Care Service National law and Regulation? |  | |
| 5E | Provide a list of ten (10) compliance support resources, including government and non-government that you will need to use at your service to ensure compliance with relevant quality areas. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |
| 5F | Visit the ACECQA website. Refer to the resources and research tab to access information on the page. Give examples of three (3) contemporary principles, emerging trends and/ or research in service delivery areas. |  | |
| 5G | Name two national approved learning frameworks. |  | |
| 5H | Name the approved learning framework used in Victoria. |  | |
| 5I | What is the role of the national governing body Australian Children’s Education and Care Quality Authority (ACECQA)? |  | |
| 5J | Name your state/ territory regulatory authority/ governing body for Early Childhood Education and Care services. What is its role? |  | |
| 5K | Determine what methods/ ways you can use to engage key stakeholders in the quality improvement process to inform self-assessment on a regular ongoing basis. |  | |
| 5L | Explain the purpose of assessment and rating |  | |
| 5M | List levels of ratings |  | |
| 5N | List the steps involved in the process of assessment and rating. |  | |

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| 6. CHCECE045 Foster positive and respectful interactions and behaviour in children | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Develop guidelines that support positive and respectful interactions and behaviour in children**  1.1. Collaborate with colleagues about expectations for positive and respectful interactions and behaviour.  1.2. Collaborate with children to develop expectations for positive and respectful interactions and behaviour.  1.3. Identify strategies that support children in managing their own pro-social skills and regulation, and are considerate of individual children’s needs, cultures and backgrounds. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Observe and monitor interactions and behaviour in children**  2.1. Assess the impact of the physical and social environment and curriculum on children’s behaviour.  2.2. Observe children and provide clear and consistent support to encourage positive interactions and behaviour.  2.3. Model consistent approaches and provide support to colleagues through coaching and mentoring.  2.4. Assist children to resolve conflicts appropriate to their age and stage of development.  2.5. Collaborate with children to develop alternative responses and behaviours. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Identify challenging behaviours**  3.1. Recognise factors that may cause challenges for children’s ability to interact positively and engage in the curriculum.  3.2. Recognise effects of own life experiences and ideologies on perspectives about children’s behaviour.  3.3. Observe and document patterns of challenging behaviour according to service policies and procedures.  3.4. Identify and reflect on the variables and influences that can impact an individual child’s behaviour and how this may inform responses.  3.5. Identify and respond to the needs of other children who may be affected by the behaviour. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Plan support for children**  4.1. Analyse information regarding identified behaviour and use a collaborative approach to planning.  4.2. Identify long-term and short-term objectives that are consistent with child’s cultural practices, abilities, age and developmental stage.  4.3. Identify situations where advice or liaison with other professionals or authorities is needed and take action according to service policies and procedures.  4.4. Develop and document the plan according to service policies and procedures and in consultation with the child’s family. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Implement and evaluate support plan**    5.1. Collaborate with all those involved to implement the support plan.  5.2. Support colleagues to implement the plan effectively and consistently through coaching and mentoring.  5.3. Review child’s progress regularly using critical reflection, and modify plan where necessary in consultation with colleagues, family members and others caring for the child.  5.4. Critically reflect on own pedagogy to inform future practice. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * observe the social interactions of children on at least three occasions and identify:   + emerging pro-social skills   + strategies used by the educator to support the development of pro-social skills * complete the following for two different children who require assistance with self-regulation and pro-social skills:   + review any pre-existing information regarding the child’s interactions and behaviour   + review physical and social environment within and outside the service and identify impacts on child’s behaviour   + observe and monitor the interactions and responses of the child to identify challenging behaviour   + participate in two collaborative discussions about the child’s interactions and behaviour with colleagues   + document own reflections on the gathered information   + develop, implement and evaluate a support plan for the child in collaboration with colleagues. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | |
| 6A | Describe egocentricity and irreversibility- stages of early childhood development. |  | |
| 6B | Describe stages of child development and age-appropriate expectations of children’s behaviour at each stage of development. |  | |
| 6C | What is your understanding of family beliefs about behaviours in different cultures and social groups? |  | |
| 6D | Explain the effect of your own life experiences and ideologies on perspective about children’s behaviour (200 words). |  | |
| 6D | Provide two (2) examples where you have used, or you can use critical reflection to identify impact of your own values on perspectives about children’s behaviour. How you responded or could respond to these situations. | 1 |  |
| 2 |  |
| 6E | List seventeen (17) potential contributing factors to behaviours. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9 |  |
| 10 |  |
| 11 |  |
| 12 |  |
| 13 |  |
| 14 |  |
| 15 |  |
| 16 |  |
| 17 |  |
| 6F | There are six (6) steps involved in the functional assessment process for identifying and recording challenging behaviours. Complete the table below explaining how each step is implemented. | |  |  | | --- | --- | | **Steps in Functional Assessment** | **Implementation** | | Identify challenging behaviour |  | | Select observation strategies |  | | Identify your present explanation for the behaviour. |  | | Describe present corrective attempts. What are you doing now in response to the behaviour? |  | | Generate a new explanation for the behaviour. |  | | Change how you respond. |  | | |
| 6G | Give two (2) examples of situations where challenging behaviours may indicate a need for mandatory reporting. | 1 |  |
| 2 |  |
| 6H | List five (5) features of environment (both physical and social) and the curriculum that nurture positive relationships and a sense of belonging. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6I | Describe three (3) ways you can engage in discussion and collaborate with children to promote positive behaviour. | 1 |  |
| 2 |  |
| 3 |  |
| 6J | List and summarise three (3) main types of relationship-based strategies, which should be used to help children learn about behaviour? | 1 |  |
| 2 |  |
| 3 |  |
| 6K | What are different domains of self-regulation? |  |  |
| 6L | List three (3) strategies to assist children, who de-regulate in each domain. | 1 |  |
| 2 |  |
| 3 |  |
| 6M | List three (3) ways to communicate with families about children’s behaviour. | 1 |  |
| 2 |  |
| 3 |  |

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| 7. CHCECE046 Implement strategies for the inclusion of all children | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Promote inclusion and inclusive practices**1.1  1.1. Make curriculum decisions that promote inclusion and equitable and effective participation of all children.  1.2. Interact with children and families in ways that demonstrate belief in children’s capacity to succeed and achieve learning outcomes.  1.3. Identify and use opportunities to develop own professional knowledge about inclusive practice.  1.4. Support all children to fully participate as valued members of the group.  1.5. Encourage others to adopt inclusive attitudes and practices through modelling and pro-active communication.  1.6. Identify and reflect on practices that relate to inclusion, equity and diversity and use outcomes to inform improvements. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Identify barriers affecting children’s participation**  2.1. Recognise and investigate barriers to learning for individual children.  2.2. Collect and use data that assists in understanding of barriers to learning.  2.3. Develop a holistic understanding of child’s needs in collaboration with others and use this information for planning. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Develop individual plan for support and inclusion**  3.1. Consider child’s abilities, goals, interests, expectations and health status in the context of their cultural values, needs and requirements when making decisions.  3.2. Develop and document the plan in consultation with other professionals and the family.  3.3. Adapt environment, routines and curriculum to facilitate inclusion of the child. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Implement plan to meet the child’s needs**  4.1. Support the child’s and family’s entry into the service through positive and supportive communication.  4.2. Assess and reflect on level of support provided on a regular basis and adjust actions based on assessment.  4.3. Communicate with, and provide support to others, to implement agreed strategies.  4.4. Establish and maintain ongoing information exchange with family and appropriate community members about child’s needs and care strategies.  4.5. Respond to daily needs of children with additional needs and seek assistance when support is required. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Monitor and evaluate strategies**    5.1. Monitor child’s progress through observation and critical reflection.  5.2. Identify any barriers to strategies being implemented and trial alternative strategies that may address barriers.  5.3. Identify and discuss issues of concern with relevant colleagues and family members based on goals in the plan.  5.4. Seek and gain family permission before consulting with other professionals regarding the child.  5.5. Implement strategies designed or suggested by family or other professionals.  5.6. Ensure communication occurs within a culturally and linguistically responsive framework.  5.7. Closely monitor new strategies and their impact on the child.  5.8. Use evaluation outcomes to inform future practice. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * use critical reflection to evaluate three different areas of practice in the service in terms of how they support inclusion and inclusive practices * promote inclusion in each of the following contexts on at least one occasion: * curriculum development * interpersonal communication * develop, implement and review a plan for support and inclusion for at least one child. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | |
| 7A | List one element each of the following quality areas that relate to inclusion. Include law and regulation relevant to the identified Element.  Quality area 1  Quality area 3  Quality area 5  Quality area 6 | QA 1 |  |
| QA3 |  |
| QA5 |  |
| QA6 |  |
| 7B | List five (5) strategies/ ways/ practices educators can implement to make curriculum decisions that promote inclusion and equitable and effective participation of all children. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 7C | Provide a detailed explanation of factors/ barriers that may impact the inclusion of the child and their family. |  | |
| 7D | Observation is a great technique to assess children. What will you observe to recognise whether a child has a learning barrier or not? |  | |
| 7E | How will you investigate the identified barriers further to validate your findings? C) Who can support you if you are not sure? |  | |
| 7F | List five (5) behaviours that show respect for diversity.  NOTE: Diversity here means diversity in gender, ability, culture, appearance or in any other form. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 7G | Research and identify two (2) professional development opportunities you can use to develop your own professional knowledge about inclusive practices. | 1 |  |
| 2 |  |
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| 8. CHCECE047 Analyse information to inform children’s learning | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Gather information about children.**  1.1. Gather and document detailed information about children’s learning and development using methods and tools suited to the individual child.  1.2. Include the perspectives of children, families and other stakeholders in information gathered.  1.3. Demonstrate respect for children through inclusive information gathering practices. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Interpret information on children’s development and learning.**  2.1. Analyse gathered information about children’s development and learning in the context of the learning framework.  2.2. Analyse gathered information with reference to developmental domains and theory.  2.3. Use summative assessment processes that support evaluation of children’s learning over a period of time.  2.4. Develop a process that ensures information and observations are gathered, documented and used to inform the planning cycle for all children. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Use information to inform practice.**  3.1. Use the analysis to inform planning for children’s development and learning.  3.2. Collaborate with families to support children’s learning through exchange of information.  3.3. Provide information in ways that support sharing of children’s documentation with families.  3.4. Share information appropriately according to service confidentiality procedures.  3.5. Critically reflect on own practices of information gathering and analysis. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * gather, document and analyse information about an individual child on six different occasions using a minimum of three different tools or methods * develop and document a perspective about the child’s:   + overall development   + knowledge   + ideas   + strengths   + interests   + social interactions   + reactions to play environment * report on two different critical reflection activities used to review own practice. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | |
| 8A | Explain how you consider the stages of a child’s development and play preferences in each phase of the curriculum planning. |  | |
| 8B | Summarise your understanding of on confidentiality and ethical requirements for the collection, sharing, storage and disposal of information. |  | |
| 8C | List five (5) types of observation methods and their application in different context. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 8D | List three (3) types of reflective activities that can be used in analysing information. Give one example of each and explain its key features. | 1 |  |
| 2 |  |
| 3 |  |
| 8E | List and describe two (2) summative assessment processes you can use to evaluate children’s learning over a period of time? | 1 |  |
| 2 |  |
| 8F | List five (5) ways to interrogate and analyse information to determine the individual children’s strengths, interests, needs, additional support needed, current and future development and learning opportunities. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

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| 9. CHCECE048 Plan and implement children’s education and care curriculum | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Seek information to inform curriculum design**  1.1. Seek feedback from colleagues, children and families on current curriculum and learning environments using formal and informal communication methods.  1.2. Identify and reflect on how practices, resources, philosophy and policies of the service may impact curriculum design and adaptation.  1.3. Establish current strengths and goals for improvement from information gathered. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Design curriculum**  2.1. Identify and access information from observations and analysis that will inform design.  2.2. Clarify specific objectives, learning environments and educator roles using the approved framework’s learning outcomes, principles and practices.  2.3. Design curriculum and environments that foster holistic learning and provide continuity of learning and transitions.  2.4. Provide the opportunity for scaffolding learning and development.  2.5. Integrate a balance between child-initiated and educator-led learning.  2.6. Plan monitoring and assessment of children’s learning consistent with principles and practices of the approved framework and allow for planned and unplanned experiences.  2.7. Document curriculum according to service guidelines and the requirements of the National Quality Framework | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Implement curriculum**  3.1. Identify and access required materials for learning opportunities.  3.2. Set up the physical environment according to requirements of learning experiences, ensuring accessibility for all children.  3.3. Use techniques and intentional teaching to co-construct meaning with children and ensure there are sustained interactions.  3.4. Provide opportunities for children’s collaborative learning.  3.5. Scaffold learning in ways that support children’s development over time.  3.6. Identify spontaneous teachable moments as they occur and use them to build on children’s learning.  3.7. Model and promote positive learning dispositions. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Evaluate teaching and learning**  4.1. Monitor children’s learning and use critical reflection of outcomes and own pedagogical practices for continuous refinement.  4.2. Identify and use opportunities to share information and gather feedback from colleagues, families and children.  4.3. Use and expand on children’s ideas and skills to refine curriculum.  4.4. Evaluate and critically reflect on planned and unplanned teaching and learning, in the context of the approved frameworks.  4.5. Make evaluation a regular collaborative activity, and document outcomes according to service guidelines.  4.6. Use evaluation outcomes to influence the design of future curriculum. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * plan, document and implement a curriculum that incorporates development and learning for:   + three individual children   + a group of at least five children * include all of the following in the above curriculum:   + play experiences   + routines   + transitions   + indoor activities   + outdoor activities   + at least one experience that represents Aboriginal and/or Torres Strait Islander Peoples’, their cultures and languages * use collaboration and critical reflection to evaluate the implemented curriculum * document the evaluation process and outcomes for the implemented curriculum * perform the activities outlined in the performance criteria of this unit during a period of at least 280 hours of work in a regulated children’s education and care service in Australia. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | |
| 9A | Summarise how Quality area 1,2,3,5 and 6 relate to planning and implementing children’s education and care curriculum. |  | |
| 9B | What is Pedagogy and what is the pedagogy of EYLF and related current and emerging thinking. |  | |
| 9C | Why should education and care services develop a service philosophy? How does a service philosophy impact on curriculum design? |  | |
| 9D | List eight (8) strategies to keep in mind when curriculum planning. | 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |
| 9E | List six (6) strategies to keep in mind when implementing curriculum. | 1 |  |
| 2 |  |
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| 5 |  |
| 6 |  |

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| 10. CHCECE049 Embed environmental responsibility in service operations | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Enhance children’s environmental responsibility**  1.1. Develop innovative strategies that promote environmental responsibility in consultation with children.  1.2. Support children to take the lead in identifying practices that are environmentally responsible at the service.  1.3. Encourage children to exchange thoughts and ideas about environmental responsibility.  1.4. Ensure environmentally sustainable practices are embedded in daily practices of the service.  1.5. Encourage children to learn about Aboriginal and/or Torres Strait Islander peoples’ environmental responsibility practices. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Promote environmental responsibility in the service**  2.1. Review the service philosophy, policies and procedures in relation to different aspects of environmental responsibility.  2.2. Consult with stakeholders to identify potential changes in the service philosophy, policies and procedures regarding environmental responsibility.  2.3. Contribute to the development of an environmental responsibility plan for the service, based on the review and consultation.  2.4. Develop strategies that encourage the participation of both adults and children in the service’s sustainable practices.  2.5. Identify and include ways to evaluate improvements in environmental responsibility within the service. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Implement and evaluate environmental responsibility plan**  3.1. Investigate how children and adults engage with the service’s environmental responsibility plan.  3.2. Encourage children to engage in environmentally responsible practices with families and the community outside the service.  3.3. Seek feedback from children and adults about the service’s practices.  3.4. Use feedback and critical reflection to inform changes and improvements to plan. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * observe and document three examples of practices that demonstrate children’s understanding of environmental responsibility * design, implement and evaluate a plan to enhance two aspects of environmental responsibility for an education and care service, including:   + researching contemporary practice relating to environmental responsibility   + reviewing service operations in line with contemporary practices   + consultation with stakeholders   + identifying opportunities for improvement   + documenting outcomes of implementation   + sharing outcomes and evaluation of plan implementation with supervisor. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | | | |
| 10A | Identify the Quality area that relates to the Physical environment? What is its significance? |  | | | | |
| 10B | Summarise your understanding of the importance of supporting children to develop a sense of environmental responsibility |  | | | | |
| 10C | What is your understanding of importance of Aboriginal and or Torres Strait Islander Peoples cultures and environmental responsibility |  | | | | |
| 10D | List five (5) ways to integrate environmental sustainability across all areas of practices at the service. | 1 | |  | | |
| 2 | |  | | |
| 3 | |  | | |
| 4 | |  | | |
| 5 | |  | | |
| 10E | List three (3) potential Ethical dilemmas educators may face when planning and implementing environmental sustainability practices in Early childhood Education and Care Service. | 1 | |  | | |
| 2 | |  | | |
| 3 | |  | | |
| 10F | Describe three (3) tools/ methods you can use to identify potential improvements in sustainable practices. | 1 | | |  | |
| 2 | | |  | |
| 3 | | |  | |
| 10G | List three (3) strategies for improving children’s experiences and understanding of the natural environment and skills for environmental sustainability in the following areas:   * **Growing and preparing food** * **Recycling** * **Waste reduction** * **Reduction of water usage** * **Reduction in energy usage** | | Growing and preparing food | | |  |
|  |
|  |
| Recycling | | |  |
|  |
|  |
| Waste reduction | | |  |
|  |
|  |
| Reduction of water usage | | |  |
|  |
|  |
| Reduction in energy usage | | |  |
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| 11. CHCECE050 Work in partnership with children’s families | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Establish and maintain relationships with families**    1.1. Support families through enrolment and orientation processes according to service policies and procedures.  1.2. Create a welcoming environment for all families using communication techniques that build rapport and respect.  1.3. Respond to families’ questions, concerns and requests in a prompt and supportive way.  1.4. Encourage families to share their knowledge, skills, expertise and aspects of their family life and culture.  1.5. Make current and accurate information about the operation of the service available to families.  1.6. Communicate and promote opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role.  1.7. Maintain ongoing positive relationships with families. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Collaborate with families to share information about the child**  2.1. Exchange information with families about children’s progress, relationships, interests and experiences according to service policies and procedures.  2.2. Inform families promptly and sensitively of any incidents affecting their child.  2.3. Communicate in ways that show understanding of each child and their family and community context.  2.4. Implement strategies that facilitate shared decision-making with families according to service policies and procedures. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Support children’s connection with community**  3.1. Support children’s understanding of their local and broader social and physical communities.  3.2. Foster children’s connection with their local community.  3.3. Provide opportunities for children to access and engage with the local and broader communities.  3.4. Engage families in children’s connections with community. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Provide information about government and community services and resources**  4.1. Access and interpret current and accurate information about community services and resources and make available to families.  4.2. Source current and relevant information regarding community services and resources according to service policies and procedures.  4.3. Provide appropriate referrals to government and community services and resources based on families’ needs. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * work with two different families, with at least two communications per family, to support education and care using all of the following: * active listening * collaborative discussion and decision-making * provision of clear verbal information * questioning * negotiation. | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | |
| 11A | One of the key principles of the National Quality Framework includes:  ‘The role of parents and families is respected and supported.’  Explain the importance of this principle in relation to the provision of quality services for young children and their families. | 1 |  |
| 2 |  |
| 11B | Research and summarise your findings on role of the tiers (Federal, State and local) government in the provision and funding of Children’s education and care services |  | |
| 11C | Summarise your understanding of value of family and educator relationships in relation to outcomes for children |  | |
| 11D | How do you value families as the first educators of their child? |  | |
| 11E | Summarise your understanding of a range of child rearing practices and parenting styles including their origin (300 words) |  | |
| 11F | How does your own experience and beliefs impact on your ability to work in partnership with children’s families? | Non-verbal | |
|  | |
| Verbal | |
|  | |

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| 12. CHCPRP003 Reflect on and improve own professional practice | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Reflect on own practice**  1.1 Undertake self-evaluation in conjunction with supervisors and/or peers  1.2 Reflect on and recognise the effect of values, beliefs and behaviour in practice  1.3 Share two-way, open and evaluative feedback with co-workers or peers  1.4 Actively seek and reflect on feedback from clients, organisations or other relevant sources | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Enhance own practice**  2.1 Determine improvements needed based on own evaluation and feedback from others  2.2 Identify potential support networks both internal and external to the organisation  2.3 Seek specialist advice or further training where need is identified  2.4 Recognise requirements for self-care and identify requirements for additional support  2.5 Devise, document and implement a self-development plan that sets realistic goals and targets | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Facilitate ongoing professional development**  3.1 Access and review information on current and emerging industry developments and use these to improve practice  3.2 Assess and confirm own practice against ethical and legal requirements and opportunities  3.3 Identify and engage with opportunities to extend and expand own expertise  3.4 Regularly participate in review processes as a commitment to upgrading skills and knowledge | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * undertaken a structured process to reflect on and improve own practice and created 1 personal development plan that includes: * goals * timeframes * ways of measuring progress | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | |
| 12A | What is an industry support network and how can early childhood professionals use this networking for professional development? |  | | |
| 12B | Identify and list three (3) potential internal support networks you can access within an organisation? | 1 | |  |
| 2 | |  |
| 3 | |  |
| 12C | Identify and list three (3) potential external support networks you can access? | 1 | |  |
| 2 | |  |
| 3 | |  |
| 12D | Why should you seek specialist advice? |  | | |
| 12E | List five (5) professional associations including specialist services which can be contacted for professional development opportunities. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |
| 12F | What is internal and external training? |  | | |
| 12G | Give two (2) examples each of formal and informal ways of learning and developing. | 1 |  | |
| 2 |  | |
| 12H | What are self-development plans and why are they important? |  | | |
| 12I | List the steps involved in the technique of creating a self-development plan. |  | | |
| 12J | What principles should you follow when planning and implementing your self-development plan? |  | | |
| 12K | Define four (4) areas of SWOT analysis |  | | |

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| 13. CHCPOL002 Develop and implement policy | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Research new policy initiatives**  1.1 Evaluate existing policies to determine their currency and relevance  1.2 Evaluate current policy trends and their impact on policy development  1.3 Complete research and consultation in accordance with organisation policies and procedures  1.4 Facilitate open constructive discussion about policy issues and their possible resolution | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Draft policies**  2.1 Select and use policy formats and structures suited to policy users  2.2 Draft policies that reflect the culture, values and objectives of the organisation  2.3 Clearly and logically articulate policy requirements and other information that supports policy statements  2.4 Develop plans for policy resourcing, implementation and review | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Test draft policies**  3.1 Develop and implement consultation mechanisms for draft policies  3.2 Identify policy implementation issues with key stakeholders  3.3 Modify draft policies according to outcomes of consultation  3.4 Give sufficient notice to those affected by policy changes | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Develop policy proposals**  4.1 Prepare policy materials that support implementation and facilitate stakeholder understanding and acceptance of changes  4.2 Present policy proposals to decision-makers according to organisation requirements  4.3 Seek and gain formal approval according to organisation requirements | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **5. Implement and review policies**    5.1 Develop policy implementation plan that maximises impact of new and revised policies  5.2 Develop and use strategies that facilitate wide promotion and dissemination of policy information  5.3 Implement evaluation plan to ensure ongoing review of policies  5.4 Review policies in accordance with organisation policies and procedures  5.5 Obtain and respond to stakeholder feedback during marketing, promotion and implementation of policies and use learning to inform further review of policies | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * research, draft develop and implement at least 1 policy initiative for at least 1 business unit or organisation * engage in consultation with at least 3 different stakeholders, including:   + individuals   + groups or organisations | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| *Question* | | *Response* | | |
| 13A | List three (3) examples of documents/ websites where you can refer when researching and evaluating current policy trends. | 1 | |  |
| 2 | |  |
| 3 | |  |
| 13B | In line with policy and procedures of a service identify four (4) potential stakeholders you can consult and facilitate constructive discussions about policy issues and their possible resolutions. | 1 | |  |
| 2 | |  |
| 3 | |  |
| 4 | |  |
| 13C | Identify and list methods of consultation and constructive discussions with each type of stakeholder? Why you think this method is appropriate for the stakeholders? |  | | |
| 13D | What questions can you ask during open constructive discussions about policy issues and possible resolutions? |  | | |
| 13E | What features would you consider when selecting and using policy formats and structures suited to policy users (Families, staff, children, community)? |  | | |
| 13F | What writing style should you use for your policy and why? |  | | |
| 13G | Identify and list the legislation that your organisation or service will be required to follow in your policy. |  | | |
| 13 H | What would you consider when developing policy implementation plans to maximise impact of new and revised policies? |  | | |
| 13 I | List five (5) questions you would ask when implementing an evaluation plan to ensure ongoing review of policies? | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |
| 13 J | List two (2) strategies/methods you will use or can put in place to ensure ongoing review of policies? | 1 |  | |
| 2 |  | |

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| 14. CHCINM002 Meet community information needs | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Identify information requirements**  1.1 Use appropriate mechanisms to identify information requirements of the community and specific groups  1.2 Collect and maintain current, accurate and comprehensive information on a range of relevant issues and services for the community or group  1.3 Identify gaps or inadequacies in the information base including out-of-date or redundant material | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Address information requirements**  2.1 Where possible, access existing information sources to meet individual and community needs  2.2 Implement strategies to address any gaps in meeting current information requirements  2.3 Where new information materials need to be developed, explore and discuss options in consultation with users, colleagues and stakeholders  2.4 Identify implementation requirements in the planning of new information and/or materials  2.5 Identify appropriate formats for the presentation of information to different audiences  2.6 Develop information resources using appropriate technology | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Evaluate and maintain quality information**  3.1 Routinely evaluate adequacy of existing information sources and materials to meet community needs  3.2 Implement strategies to continuously improve effectiveness of information materials and systems | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * assess and address information needs of 1 community and/or specific group, including: * analysed current capacity for needs to be met * determined requirements for new materials * developed at least 1 information resource | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

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| --- | --- | --- | --- | --- |
| *Question* | | *Response* | | |
| 14A | List five (5) sources of information that you can use to obtain information on topics and issues relevant to Early childhood education and care to share with the service community. | 1 | |  |
| 2 | |  |
| 3 | |  |
| 4 | |  |
| 5 | |  |
| 14B | List six (6) methods for sharing information with families, colleagues and other stakeholders. This must include two examples of digital media. | 1 | |  |
| 2 | |  |
| 3 | |  |
| 4 | |  |
| 5 | |  |
| 6 | |  |
| 14C | Describe three (3) systems which can be used to store and record information about Children, families, employees and other stakeholders. | 1 | |  |
| 2 | |  |
| 3 | |  |
| 14D | List features of the information management system used in a service. |  | | |
| 14E | List five (5) formatting and presentation options you have when creating information resources for the service community. | 1 |  | |
| 2 |  | |
| 3 |  | |
| 4 |  | |
| 5 |  | |
| 14F | Describe three (3) examples of technology you can use to prepare, format, edit and publish materials and information when developing resources. | 1 | |  |
| 2 | |  |
| 3 | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 15. CHCDIV001 Work with diverse people | | | | |
| Portfolio of Evidence | | | | |
| Unit of Competency Requirements | Evidence Checklist | | Description of Evidence Provided | Doc No. / Name |
| **1. Reflect on own perspectives**  1.1 Identify and reflect on own social and cultural perspectives and biases  1.2 Work with awareness of own limitations in self and social awareness  1.3 Use reflection to support own ability to work inclusively and with understanding of others  1.4 Identify and act on ways to improve own self and social awareness | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **2. Appreciate diversity and inclusiveness, and their benefits**  2.1 Value and respect diversity and inclusiveness across all areas of work  2.2 Contribute to the development of work place and professional relationships based on appreciation of diversity and inclusiveness  2.3 Use work practices that make environments safe for all | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **3. Communicate with people from diverse backgrounds and situations**  3.1 Show respect for diversity in communication with all people  3.2 Use verbal and non-verbal communication constructively to establish, develop and maintain effective relationships, mutual trust and confidence  3.3 Where a language barrier exists, use effective strategies to communicate in the most efficient way possible  3.4 Seek assistance from interpreters or other persons according to communication needs | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **4. Promote understanding across diverse groups**  4.1 Identify issues that may cause communication misunderstandings or other difficulties  4.2 Where difficulties or misunderstandings occur, consider the impact of social and cultural diversity  4.3 Make an effort to sensitively resolve differences, taking account of diversity considerations  4.4 Address any difficulties with appropriate people and seek assistance when required | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| **Performance Evidence**  *The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:*   * undertake a structured process to reflect on own perspectives on diversity * recognise and respect the needs of people from diverse social and cultural backgrounds in at least 3 different situations:   + select and use appropriate verbal and non verbal communication   + recognise situations where misunderstandings may arise from diversity and formed appropriate responses | Qualifications / Statements of Attainment |  |  |  |
| Samples of completed work |  |  |  |
| Job / Position Descriptions |  |  |  |
| Consultation Records |  |  |  |
| References |  |  |  |
| Structured 3rd party reports |  |  |  |
| Resume / CV |  |  |  |
| Organisational Training Records |  |  |  |
| Other |  |  |  |
| Knowledge Questions | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| *Question* | | *Response* | |
| 15A | Consider your own culture and the community attitudes, language, policies and structure of culture. How do these impact on different people and groups? Give an example when you reacted in a culturally insensitive manner, how did this affect the person/ people from different culture? |  | |
| 15B | In your own words explain what is your understanding of cultural awareness, cultural safety and cultural competence and how these impact different work roles? (200 words) |  | |
| 15C | Outline all legal and ethical considerations for working with diversity? |  | |
| 15D | What is workplace discrimination? Provide three examples that demonstrate implicit and explicit workplace discrimination based on race, gender, abilities, age. |  | |
| 15E | List some rights and responsibilities of employer, employees (educators) and clients (Families and children) within your organisation. What action is taken or can be taken when rights are being infringed and responsibilities not being carried out? |  | |
| 15F | Explain the use of following resources to embrace and respond to diversity:   * **Language and cultural interpreters** * **Imagery** | Language and cultural interpreters |  |
| Imagery |  |
| 15G | What are the impacts of discrimination, trauma, exclusion and negative attitudes? |  | |
| 15H | Australian society is diverse, however, we cannot ignore the fact that there can be some marginalised groups. Research and explain the following needs of marginalised people:   * **Protective factors (150 words)** * **Physical, mental and emotional health issues/ care needs (150 words)** | Protective factors (150 words) |  |
| Physical, mental and emotional health issues/ care needs (150 words) |  |
| 15I | Summarise in your own words | Diversity and concepts of diversity (150 words) |  |
| Key areas of diversity and their characteristics (hint: culture, disability, gender etc.) (200 words) |  |
| Features of diversity in Australia and how it impacts different areas of work and life (political, social, economic and cultural). (200 words) |  |
| Influences and changing practices in Australia and their impact on diverse communities that make up Australian society (150 words) |  |
| Impact of diversity on personal behaviour, interpersonal relationships, perception, and social expectations of others (200 words). |  |

# Finalising and Submitting Work

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

## Appendix A – Third Party Authentication

Use the form below when submitting workplace documentation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Third Party Authentication | | | | | |
| ***Instructions for the candidate***   1. Identify a ‘referee’ who can verify that the workplace evidence you are submitting towards CHC50121 Diploma of Early Childhood Education and Care is all your own work.   Your referee:   * Must not be related to you * Must be credible, for example, they are a supervisor or equivalent in your workplace * Must be willing to be contacted if a HBA assessor has queries about your evidence.  1. Give your referee a copy of this page (hard or electronic copy) and ask them to complete all required details below. This document will not be accepted if incomplete. | | | | | |
| ***Instructions for the third party referee***   * Complete the questionnaire below * Sign the declaration where indicated (real signature required) * Return the signed declaration to the Learner. * Submit to HBA along with the associated workplace documents you are providing as evidence for the requirements of CHC50121 Diploma of Early Childhood Education and Care   Contact HBA Learning Centres if you have questions at [assess.children@hba.edu.au](mailto:assess.children@hba.edu.au) or 1300 721 503. | | | | | |
| ***Third Party to complete*** | | | | | |
| Candidate Name: | | |  | | |
| Candidate Position/Role: | | |  | | |
| Referee Name: | | |  | | |
| Referee Position/Role: | | |  | | |
| Workplace: | | |  | | |
| Relationship to Candidate:  (EG: Supervisor, Manager) | | |  | | |
| How long have you known the candidate? | | |  | | |
| Contact Details | Mobile: | |  | | |
| Landline: | |  | | |
| Email: | |  | | |
| **Third Party Declaration***– I declare that:* | | | | | |
| The work to be submitted by the candidate as evidence towards the requirements of the CHC50121 Diploma of Early Childhood Education and Care, to the best of my knowledge, their own work. I have provided true, accurate and current contact details above. I am willing to have an HBA assessor contact me as required if they have queries about the evidence portfolio. | | | | | |
| Third Party Signature | |  | | Date |  |