



Australian Government

**Department of Education, Employment
and Workplace Relations**



Recognition of Prior Learning Initiative

Forms and Templates

RPL Assessment Toolkit for **CHC30113**
Certificate III in Early Childhood Education and Care

CHC30113

CERTIFICATE III

Effective July 2013

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The Australian Government Department of Education, Employment and Workplace Relations (DEEWR) developed the *RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care* as part of the national Recognition of Prior Learning (RPL) Initiative. It was based on good practice identified in the 2006–2009 Council of Australian Governments (COAG) RPL Program, including the RPL Assessment Tool Kit developed by the Western Australian Department of Training and Workforce Development under that program.

The *RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care* is provided in the following five companion documents:

- [Assessor Guide](#)
- [Candidate Guide](#)
- [Workplace Guide](#)
- [Forms and Templates](#)
- [Unit Mapping](#)

This document is the ***Forms and Templates*** resource. It provides assessors and Registered Training Organisations (RTOs) with forms and templates that may be used with candidates undertaking RPL assessments for the *CHC30113 Certificate III in Early Childhood Education and Care*. The forms and templates are also available as individual Word files.

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RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care *Forms and Templates*

Introduction

What is this resource?

This resource provides a range of forms and templates, including assessment tools, for use with the companion volumes of the *RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care* (called the *RPL Toolkit* in this resource).

This resource must be read with the companion volume for assessors, the *Assessor Guide*.

The key audience for this resource is the assessor providing Recognition of Prior Learning (RPL)—also called ‘recognition’—to candidates for the qualification *CHC30113 Certificate III in Early Childhood Education and Care*.

What forms and templates are in this resource?

The table on the following page lists the forms and templates in this resource with a summary of their audience, when and how they are provided, and their purpose. The table of contents also lists the specific forms and templates.

Each form or template includes instructions on its use, and the accompanying *Assessor Guide* provides the RPL assessment steps and lists the required forms and templates for each step.

Can the forms and templates be customised?

Yes. All the forms and templates can be customised to meet the candidate’s needs and individual circumstances, and the Registered Training Organisation (RTO) policies or procedures.

Assessors or other RTO personnel may add to, amend or delete any of the information, after taking steps to ensure the validity of any changes. **However, co-badging with an RTO’s logo is not allowed.**

To assist assessors in using them, all the forms and templates in this resource are also available as individual Word files.

Note: While every effort has been made to ensure that unit requirements are covered, the developers do not give any warranty or accept any liability in relation to the assessment tools in this resource. RTOs are advised to validate assessment instruments and tools before use, after any customisation or contextualisation, and during their scheduled validation processes—to ensure they meet any requirements set by the standards under which the RTO is registered, current Training Package requirements, and any RTO or regulatory requirements.

Summary of forms and templates in this resource

Please see the *Assessor Guide* for details of the RPL assessment steps referred to in the tables below.

Form or template	Who uses it?	When is it provided and by whom?	What is its purpose?
Candidate Information Form	The prospective RPL candidate completes this (before commencing the RPL assessment process). The RTO considers information on the form in deciding RPL participation.	An RTO contact person such as an RPL Coordinator, Information Officer or assessor provides it to the prospective RPL candidate on application to participate in RPL (and/or uses RTO-required forms or processes), and gives the candidate advice about RPL.	This form can be used by the RTO to capture initial information about an applicant for RPL. The assessor considers the information on this form during Step 1 of the RPL assessment process—the initial interview and RPL planning session.
RPL Assessment Plan Template	The assessor prepares a draft <i>RPL Assessment Plan</i> and finalises it with candidate during Step 1 . Then it is updated as the RPL assessment process continues.	The assessor considers information from the <i>Candidate Information Form</i> and discussion with the candidate during Step 1 in developing the Plan (including adding any other electives if chosen). The candidate and the assessor should both make copies and bring them to every RPL assessment activity for updating.	The <i>RPL Assessment Plan</i> is used to document the intended steps in the RPL assessment process for that candidate, including electives, any dates of visits, clusters to be considered, and expectations of the candidate and workplace. Note: The <i>RPL Assessment Plan</i> will be progressively amended during the RPL assessment process.
Workplace Representative Form	All workplace representatives who verify candidate performance should complete this form.	The assessor should provide this to the workplace representative when workplace verification is sought—give it to the candidate with the <i>Candidate Self-evaluation Tools</i> so they can pass it on to the workplace representative (and if a <i>Third Party Report</i> is requested).	This form requires the workplace representative to verify that they understand what is required of them, and that information they provide will be true and correct. It is intended to reinforce the accountability and significance of workplace verifications.

Form or template	Who uses it?	When is it provided and by whom?	What is its purpose?
Third Party Report Template	The assessor adds any requirements for a <i>Third Party Report</i> to the template, and the workplace representative completes it.	The assessor would provide this to an appropriately qualified workplace representative where further verification of specific candidate skills or knowledge is required.	This form is used to capture further verification from a workplace that a candidate can apply specified skills or knowledge.
RPL Assessment Outcomes Form	The assessor uses this form to record RPL assessment methods and final outcomes. Assessors and candidates sign the form at the end of the RPL process.	The assessor can progressively add the RPL assessment methods for each unit. The form should be finalised by the assessor after the RPL assessment process for all units is concluded , and signed by both the assessor and candidate.	This form provides the capacity to record the RPL assessment methods for a candidate and the final outcomes of the RPL assessment process for all units of competency that make up the qualification.
Candidate Self-evaluation Tools	The candidate completes these after Step 1 of the RPL assessment process. A workplace representative verifies the candidate's self-evaluation. After the <i>Candidate Self-evaluation Tools</i> are returned, the assessor considers the evidence and records outcomes.	The assessor provides these to the candidate during Step 1 of the RPL assessment process (the initial interview and RPL planning step) and should advise the candidate how to complete it, including the need for workplace verification of skills. After the initial interview in Step 1 , the candidate independently completes the tools and gains workplace verification, then copies and returns the tools to the assessor on the agreed date. The assessor considers the information provided, along with any documentary evidence before Step 2 —the 'competency conversations'. The completed candidate self-evaluation tools can also be referred to during Step 2 .	These tools allow candidates to document and evaluate their knowledge and skills against workplace tasks (aligned to unit clusters) and to collate some initial evidence. They also require workplace representatives to verify the candidate's skills and knowledge. The candidate identifies workplace tasks they can do, and the workplace verifies this. This provides some evidence for the assessor to consider and also assists the candidate to prepare for Step 2 of the RPL assessment process (the competency conversation). This tool provides the assessor with evidence to consider before Step 2 .

Form or template	Who uses it?	When is it provided and by whom?	What is its purpose?
Competency Conversation Recording Tools	The assessor completes these during Step 2 of the RPL assessment process—the ‘competency conversation’ interviews. Note: The recording tools are not provided to the candidate.	Before Step 2 of the RPL assessment process, the assessor should prepare the tools for use in Step 2 by: <ul style="list-style-type: none"> deleting any sections that will not be assessed in that session (it is unrealistic to cover all the unit clusters in the RPL Toolkit in one session) saving the files to a laptop, or printing hard copies, depending on method used to record candidate responses. 	These assessment tools provide: <ul style="list-style-type: none"> a bank of questions and prompts for the assessor to use during the conversations an assessment tool in which the assessor can record evidence of the competency conversation key points the assessor should look for in candidate responses, with the capacity to record candidate responses.
Workplace Assessment Tasks: Instructions for the Candidate	The candidate reads these to gain information on the workplace assessment task or tasks they need to undertake.	The assessor should advise candidates which workplace assessment task or tasks are required, and agree a date and workplace location with the candidate. The assessor should provide the appropriate instructions to candidates before the workplace assessment task is undertaken.	These provide the candidate with instructions on the workplace assessment task requirements and criteria for assessment, thus assisting them to prepare for the assessment. They may also assist the workplace to understand what the task demonstration involves.
Workplace Assessment Tasks: Observation Tools	The assessor completes the observation tools during the workplace assessment.	The assessor should use the tools during the demonstration.	The assessment tools describe the assessment tasks and criteria for assessment, and are used to record the assessor’s observations and outcomes of workplace assessment tasks.

Template for the Candidate Information Form

The following template provides the basis for a *Candidate Information Form* to capture initial information about prospective RPL candidates (additional to any RTO-required forms or processes). In completing the form, the candidate provides some initial information and may also attach documents such as a Resume or reference.

The blank form would typically be provided to a person registering their interest in RPL, and could be provided by an RTO contact person such as an RPL Coordinator, Information Officer. When providing the form, that person should also give the candidate brief and accurate information about the likely RPL processes.

At the first enquiry, or after being accepted for RPL the candidate should also be provided with the Candidate Guide from this RPL Toolkit. That document advises them on the RPL assessment processes involved.

If the prospective RPL candidate completes this form before commencing the RPL assessment process, the RTO has some initial information to consider in deciding their RPL eligibility and participation.

Once the candidate is enrolled with the RTO, the assessor can also consider the information and any initial evidence provided by the candidate when conducting the initial interview and planning session (Step 1 of the RPL assessment process recommended in this RPL Toolkit).

Candidate Information Form: RPL for CHC30113 Certificate III in Early Childhood Education and Care

Instructions and notes

Use this form if you are applying to participate in Recognition of Prior Learning (RPL) for **CHC30113 Certificate III in Early Childhood Education and Care**. When completed, it will provide the Registered Training Organisation (RTO) with information to use in considering your application to participate in RPL. The RTO will provide you with information on the RPL assessment process, and may require you to complete other forms, or participate in other processes.

Personal details

Family name				Given names			
Home address						Postcode	
Postal address						Postcode	
Phone numbers	Home				Work		
	Mobile				Fax		
Email address							
Are you a permanent resident of Australia?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Do you need the assistance of an interpreter?			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you have any special needs, e.g. need for special aids or adjustments, to undertake practical assessment?						<input type="checkbox"/> Yes	<input type="checkbox"/> No
If 'Yes', please provide details of any special needs, or discuss these with the RTO contact person or RPL assessor before enrolment.							

Current employment (If you are not employed please go to the next section of this form)

What is your current job title?		How long have you been in this job?	
Who is your current employer?			
Please briefly list your duties in this job.			
Previous employment and other work roles			
RPL recognises that you may have gained valuable skills and knowledge in paid and unpaid working roles. For example, you might have worked in an early childhood education setting as an early childhood educator (including Family Day Care) supporting implementation of an approved learning framework, and supporting children's wellbeing, learning and development. In completing the following section, think about working roles relevant to your application.			
List brief details of any relevant work you have done (paid or unpaid).	Job title	Employer or organisation	Dates of work
I have attached a CV or Resume <i>(Please attach this if you have one.)</i>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
List some of the tasks you can do (or have done) in paid or unpaid work that might relate to early childhood education and care work.			

Related (non work) experience
<p>RPL also recognises that you may have gained skills and knowledge in experiences such as informal training, hobbies, volunteer work or clubs. For example in informal roles, you might have used people and communications skills; handled funds; worked in committee processes; spoken to stakeholders; participated in informal training or self-development activities. If you have relevant (non-job) experiences, please list them below.</p>
Qualifications, Statements of Attainment or workplace training
<p>If you have any qualifications, Statements of Attainment or other awards from a training organisation, please list them below.</p>
Is there any more information you wish to give in support of your application to participate in RPL? (Attach other pages if needed.)

Declaration	I declare that the information contained in or provided with this application is true and correct.		
Applicant's signature		Date	

Template for the RPL Assessment Plan

The following template provides the basis for an *RPL Assessment Plan* for the assessor to complete with the candidate during Step 1 of the RPL assessment process (the initial interview and planning session). The Plan should be thought of as a 'living document', to be updated throughout the RPL assessment process.

The *RPL Assessment Plan* is used to document the requirements and steps in the RPL assessment process for the candidate, such as electives chosen, dates of workplace visits, clusters to be considered, and expectations of the candidate and workplace.

To develop the Plan, the assessor should consider information in the *Candidate Information Form* as well as information gained in discussions with the candidate at the initial interview and planning session (Step 1). Then, in consultation with the candidate, the assessor should develop the first cut of the Plan for that candidate.

The candidate and the assessor should both make copies and bring them to every RPL assessment activity for updating as the assessment process progresses (for example, by adding information about the competency conversation sessions, or identified workplace assessment tasks as required).

RPL Assessment Plan: CHC30113 Certificate III in Early Childhood Education and Care

Instructions and notes

This form is for initial completion by the assessor **with the candidate** in Step 1, at the initial RPL interview and planning session—it sets out the steps in the RPL process for an individual candidate based on their needs and circumstances.

To complete the form, first complete Parts 1 to 6, then, as the RPL assessment process continues, progressively update dates and activities using Part 7. Both the assessor and candidate should keep a copy and bring their copy to each RPL assessment activity for updating if needed.

Candidate's personal details

Family name		Given names		Employer	
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PART 1: UNITS OF COMPETENCY FOR RPL

Units of competency (If other electives selected, delete any incorrect electives in the table and add selected electives.)	Is RPL sought for this unit?	
Cluster 1—Children's health and safety		
CHCECE002 Ensure the health and safety of children (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE004 Promote and provide healthy food and drinks (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
HLTWHS001 Participate in work health and safety (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Cluster 2—Workplace effectiveness		
CHCCS400C Work within a relevant legal and ethical framework (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCPRT001 Identify and respond to children and young people at risk (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Units of competency (If other electives selected, delete any incorrect electives in the table and add selected electives.)	Is RPL sought for this unit?	
CHCECE009 Use an approved learning framework to guide practice (core)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCORG303C Participate effectively in the work environment (elective)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Cluster 3—Play and development		
CHCECE010 Support the holistic development of children in early childhood (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE007 Develop positive and respectful relationships with children (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE011 Provide experiences to support children’s play and learning (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE013 Use information about children to inform practice (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE006 Support behaviour of children and young people (elective unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Cluster 4—Physical and emotional wellbeing		
CHCECE003 Provide care for children (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
CHCECE005 Provide care for babies and toddlers (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Cluster 5—Culture and community		
CHCECE001 Develop cultural competence (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (core unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Units of competency (If other electives selected, delete any incorrect electives in the table and add selected electives.)	Is RPL sought for this unit?	
HLTHIR403C Work effectively with culturally diverse clients and co-workers (elective unit)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Unit not provided for in the RPL Toolkit but required for the qualification		
HLTAID004 Provide an emergency first aid response in an education and care setting	See note below and record how this unit is to be provided:	
<i>[If other electives are selected, add them below, and delete any above as applicable—3 electives are required.]</i>		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Note: The core unit *HLTAID004 Provide an emergency first aid response in an education and care setting* is not provided for in the *RPL Toolkit*, apart from the capacity to record that it has been attained in the *RPL Assessment Outcomes Form*.

Depending on regulatory and workplace requirements, some candidates may hold the unit or its equivalent. If so, candidates could provide evidence such as a Statement of Attainment. If they do not hold the unit, they should be assessed against its requirements.

PART 2: AGREED DATES FOR CANDIDATE TO COMPLETE THEIR SELF-EVALUATION

Candidate self-evaluation and workplace verification	Agreed date for completion	Done?
Candidate Self-evaluation Tools (The candidate should complete the <i>Candidate Self-evaluation Tools</i> , seek workplace verification, and return the completed tools to the assessor before or on the agreed date.)		<input type="checkbox"/>
Workplace Representative Form (The workplace representative should complete a <i>Workplace Representative Form</i> , when verifying the candidate's self-evaluation. The candidate should return it and the assessor should retain it.) This should be returned with the Self-evaluation tools.		<input type="checkbox"/>

PART 3: AGREED DATES AND COVERAGE OF COMPETENCY CONVERSATIONS

Competency conversation interviews (Assessors should add details of the clusters or units to be addressed in each 'competency conversation' interview session in the table below. This section will usually be completed <i>after the initial interview</i> and assessor consideration of the candidate's self-evaluation.)	Agreed date	Venue	Done?
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

PART 4: AGREED DATES AND DETAILS OF WORKPLACE ASSESSMENT TASKS

Workplace assessment tasks (Assessors should add the number and brief title of the required workplace assessment tasks below, noting that this section will usually be completed <i>after</i> the competency conversation interview/s.)	Agreed date	Venue	Done?
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

PART 5: THIRD PARTY REPORTING REQUIREMENTS

Third Party Report (Assessor to add brief summary of any required report/s below, noting that this section will usually be completed <i>after other RPL evidence gathering and assessment processes</i> if further workplace verification is required.)	Agreed date	Done?
		<input type="checkbox"/>

PART 6: CANDIDATE AND ASSESSOR SIGN OFF (ON PLAN AS FIRST DEVELOPED)

Signatures					
Assessor's name		Assessor signature		Date	
Candidate's signature				Date	
(If required, update the above information in the following section of the table, or attach additional sheets, as changes to the above are made.)			Any updates?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

PART 7: ANY ADDITIONAL UPDATES OR CHANGES DURING THE RPL PROCESS

RPL Assessment Plan: Updated Information	Date and assessor and candidate initials

RPL Assessment Plan: Updated Information	Date and assessor and candidate initials

Finalisation of RPL process: Once all the above-listed processes are completed and recorded, the assessor should provide the candidate with feedback, record the outcomes on the *RPL Toolkit's RPL Assessment Outcomes Form*, and follow the RTO's procedures to finalise the RPL process.

Template for the Workplace Representative Form

All workplace representatives who verify candidate performance should complete the following form. The assessor should provide it to the workplace representative when verification of candidate skills and knowledge is sought—perhaps by giving it to the candidate with the *Candidate Self-evaluation Tools* so they can in turn give it to the workplace representative, or by giving it directly to the workplace if a *Third Party Report* is requested and negotiated.

The form requires the workplace representative to verify that they understand the process and that any verification and information they provide will be, to the best of their ability, true and correct. The form is intended to reinforce the accountability and significance of workplace verifications.

Confidential Workplace Representative Form: CHC30113 Certificate III in Early Childhood Education and Care

Purpose of this form: The Registered Training Organisation (RTO) in which the candidate below is enrolled, requires all workplace representatives who verify an RPL candidate's skills and knowledge to complete this form. Such workplace representatives will typically be working with the candidate in a position of responsibility, perhaps their employer or supervisor, hold higher qualifications than the candidate, and have observed their workplace performance. To ensure all candidates gain recognition for skills and knowledge they genuinely hold, workplace representatives must carefully consider their verification of the candidate and provide accurate statements.

Candidate's name		Candidate's workplace	
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Name of workplace representative completing this form		Workplace		
Is the workplace verification related to <i>(tick response)</i> :	<i>Candidate Self-evaluation?</i>	<input type="checkbox"/> Yes	<i>Third Party Report?</i>	<input type="checkbox"/> Yes
What is your working relationship to the candidate? <i>(e.g. team leader, manager, employer, supervisor)</i>				
Please list your qualifications and give a summary of your experience in Children's Services				
How long have you worked with the RPL candidate? <i>(Please provide date range if possible.)</i>				
Have you had an explanation, and do you understand what is required of you, in providing verification of the candidate's skills?			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Do you understand your responsibilities in verifying a candidate's workplace skills and knowledge as accurately as possible?			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Would you like to be provided with more information about the requested workplace verification before you complete it?			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are you willing to be contacted if further verification of the candidate's skills and knowledge is required?			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Declaration: In signing this form you agree that you are appropriately qualified to verify the candidate's current Children's Services-related workplace skills and knowledge, and that if you provide the requested workplace verification, it will be, to the best of your knowledge, accurate and correct.				
Workplace representative's signature		Date		

Template for Third Party Report

The following template provides a basis for the assessor to design a Third Party Report where additional workplace verification of any aspect of their workplace skills or knowledge is required. For example, it could be used after candidate-directed workplace activities to gain evidence of application of knowledge.

Third Party Report: CHC30113 Certificate III in Early Childhood Education and Care

Instructions

In completing this report you are asked to provide 'third party' verification as accurately as possible that the candidate can apply the workplace skills and knowledge specified below. Please try to provide examples of how the candidate applies the skills or knowledge. *[Assessor to add required skills to table.]*

Details of workplace representative completing this report

Family name		Given name		Employer	
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Please give information on whether the candidate consistently applies the skills and knowledge listed below to the expected workplace standard.

I have completed and provided a *Workplace Representative Form* Yes No

Workplace representative's signature		Date	
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Template for RPL Assessment Outcomes Form

The *RPL Assessment Outcomes Form* provides the capacity to record the RPL assessment methods for each unit and the final outcomes of the RPL assessment process for all units of competency that make up the qualification.

The assessor should progressively add information on the RPL assessment methods undertaken with the candidate.

After the RPL assessment process for all units is concluded, the form should be finalised by the assessor and signed by both the assessor and candidate.

Depending on the RTOs' record-keeping processes, the completed form would usually be kept in the candidate's file, providing a summary of the processes undertaken and the final RPL outcomes.

RPL Assessment Outcomes: CHC30113 Certificate III in Early Childhood Education and Care

Instructions and notes

This form is for completion by the assessor—it provides a cover sheet in which details of the final assessment outcome for a candidate and the basis for that decision can be recorded. Assessors should progressively add information as RPL assessment activities are undertaken. Depending on the RTO's processes, the assessor could add information for units not assessed by RPL (e.g. credit transfer, national recognition, or training and assessment). Once final assessment is completed, assessors should finalise the form by ticking 'Competent' or 'Not Yet Competent' for each unit, signing the declaration and having the candidate also sign the form. The signed copy would usually then be retained in the candidate's file of RPL assessment evidence.

Personal details

Family name		Given names		Employer	
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Units of competency	Record of RPL assessment processes undertaken for each unit <i>[Assessor to initial and date the evidence-gathering processes undertaken]</i>					Final Outcome <i>[Assessor to tick Competent (C) or Not Yet Competent (NYC) and initial and date]</i>	
	Initial RPL Interview	Candidate Self-evaluation	Competency Conversation Interview	Workplace Assessment Task	Third Party Report	C	NYC
Core (C), Elective (E) <i>[Assessor to amend list if other electives are chosen]</i>							
CHCECE002 Ensure the health and safety of children (C)						<input type="checkbox"/>	<input type="checkbox"/>
CHCECE004 Promote and provide healthy food and drinks (C)						<input type="checkbox"/>	<input type="checkbox"/>

Units of competency	Record of RPL assessment processes undertaken for each unit <i>[Assessor to initial and date the evidence-gathering processes undertaken]</i>					Final Outcome <i>[Assessor to tick Competent (C) or Not Yet Competent (NYC) and initial and date]</i>	
	Initial RPL Interview	Candidate Self-evaluation	Competency Conversation Interview	Workplace Assessment Task	Third Party Report	C	NYC
Core (C), Elective (E) <i>[Assessor to amend list if other electives are chosen]</i>							
HLTWHS001 Participate in work health and safety (C)						<input type="checkbox"/>	<input type="checkbox"/>
CHCCS400C Work within a relevant legal and ethical framework (C)						<input type="checkbox"/>	<input type="checkbox"/>
CHCPRT001 Identify and respond to children and young people at risk (C)						<input type="checkbox"/>	<input type="checkbox"/>
CHCECE009 Use an approved learning framework to guide practice (C)						<input type="checkbox"/>	<input type="checkbox"/>
CHCORG303C Participate effectively in the work environment (E)						<input type="checkbox"/>	<input type="checkbox"/>
CHCECE010 Support the holistic development of children in early childhood (C)						<input type="checkbox"/>	<input type="checkbox"/>

Units of competency	Record of RPL assessment processes undertaken for each unit <i>[Assessor to initial and date the evidence-gathering processes undertaken]</i>					Final Outcome <i>[Assessor to tick Competent (C) or Not Yet Competent (NYC) and initial and date]</i>	
	Initial RPL Interview	Candidate Self-evaluation	Competency Conversation Interview	Workplace Assessment Task	Third Party Report	C	NYC
Core (C), Elective (E) <i>[Assessor to amend list if other electives are chosen]</i>							
CHCECE007 Develop positive and respectful relationships with children (C)						<input type="checkbox"/>	<input type="checkbox"/>
CHCECE011 Provide experiences to support children’s play and learning (C)						<input type="checkbox"/>	<input type="checkbox"/>
CHCECE013 Use information about children to inform practice (C)						<input type="checkbox"/>	<input type="checkbox"/>
CHCECE006 Support behaviour of children and young people (E)						<input type="checkbox"/>	<input type="checkbox"/>
CHCECE003 Provide care for children (C)						<input type="checkbox"/>	<input type="checkbox"/>
CHCECE005 Provide care for babies and toddlers (C)						<input type="checkbox"/>	<input type="checkbox"/>

Units of competency	Record of RPL assessment processes undertaken for each unit <i>[Assessor to initial and date the evidence-gathering processes undertaken]</i>					Final Outcome <i>[Assessor to tick Competent (C) or Not Yet Competent (NYC) and initial and date]</i>	
	Initial RPL Interview	Candidate Self-evaluation	Competency Conversation Interview	Workplace Assessment Task	Third Party Report	C	NYC
Core (C), Elective (E) <i>[Assessor to amend list if other electives are chosen]</i>							
CHCECE001 Develop cultural competence (C)						<input type="checkbox"/>	<input type="checkbox"/>
HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (C)						<input type="checkbox"/>	<input type="checkbox"/>
HLTHIR403C Work effectively with culturally diverse clients and co-workers (E)						<input type="checkbox"/>	<input type="checkbox"/>
HLTAID004 Provide an emergency first aid response in an education and care setting (C) [NB: Not provided for in the RPL Toolkit—record how attained.]						<input type="checkbox"/>	<input type="checkbox"/>
<i>[If other electives are selected, add them below, and delete any above as applicable—3 electives are required.]</i>							
						<input type="checkbox"/>	<input type="checkbox"/>

Units of competency	Record of RPL assessment processes undertaken for each unit <i>[Assessor to initial and date the evidence-gathering processes undertaken]</i>					Final Outcome <i>[Assessor to tick Competent (C) or Not Yet Competent (NYC) and initial and date]</i>	
	Initial RPL Interview	Candidate Self-evaluation	Competency Conversation Interview	Workplace Assessment Task	Third Party Report	C	NYC
Core (C), Elective (E) <i>[Assessor to amend list if other electives are chosen]</i>						<input type="checkbox"/>	<input type="checkbox"/>
						<input type="checkbox"/>	<input type="checkbox"/>

Assessor's declaration: On the basis of the assessment outcomes listed above, the candidate meets the requirements to be awarded the qualification CHC30113 Certificate III in Early Childhood Education and Care.		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Assessor's signature		Date	
Candidate's signature		Date	

Candidate Self-evaluation Tools

The following tools are for the candidate's self-evaluation. The candidate is required to consider the workplace tasks they can do, and complete these tools in their own time.

The candidate should be given the tools during Step 1 of the RPL assessment process—the initial interview and planning session.

At that session, the assessor should advise the candidate how to complete the self-evaluation, including the need for workplace verification of skills. More detailed instructions for assessors are on the following page.

These tools allow candidates to document and broadly evaluate their knowledge and skills against workplace tasks they believe they can do and to collate some initial evidence (the tasks are aligned to unit clusters).

They also require workplace representatives to verify the candidate's skills and knowledge. The tools include instructions for candidates and workplaces, self-evaluation tools for each cluster, and a form for listing any attached evidence.

Note: If students require additional support to complete the tools, this should be provided.

Candidate Self-evaluation Tools: Instructions for the assessor

Assessors should read the following notes before providing candidates with the self-evaluation tools

What are these tools?

These tools include five self-evaluation forms each related to a 'cluster' of units of competency and a form to list attached documents—to be completed independently by the candidate and verified by the workplace. When completed, these provide evidence of workplace tasks the candidate believes they can do and examples of how they apply skills and knowledge, with this information supplemented and verified by the workplace.

Note: This will not be sufficient to determine competence (the *RPL Toolkit* processes requires candidates to be assessed in the workplace). However, the self-evaluation will provide evidence and information that can be used in determining the next steps in the RPL assessment process.

Instructions for assessors providing the tools

Provide the candidate with the tools (the following pages—from the 'Instructions to the Candidate' to the end of the 'List of attached documents' section) **during Step 1 of the RPL assessment process** (at the initial interview and planning session).

If applicable, before providing the tools, remove any sections for any units in which the candidate has been assessed as competent (for example, by credit transfer or National Recognition).

When providing the *Candidate Self-evaluation Tools*:

- advise the candidate that the completed tools will be part of the evidence to be considered in determining their competence

- go through the tools, showing the candidate how to complete them
- determine any support that could be needed by the candidate, such as language, literacy or numeracy support or skills in using a computer if needed, and advise how this can be sourced
- inform the candidate that the RPL process is not based on documentary evidence only—that is, while documents can be attached, the candidate does not need to provide documents as evidence of every skill they claim they hold, as other assessment processes will also be used
- inform the candidate that they will need to seek verification of their completed self-evaluation from a workplace representative (that is, a person in a position of responsibility, perhaps their employer or supervisor, who holds higher qualifications than they do and has observed their workplace performance)
- give the candidate the *Workplace Representative Form* that also must be completed by the workplace representative.

Instructions for assessors in reviewing the completed tools

After the completed tools are returned, assessors should check them for completion and sign-off, review the information and any evidence provided, and add comments to the tools in the section provided at the end of each.

The information gathered from the candidate self-evaluation should guide the assessor in determining the focus of the 'competency conversations' and workplace assessment tasks to be undertaken.

Candidate Self-evaluation Tools: Instructions for the RPL candidate and workplace representative

RPL candidates and workplace personnel—please read the following notes before completing the tables

What is in this document?

This document will help you to evaluate the knowledge and skills you apply at work—the first step in your RPL process.

The following pages include five sections with tables with ‘clusters’ of units of competency, and there is also a table for listing any attached documents.

How to conduct the self-evaluation

- Completing this self-evaluation will take some time—please allow enough time to think very carefully about the workplace tasks you **can do**.
- The tools include 45 numbered tasks. Think about each task. Consider if you do it **‘very well’**, **‘quite well’** or **‘no, or not well’**, and tick the box. Then, add examples of how you do the task in the space provided.
- After you have completed the tables, ask a workplace representative to complete and sign the workplace sections. This should be someone who knows your work, perhaps your employer or supervisor. They will also need to complete a *Workplace Representative Form*.

The completed tables give the assessor important evidence of tasks you believe you can do, to help them to decide the next RPL steps.

You can attach documents

Documents can be evidence... you might have documents at work or at home that show you can do some of the workplace tasks. If so, attach them to the back of the completed tables, and add details to the ‘*List of Attached Documents*’ table.

In thinking about documents to attach, remember:

- you don’t have to find documents for every workplace task—only where you can easily find these, and in line with your assessor’s suggestions
- any document can be listed against more than one workplace task
- the table has a space to put the document number—make sure the same number is on the attached document
- to maintain confidentiality, remove all personal information from any workplace documents you use.

Instructions for workplace representatives

The *Workplace Guide* explains the RPL assessment process. If you do not have this, please ask the assessor or the candidate.

As a workplace representative you are required to verify the candidate’s self-evaluation. To do this you need to be someone in a position of responsibility who knows the candidate’s performance and holds higher qualifications than they do, perhaps an employer or supervisor. Confirm the self-evaluation (where they have observed it) and provide comments and examples—you will also need to complete a *Workplace Representative Form*.

After candidates have completed the self-evaluation

Copy the completed tables and *Workplace Representative Form* for your records, and give a copy to the assessor on the date agreed in the *RPL Assessment Plan*.

Candidate self-evaluation for Cluster 1—Children’s health and safety

Units of competency:

- **CHCECE002 Ensure the health and safety of children** (core unit)
- **CHCECE004 Promote and provide healthy food and drinks** (core unit)
- **HLTWHS001 Participate in work health and safety** (core unit)

Go to your *Candidate Guide* to see a brief description of the above units. The full text of the units can also be viewed at www.training.gov.au

Candidate’s name		Date completed				
Workplace tasks related to Cluster 1—Children’s health and safety	I do the workplace task...			Evidence and examples		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I’m sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don’t (or can’t) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
1. Providing a clean and safe environment for children				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		

Workplace tasks related to Cluster 1—Children’s health and safety	I do the workplace task...			Evidence and examples		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
2. Recognising and responding to signs of illness of children, including signs and symptoms of asthma and anaphylaxis						
3. Reading and interpreting medical, food and safety-related information				For example, authorisation forms, medication labels, medical management plans and food labels.		
4. Developing children’s awareness of safety						

Workplace tasks related to Cluster 1—Children’s health and safety	I do the workplace task...			Evidence and examples		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
5. Planning and providing food and drink to children in line with healthy eating guidelines						
6. Engaging children by involving them in menu planning and assisting in meal preparation						
7. Applying safe work practices in an early childhood education and care service						

Workplace tasks related to Cluster 1—Children’s health and safety	I do the workplace task...			Evidence and examples		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
8. Contributing to work health and safety (WHS) processes in an early childhood education and care service				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		
Candidate’s signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative's comments for Cluster 1—Children's health and safety

Please provide brief comments on whether the candidate can do the above workplace tasks, including examples you have seen if possible, and sign the form where indicated. **Note:** You will also be asked to complete a *Workplace Representative Form* verifying that the information you have provided is accurate.

Workplace representative's name		Workplace title	
Workplace representative's signature		Date	

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Instructions to assessors

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Assessor's comments re Cluster 1—Children's health and safety

(Summarise your feedback to the candidate, or provide any other objective comments in relation to the self-evaluation and evidence below.)

Assessor's name

Assessor's signature

Date

Candidate self-evaluation for Cluster 2—Workplace effectiveness

Units of competency:

- **CHCCS400C Work within a relevant legal and ethical framework** (core unit)
- **CHCECE009 Use an approved learning framework to guide practice** (core unit)
- **CHCPRT001 Identify and respond to children and young people at risk** (core unit)
- **CHCORG303C Participate effectively in the work environment** (elective unit)

Go to your *Candidate Guide* to see a brief description of the above units. The full text of the units can also be viewed at www.training.gov.au

Candidate's name		Date completed	
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Workplace tasks related to Cluster 2—Workplace effectiveness	I do the workplace task...			Evidence and examples of applying workplace tasks Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>			
9. Contributing to the objectives of an early childhood education and care service						

Workplace tasks related to Cluster 2—Workplace effectiveness	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
10. Cooperating with individuals and work groups in an early childhood education and care service						
11. Understanding and following your own work roles and responsibilities in an early childhood education and care service						
12. Following organisational policies, protocols and procedures in an early childhood education and care service						

Workplace tasks related to Cluster 2—Workplace effectiveness	I do the workplace task...			Evidence and examples of applying workplace tasks	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		
13. Working within ethical frameworks in an early childhood education and care service						
14. Addressing duty of care requirements in an early childhood education and care service						
15. Providing children with opportunities to maximise their potential and develop a foundation for their future success						

Workplace tasks related to Cluster 2—Workplace effectiveness	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
16. Working with others to implement an approved learning framework in an early childhood education and care service				Please make sure you name the approved framework/s.		
17. Investigating and documenting pedagogical practices in an early childhood education and care service				Go to http://deewr.gov.au/early-years-learning-framework if you need more information on pedagogical practices.		
18. Implementing work practices that support the protection of children and young people				This includes knowing the procedures for reporting children at risk.		
Candidate's signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative’s comments for Cluster 2—Workplace effectiveness

Please provide brief comments on whether the candidate can do the above workplace tasks, including examples you have seen if possible, and sign the form where indicated. **Note:** You will also be asked to complete a *Workplace Representative Form* verifying that the information you have provided is accurate.

Workplace representative’s name		Workplace title	
Workplace representative’s signature		Date	

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Assessor's comments re Cluster 2—Workplace effectiveness

(Summarise your feedback to the candidate, or provide any other objective comments in relation to the self-evaluation below.)

Assessor's name

Assessor's signature

Date

Candidate self-evaluation for Cluster 3—Play and development

Units of competency:

- **CHCECE007 Develop positive and respectful relationships with children** (core unit)
- **CHCECE010 Support the holistic development of children in early childhood** (core unit)
- **CHCECE011 Provide experiences to support children’s play and learning** (core unit)
- **CHCECE013 Use information about children to inform practice** (core unit)
- **CHCECE006 Support behaviour of children and young people** (elective unit)

Go to your *Candidate Guide* to see a brief description of the above units. The full text of the units can also be viewed at www.training.gov.au

Candidate’s name		Date completed	
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Workplace tasks related to Cluster 3—Play and development	I do the workplace task...			Evidence and examples of applying workplace tasks Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I’m sure I can do the task	...quite well I think I can do the task	...no, or not well I don’t (or can’t) do the task			
19. Interacting effectively with children to support their holistic development and learning						

Workplace tasks related to Cluster 3—Play and development	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
20. Involving and encouraging children in decision-making and planning						
21. Creating a safe environment that allows for individual and collaborative experiences				For example, organising equipment and resources indoors and outdoors.		
22. Guiding and facilitating the play and learning experiences of individual children						

Workplace tasks related to Cluster 3—Play and development	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
23. Providing a variety of experiences and environments to stimulate children and support their development						
24. Encouraging children to respect similarities and differences between each other						
25. Communicating issues and negotiating solutions with your supervisor						

Workplace tasks related to Cluster 3—Play and development	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
26. Using appropriate support techniques to guide the behaviour of children or young people						
27. Assessing and responding appropriately to behaviours of concern						
28. Using judgement on when to involve other staff for supported intervention, and discussing children's behaviours with others to plan and problem-solve						

Workplace tasks related to Cluster 3—Play and development	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
29. Maintaining the rights and dignity of children when guiding their behaviour						
30. Using a range of methods to observe, record and analyse information about children (including behaviours requiring support)						
31. Using information gathered about children to contribute to program planning in an early childhood education and care service						
Candidate's signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative’s comments for Cluster 3—Play and development

Please provide brief comments on whether the candidate can do the above workplace tasks, including examples you have seen if possible, and sign the form where indicated. **Note:** You will also be asked to complete a *Workplace Representative Form* verifying that the information you have provided is accurate.

Workplace representative’s name		Workplace title	
Workplace representative’s signature		Date	

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Assessor's comments Cluster 3—Play and development

(Summarise your feedback to the candidate, or provide any other objective comments in relation to the self-evaluation below.)

Assessor's name

Assessor's signature

Date

Candidate self-evaluation for Cluster 4—Physical and emotional wellbeing

Units of competency:

- **CHCECE003 Provide care for children** (core unit)
- **CHCECE005 Provide care for babies and toddlers** (core unit)

Go to your *Candidate Guide* to see a brief description of the above units. The full text of the units can also be viewed at www.training.gov.au

Candidate's name		Date completed	
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Workplace tasks related to Cluster 4—Physical and emotional wellbeing	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
32. Providing care and responding appropriately to children				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		

Workplace tasks related to Cluster 4—Physical and emotional wellbeing	I do the workplace task...			Evidence and examples of applying workplace tasks	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		
33. Promoting physical activity to children and engaging them in discussions about physical health and wellbeing						
34. Supporting children through transition and change						
35. Providing care to babies and toddlers using safe and hygienic practices						

Workplace tasks related to Cluster 4—Physical and emotional wellbeing	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
36. Developing nurturing and securely attached relationships with babies and toddlers						
37. Supporting the learning of babies and toddlers						
Candidate's signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative's comments for Cluster 4—Physical and emotional wellbeing

Please provide brief comments on whether the candidate can do the above workplace tasks, including examples you have seen if possible, and sign the form where indicated. **Note:** You will also be asked to complete a *Workplace Representative Form* verifying that the information you have provided is accurate.

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Workplace representative's name		Workplace title	
Workplace representative's signature		Date	

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Assessor's comments re Cluster 4—Physical and emotional wellbeing

(Summarise your feedback to the candidate, or provide any other objective comments in relation to the self-evaluation below.)

Assessor's name

Assessor's signature

Date

Candidate self-evaluation for Cluster 5—Culture and community

Units of competency:

- **CHCECE001 Develop cultural competence** (core unit)
- **HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people** (core unit)
- **HLTHIR403C Work effectively with culturally diverse clients and co-workers** (elective unit)

Go to your *Candidate Guide* to see a brief description of the above units. The full text of the units can also be viewed at www.training.gov.au

Candidate's name		Date completed	
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Workplace tasks related to Cluster 5—Culture and community	I do the workplace task...			Evidence and examples of applying workplace tasks Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task			
38. Reflecting on your own cultural identity and biases						

Workplace tasks related to Cluster 5—Culture and community	I do the workplace task...			Evidence and examples of applying workplace tasks Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task			
39. Investigating cultural diversity in an early childhood education and care service, and in a community						
40. Supporting cross-cultural understanding and relationships						
41. Interacting in culturally appropriate ways with children, families and communities						

Workplace tasks related to Cluster 5—Culture and community	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
42. Encouraging children to respect all cultures and to celebrate cultural differences						
43. Identifying and implementing culturally safe work practices						
44. Addressing and working to eliminate discrimination and bias in the workplace						

Workplace tasks related to Cluster 5—Culture and community	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
45. Forming mentoring arrangements with Aboriginal and/or Torres Strait Islander people						
Candidate's signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative's comments for Cluster 5—Culture and community

Please provide brief comments on whether the candidate can do the above workplace tasks, including examples you have seen if possible, and sign the form where indicated. **Note:** You will also be asked to complete a *Workplace Representative Form* verifying that the information you have provided is accurate.

Workplace representative's name		Workplace title	
Workplace representative's signature		Date	

THE FOLLOWING SECTION IS FOR OFFICE USE ONLY

Instructions to assessors

Assessors must consider the evidence provided. **This first step in the RPL assessment process will contribute to evidence of the candidate's competency, but will not yield evidence that meets the rules of evidence (i.e. valid, sufficient, current and authentic evidence) against the units of competency assessment requirements.** Assessors should advise the candidate of the units to be considered in the competency conversation interview or other assessments.

Assessor's comments re Cluster 5—Culture and community

(Summarise your feedback to the candidate, or provide any other objective comments in relation to the self-evaluation below.)

Assessor's name

Assessor's signature

Date

Candidate Self-evaluation: Instructions for attaching documents

Candidates should read the following instructions

You may decide to attach documents that show you can do any of the workplace tasks you have self-evaluated.

Documents you might attach include any of the following.

- Photos relevant to work activities, video diaries
- Reflective journals, diaries, workplace task or job sheets, logbooks
- Early childhood education and care workplace documents (with permission and all names deleted)
- References or letters from families or other clients, past employers, supervisors (with permission and all names deleted)
- Workplace documents you have contributed to or written
- Brief Resume or CV, position descriptions
- Workplace training or professional development records
- Membership of professional associations, networks or clubs
- Records of hobbies or special skills and activities outside work
- Workplace, industry or other awards.

However, don't be put off if you don't have these documents. Your assessor will help you to identify any other documentary evidence during the next steps of your RPL assessment process.

Please list any documents you attach to your *Candidate Self-evaluation Tools* on the following table.

Remember that:

- you don't have to find documents for every workplace task—only where you can easily find these, as suggested by your assessor
- 'documents' can include anything that supports your claim for RPL—such as paper documents, photos, videos, electronic files
- one document can be evidence for more than one workplace task
- make sure each document you added a number for in the *Self-evaluation Tool* is also listed in the following table, and attached
- you can add extra pages to the document list if you need to
- remove all confidential or sensitive information from any workplace documents you attach, to ensure privacy and confidentiality
- if you think it will help the assessor to know the document is your work, you might get your workplace supervisor or other suitable person to write this on the document and sign it.

Please sign the declaration at the end of this form to verify that the information you have provided is true and correct.

Remember to make (and keep) a copy of your self-evaluation tools and all documents before giving them to the assessor.

Candidate Self-evaluation: List of Attached Documents					
Document number	Document title or brief description (e.g. type of document, purpose, date, author) <i>e.g. 'Letter from parent of toddler leaving the service, thanking me for my work in supporting him during his time there, June 2012 (names erased).'</i>	Unit cluster or clusters <i>e.g. 'Cluster 4—Physical and emotional wellbeing'</i>	Workplace task number or numbers <i>e.g. 'Task 36' (Developing nurturing and securely attached relationships with toddlers...)</i>	Is it attached?	
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No

Candidate Self-evaluation: List of Attached Documents					
Document number	Document title or brief description (e.g. type of document, purpose, date, author) <i>e.g. 'Letter from parent of toddler leaving the service, thanking me for my work in supporting him during his time there, June 2012 (names erased).'</i>	Unit cluster or clusters <i>e.g. 'Cluster 4—Physical and emotional wellbeing'</i>	Workplace task number or numbers <i>e.g. 'Task 36' (Developing nurturing and securely attached relationships with toddlers...)</i>	Is it attached?	
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Candidate's declaration: The information I have provided is accurate and truthful; and (unless stated) the attached documents are my own work. (Sign to indicate you agree with the declaration, and have your signature witnessed by your workplace representative.)					
Candidate's name		Witness's name/title			
Candidate's signature		Witness's signature			
Date		Date			

Competency Conversation Recording Tools

The following tools are for the assessor to use during Step 2 of the RPL assessment process—the ‘competency conversation’ interviews.

The assessor should prepare the tools in advance for use in Step 2 by:

- deleting any sections that will not be assessed in that session (it is unrealistic to cover all the unit clusters in the *RPL Toolkit* in one session, so more than one session will usually be required)
- saving the files to a laptop, or printing hard copies, depending on method used to record candidate responses.

The *Competency Conversation Recording Tools* provide:

- a bank of questions and prompts for the assessor to use during the conversations
- an assessment tool in which the assessor can record evidence of the competency conversation
- key points the assessor should look for in candidate responses and particular notes re assessment requirements including for frequency and volume (criteria for assessment), with the capacity to record candidate responses

Instructions for the assessor are on the following page.

Note: The recording tools are not provided to the candidate for use during the competency conversation interview.

Competency Conversation Recording Tools: Instructions for the assessor

Assessors should read the following instructions and notes

The *Competency Conversation Recording Tools* are assessment instruments used by the assessor to record 'competency conversations' interviews. **Do not provide these assessment tools to the candidate in the interview.**

The competency conversation provides an opportunity for the candidate to confirm their knowledge as identified in the *Candidate Self-evaluation Tools*, and for you to assess aspects of relevant units of competency.

How to complete the Competency Conversation Recording Tools

The RPL Toolkit companion volume *Assessor Guide* provides detailed instructions for assessors on how to conduct the competency conversation. If you are not familiar with the process, go to that document and read, and then follow, the step-by-step instructions.

The following points summarise those steps and instructions.

- **Prepare for the conversation...** for example, by determining and collating the required assessment tools—that is, the recording tools **only for the units you will assess at that session**. Because you will only be able to assess a reasonable amount of units per session, you might choose to include one or two clusters per session. Advise the candidate and organise the venue.
- **Contextualise or change questions if required...** the questions are discussion starters, and are not necessarily 'fixed'. You may alter the wording and can ask follow-up questions in a conversational style.

- **Support the candidate...** ensure the candidate is as comfortable as possible. Take breaks if needed. Don't try to cram too many units (clusters) into one session. Staggered sessions will be more useful.
- **Workplace venues are suitable...** for most candidates the workplace provides a familiar setting where they may be more comfortable discussing their roles and capacities, and where additional natural evidence of workplace competency may be gathered (for example by observing the candidate in the workplace, or seeking documents).
- **Record candidate responses...** listen for the 'key points to be addressed' in the candidate's response, and record notes on these as the conversation proceeds using the 'Assessor notes' section, checking also for additional requirements that might be in those sections. You could highlight points you wish to come back to, and you might need some time after the interview to finalise the recording tool.
- **Summarise findings...** Use the 'Outcomes...' section at the end of each cluster to provide further details on the candidate, including examples that may be relevant in confirming competence. Add pages if needed.

Note: There are no interview questions for the core unit *HLTAID004 Provide an emergency first aid response in an education and care setting*. Candidates could provide a Statement of Attainment if they hold the unit. If they do not hold the unit, they should be assessed against its requirements.

Competency conversation recording tool for Cluster 1—Children’s health and safety

Units of competency:

- **CHCECE002 Ensure the health and safety of children** (core unit)
- **CHCECE004 Promote and provide healthy food and drinks** (core unit)
- **HLTWHS001 Participate in work health and safety** (core unit)

The full text of the units can be viewed at www.training.gov.au

Candidate’s name	Date completed	Venue
Specific assessment requirements that apply across units in this cluster	<input type="checkbox"/> Assessment for <i>CHCECE002 Ensure the health and safety of children</i> and <i>CHCECE004 Promote and provide healthy food and drinks</i> must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. <i>(Assessor to tick if confirmed for this cluster.)</i> <input type="checkbox"/> Skills for <i>CHCECE002 Ensure the health and safety of children</i> and <i>CHCECE004 Promote and provide healthy food and drinks</i> must be demonstrated in a regulated early childhood education and care service. <i>(Assessor to tick if confirmed for this candidate.)</i>	
Specific foundation skills for this cluster	<input type="checkbox"/> Candidates must be able to read in order to accurately read and interpret food labels and dietary requirements; read and interpret medication packaging and dosage instructions; and to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions. <i>(Assessor to tick if confirmed for this candidate.)</i> <input type="checkbox"/> Candidates must have numeracy skills in order to correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml). <i>(Assessor to tick if confirmed for this candidate.)</i>	
	<i>Assessor to add how foundation skills were confirmed:</i> 	

Question 1 – Describe your role in providing a clean and safe environment for children in an early childhood education and care service.	
Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> workplace policies and procedures for WHS <input type="checkbox"/> potential hazards to children, including medical conditions <input type="checkbox"/> safety issues/risk management strategies for children's health and safety <input type="checkbox"/> state/territory legislation and how it impacts workplace regulations, codes of practice and industry standards <input type="checkbox"/> basic home fire safety <input type="checkbox"/> children's requirements for sleep and rest <input type="checkbox"/> environments that promote rest and sleep <input type="checkbox"/> guidelines for infection control <input type="checkbox"/> hand hygiene <input type="checkbox"/> how to undertake a risk analysis of toys and equipment <input type="checkbox"/> sun safety 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has consistently supported the health needs of the children in the service, including developing children's awareness of safety.</p>

Question 2 – How do you recognise and respond to the signs and symptoms of illness in children, including anaphylaxis and asthma?

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<input type="checkbox"/> signs, symptoms and key characteristics of allergy/anaphylaxis and asthma <input type="checkbox"/> potential hazards to children, including medical conditions <input type="checkbox"/> food allergies/intolerances and possible reactions, including anaphylaxis <input type="checkbox"/> how to use an adrenalin auto injector for anaphylaxis <input type="checkbox"/> safety issues/risk management strategies for children's health and safety <input type="checkbox"/> workplace policies and procedures for WHS <input type="checkbox"/> reading and interpreting relevant medical information	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has consistently supported the health needs of children in the service, including:</p> <ul style="list-style-type: none"> • recognising and responding appropriately to signs of illness of children, including asthma and anaphylaxis • reading and interpreting authorisation forms, medication labels, medical management plans and other relevant medical information.

Question 3 – Describe how you plan and provide healthy food and drinks for children, and the principles that guide this.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> Australian Dietary Guidelines and Infant Feeding Guidelines <input type="checkbox"/> children's oral health and its impact on their general health and well-being <input type="checkbox"/> dietary requirements and nutritional needs of babies/toddlers (including specific cultural, religious or health requirements) <input type="checkbox"/> food allergies/intolerances and possible reactions, including anaphylaxis <input type="checkbox"/> food-handling requirements (e.g. preventing microorganism contamination and/or allergic reactions) <input type="checkbox"/> food safety guidelines <input type="checkbox"/> hand hygiene <input type="checkbox"/> implications of poor diet <input type="checkbox"/> infant feeding requirements and guidelines <input type="checkbox"/> oral health recommendations <input type="checkbox"/> workplace policies and procedures <input type="checkbox"/> how to access/navigate the: <ul style="list-style-type: none"> <input type="checkbox"/> National Quality Framework <input type="checkbox"/> National Quality Standards <input type="checkbox"/> relevant approved learning framework used in the workplace 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has planned and provided food and drink for children on at least three occasions including:</p> <ul style="list-style-type: none"> • Identifying/responding to requirements re food allergies, medical conditions and cultural/religious requirements • role-modelling healthy eating habits for children • ensuring safe handling, preparation and storage of food and drinks • creating a positive, relaxed environment during mealtimes • reading and interpreting food labels to identify ingredients of concern and nutrition content • engaging children by involving them in menu planning and preparation.

Question 4 – Describe the strategies you have used to minimise risks in an early childhood education and care service.	
Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> hand hygiene <input type="checkbox"/> hazard identification <input type="checkbox"/> how to undertake a risk analysis of toys and equipment <input type="checkbox"/> potential hazards to children, including medical conditions <input type="checkbox"/> safety issues/risk management strategies for children's health and safety <input type="checkbox"/> safety signs and their meanings (including dangerous goods classifications) <input type="checkbox"/> how to correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml) <input type="checkbox"/> state/territory legislation and how it impacts workplace regulations, codes of practice and industry standards <input type="checkbox"/> workplace emergency procedures <input type="checkbox"/> workplace policies and procedures for WHS (including for the use, storage and labelling of dangerous products) 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has completed the following tasks at least once in line with relevant WHS regulations, codes of practice and workplace procedures:</p> <ul style="list-style-type: none"> • conducted a workplace risk assessment and recorded the results • consistently applied workplace safety procedures in the day-to-day work activities required by the job role • followed workplace procedures for reporting hazards.

Question 5 – Describe the procedures for responding to an emergency situation in an early childhood education and care service.	
Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> workplace emergency procedures <input type="checkbox"/> use of current workplace policies and procedures for WHS <input type="checkbox"/> safety issues/risk management strategies for children's health and safety <input type="checkbox"/> safety signs and their meanings, including: <ul style="list-style-type: none"> <input type="checkbox"/> emergency equipment <input type="checkbox"/> use of relevant personal protective equipment (PPE) <input type="checkbox"/> state/territory legislation and how it impacts workplace regulations, codes of practice and industry standards <input type="checkbox"/> basic home fire safety 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has completed the following tasks at least once in line with relevant WHS regulations, codes of practice and workplace procedures:</p> <ul style="list-style-type: none"> • contributed to a WHS meeting or inspection in workplace • followed workplace procedures for a real or simulated emergency situation.

Outcomes of the competency conversation interview for Cluster 1—Children’s health and safety

Assessors must consider whether the rules of evidence are met (**valid, sufficient, current and authentic**) in relation to the candidate’s knowledge, and whether the evidence is sufficient to demonstrate the candidate’s ability to complete and manage tasks and manage contingencies in the job role context. Record findings below. If the evidence shows the candidate has **not demonstrated competence**, discuss the next steps—practical workplace tasks to be assessed by the assessor in the workplace (see the Workplace Assessment Tasks provided for in this RPL Toolkit) or candidate self-directed professional development activities to build knowledge or skills. If the candidate **has demonstrated** workplace competence for unit or units, complete the *RPL Assessment Outcomes Form*.

Assessor’s name		The candidate has not yet demonstrated competence, more evidence of knowledge and/or skills is required	<input type="checkbox"/>
Assessor’s signature		The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)	<input type="checkbox"/>

Competency conversation recording tool for Cluster 2—Workplace effectiveness

Units of competency:

- **CHCCS400C Work within a relevant legal and ethical framework** (core unit)
- **CHCECE009 Use an approved learning framework to guide practice** (core unit)
- **CHCPRT001 Identify and respond to children and young people at risk** (core unit)
- **CHCORG303C Participate effectively in the work environment** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name	Date completed	Venue
Assessment requirements that apply across this cluster	<input type="checkbox"/> Assessment must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. <i>(Assessor to tick if confirmed for this cluster.)</i> <input type="checkbox"/> Skills must be demonstrated in a regulated early childhood education and care service. <i>(Assessor to tick if confirmed for this candidate.)</i>	
Specific foundation skills for this cluster	<input type="checkbox"/> Candidates must be able to read in order to interpret and apply relevant approved learning frameworks in the context of own work role, and to read and understand forms and make accurate reports. <i>(Assessor to tick if confirmed for this candidate.)</i> <input type="checkbox"/> Candidates must be able to write in order to record details of children and young people at risk and to make reports using handwritten skills and computer skills. <i>(Assessor to tick if confirmed for this candidate.)</i>	
	<i>Assessor to add how foundation skills were confirmed:</i>	

Question 6 – Can you give some examples of how you have worked with individuals and work groups to achieve the objectives of an early childhood education and care service?

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> effective communication and interpersonal relationships <input type="checkbox"/> basic negotiation <input type="checkbox"/> effective operation of teams or work groups <input type="checkbox"/> organisational mission, philosophy, structure, policies and procedures <input type="checkbox"/> how the candidate has contributed to the development of policies, practices and structures of an organisation <input type="checkbox"/> safe/effective use of information technology <input type="checkbox"/> time management and work planning <input type="checkbox"/> privacy/confidentiality legislation <input type="checkbox"/> work health and safety (WHS) legislation <input type="checkbox"/> methods of performance measurement, including how the candidate has reviewed and developed their own performance 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has worked effectively in an early childhood education and care service. This may include use of languages other than English or alternative communication systems. Candidates must demonstrate that they have contributed to achievement of the organisation's objectives over time.</p>

Question 7 – Describe the various legal and ethical frameworks that are relevant to early childhood education and care, and how these apply to your work in an early childhood education and care service.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> child protection legislation <input type="checkbox"/> code of ethics <input type="checkbox"/> common legal issues <input type="checkbox"/> distinction between ethical/legal problems <input type="checkbox"/> importance of ethics in practice <input type="checkbox"/> overview of legal system <input type="checkbox"/> principles of ethical decision-making <input type="checkbox"/> principles underpinning duty of care and associated legal requirements <input type="checkbox"/> principles/practices for upholding the rights of children and young people <input type="checkbox"/> principles/practices of confidentiality <input type="checkbox"/> relevant legislation, standards, codes of practice, licensing, accreditation/registration to professional bodies, service agreements <input type="checkbox"/> rights/responsibilities of workers and clients <input type="checkbox"/> strategies for addressing common ethical issues <input type="checkbox"/> strategies for managing complaints <input type="checkbox"/> types of law <input type="checkbox"/> work health and safety (WHS) requirements 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate:</p> <ul style="list-style-type: none"> • demonstrates understanding of and adherence to own work role and responsibilities • can follow organisation policies, protocols and procedures • works within legal and ethical frameworks.

Question 8 – Describe the learning framework that applies in the early childhood education and care service where you work, and explain your role in implementing the framework.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<p><input type="checkbox"/> how to access and navigate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia</i> <input type="checkbox"/> <i>My Time, My Place: Framework for School Age Care in Australia</i> <input type="checkbox"/> the relevant approved learning framework used in the service (if different from those listed above) <p><input type="checkbox"/> key participants in the implementation of the framework</p> <p><input type="checkbox"/> organisational standards, policies and procedures</p> <p><input type="checkbox"/> United Nations Convention on the Rights of the Child</p>	<p>NB: In addition to the 'key points to be addressed', documented evidence must confirm that the candidate has worked with at least one other educator to implement the approved learning framework, including:</p> <ul style="list-style-type: none"> • investigating/documenting at least 2 examples of how the learning framework is demonstrated in the service • researching/documenting at least 1 example of how each principle of the framework is reflected in the service • working closely with others and under supervision to help implement the framework • reflecting on and discussing practice with supervisor and others. <p>(The following question also relates to this question and includes a link for further information.)</p>

Question 9 – Give examples of your involvement in pedagogical practices in the early childhood education and care service where you work.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<p><input type="checkbox"/> how to access/navigate the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia</i> <input type="checkbox"/> <i>My Time, My Place: Framework for School Age Care in Australia</i> <input type="checkbox"/> the relevant approved learning framework used in the service (if different from those listed above) <p><input type="checkbox"/> key participants in the implementation of the framework</p> <p><input type="checkbox"/> organisational standards, policies and procedures</p> <p><input type="checkbox"/> United Nations Convention on the Rights of the Child</p>	<p>NB: In addition to the 'key points to be addressed', the candidate must provide evidence they have:</p> <ul style="list-style-type: none"> • investigated and documented their own involvement in at least 3 examples of pedagogical practices in a regulated (approved) education and care service. <p>(Examples of pedagogical practices are listed in the Frameworks documents—go to http://deewr.gov.au/early-years-learning-framework if you need further information.)</p>

Question 10 – Give examples of the work practices you have implemented to protect children and young people at risk, including the legal and organisational basis for the work practices.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<p>Candidates must demonstrate knowledge of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> child protection legislation (including state/territory requirements and processes) <input type="checkbox"/> child protection system (including reporting protocols and interagency policies) <input type="checkbox"/> different types and dynamics of abuse as they apply to age, gender, disability, culture and sexuality <input type="checkbox"/> duty of care responsibilities <input type="checkbox"/> ethical considerations <input type="checkbox"/> impact of risk of harm <input type="checkbox"/> organisation standards, policies and procedures <input type="checkbox"/> types of abuse experienced by children and young people <input type="checkbox"/> strategies for managing the abuse of children and young people <input type="checkbox"/> trauma-informed care <input type="checkbox"/> UN Convention on the Rights of the Child 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has implemented practices in the workplace that support the protection of children and young people, including:</p> <ul style="list-style-type: none"> • complying with regulations, legislations and duty of care responsibilities • employing child focused work practices to uphold the rights of children and young people • maintaining confidentiality • providing appropriate responses in the protection of children and young people. <p>The candidate must also demonstrate that they have read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements.</p>

Outcomes of the competency conversation interview for Cluster 2—Workplace effectiveness

Assessors must consider whether the rules of evidence are met (**valid, sufficient, current and authentic**) in relation to the candidate’s knowledge, and whether the evidence is sufficient to demonstrate the candidate’s ability to complete and manage tasks and manage contingencies in the job role context. Record findings below.

If the evidence shows the candidate has **not demonstrated competence**, discuss the next steps—practical workplace tasks to be assessed by the assessor in the workplace (see the Workplace Assessment Tasks provided for in this RPL Toolkit) or candidate self-directed professional development activities to build knowledge or skills. If the candidate **has demonstrated** workplace competence for unit or units, complete the *RPL Assessment Outcomes Form*.

Assessor’s name		The candidate has not yet demonstrated competence, more evidence of knowledge and/or skills is required	<input type="checkbox"/>
Assessor’s signature		The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)	<input type="checkbox"/>

Competency conversation recording tool for Cluster 3—Play and development

Units of competency:

- **CHCECE007 Develop positive and respectful relationships with children** (core unit)
- **CHCECE010 Support the holistic development of children in early childhood** (core unit)
- **CHCECE011 Provide experiences to support children’s play and learning** (core unit)
- **CHCECE013 Use information about children to inform practice** (core unit)
- **CHCECE006 Support behaviour of children and young people** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate’s name	Date completed	Venue
Specific assessment requirements that apply across this cluster	<input type="checkbox"/> Assessment must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. <i>(Assessor to tick if confirmed for this cluster.)</i> <input type="checkbox"/> Skills must be demonstrated in a regulated early childhood education and care service. <i>(Assessor to tick if confirmed for this candidate.)</i>	
Specific foundation skills for this cluster	<input type="checkbox"/> Candidates must be able use oral communication in order to engage in sustained conversations with children <i>Assessor to add how foundation skills were confirmed:</i>	
Early childhood education and care work requirement	<input type="checkbox"/> Candidates must have performed the activities outlined in the performance criteria of <i>CHCECE007 Develop positive and respectful relationships with children</i> and <i>CHCECE010 Support the holistic development of children in early childhood</i> (as well as the units <i>CHCECE003 Provide care for children</i> and <i>CHCECE005 Provide care for babies and toddlers</i>) during a period of at least 120 hours of work in at least one regulated early childhood education and care service. <i>Assessor to add how the work requirement was confirmed:</i>	

Question 11 – Describe how you have interacted with children to support their holistic development and learning in early childhood.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<input type="checkbox"/> code of ethics <input type="checkbox"/> effective communication techniques such as <ul style="list-style-type: none"> <input type="checkbox"/> communication of care and respect through all interactions <input type="checkbox"/> interpreting non-verbal cues of children <input type="checkbox"/> using verbal and non-verbal ways to show respect <input type="checkbox"/> active listening <input type="checkbox"/> considering a child's age, activities, interests, culture and needs <input type="checkbox"/> responding to distress in ways that meets the child's need <input type="checkbox"/> how to access/navigate the: <ul style="list-style-type: none"> <input type="checkbox"/> National Quality Framework <input type="checkbox"/> National Quality Standards <input type="checkbox"/> relevant approved learning framework used in the workplace <input type="checkbox"/> organisational standards, policies and procedures <input type="checkbox"/> symbol systems including letters, numbers, time, money and musical notation <input type="checkbox"/> techniques to guide children's behaviour <input type="checkbox"/> UN Convention on the Rights of the Child	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has supported the development of children in at least 3 different situations/activities (including different age groups and abilities) by:</p> <ul style="list-style-type: none"> • interacting with children to holistically support development and learning appropriate to the child's abilities and age • providing a variety of experiences and environments to support the different areas of children's development (including a combination of physical, creative, social, emotional , language and cognitive) <p>The candidate must also demonstrate that they have communicated positively and respectfully with at least 3 children including using effective and appropriate communication skills (see examples in 'key points to be addressed').</p>

Question 12 – Describe the basic principles of early childhood development, and some possible outcomes from poor physical, social, emotional, cognitive and communication development.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> aspects of poor childhood development (and their potential long-term harmful impacts): <ul style="list-style-type: none"> <input type="checkbox"/> poor diet <input type="checkbox"/> lack of play <input type="checkbox"/> limited stimulation of brain development <input type="checkbox"/> lack of materials and resources <input type="checkbox"/> inconsistent or non-existent emotional support or comfort <input type="checkbox"/> trauma <input type="checkbox"/> basic principles of physical and emotional childhood development <input type="checkbox"/> biological and environmental influences on childhood development <input type="checkbox"/> emotional, physical and language development of babies and toddlers <input type="checkbox"/> introductory-level childhood development: <ul style="list-style-type: none"> <input type="checkbox"/> brain development in babies/toddlers <input type="checkbox"/> importance of early years for subsequent educational success <input type="checkbox"/> developmental theory <input type="checkbox"/> social development of babies and toddlers 	

Question 13 – Describe the importance of play and physical activity to a child’s development, and how you have supported children’s play, learning and physical activity

Key points to be addressed by the candidate	ASSESSOR’S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> organisational standards, policies and procedures <input type="checkbox"/> how to navigate through relevant framework and standards documents <input type="checkbox"/> play and learning experiences, associated resources and materials relevant to the interests and abilities of children <input type="checkbox"/> reflective practice <input type="checkbox"/> role of play in learning <input type="checkbox"/> safety measures available to minimise risks for children and others <input type="checkbox"/> theories that pertain to play <input type="checkbox"/> United Nations Convention on the Rights of the Child 	<p>NB: In addition to the ‘key points to be addressed’, evidence must confirm that the candidate has set up a safe environment on at least three occasions (at least one outdoor and one indoor), including:</p> <ul style="list-style-type: none"> • demonstrating effective selection and placement of equipment/resources, considering the safety of the children • guiding/facilitating individual children’s play/learning experiences, including allowing children to make decisions • creating an environment that allows for individual and collaborative experiences • providing a range of experiences to stimulate children and aid learning, including those that allow exploration of natural materials, environments and experiences.

Question 14 – Describe how you observe, record and analyse children’s behaviour.

Key points to be addressed by the candidate	ASSESSOR’S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> child development (in order to analyse information and plan accordingly) and observation techniques <input type="checkbox"/> code of ethics <input type="checkbox"/> organisational standards, policies and procedures <input type="checkbox"/> reflective practice <input type="checkbox"/> report-writing standards and protocols (relevant to observation reports) <input type="checkbox"/> UN Convention on the Rights of the Child <input type="checkbox"/> methods for gathering and recording information include: <ul style="list-style-type: none"> <input type="checkbox"/> observations <input type="checkbox"/> questioning <input type="checkbox"/> discussion with families <input type="checkbox"/> anecdotal information <input type="checkbox"/> learning stories <input type="checkbox"/> jottings <input type="checkbox"/> digital images <input type="checkbox"/> samples of children’s work <input type="checkbox"/> analyses that could derive from observations of children’s behaviour include: <ul style="list-style-type: none"> <input type="checkbox"/> aspects of a child’s development <input type="checkbox"/> knowledge, ideas, abilities and interests <input type="checkbox"/> social interactions <input type="checkbox"/> reactions to play environment 	<p>NB: In addition to the ‘key points to be addressed’, evidence must confirm that the candidate has observed, documented and analysed information regarding at least three children of varying ages, including:</p> <ul style="list-style-type: none"> • gathering and recording information (using a range of methods – see methods listed under ‘Key points’) • analysing observations of the children’s behaviour (see list of analyses under ‘Key points’) • writing reports that record observations accurately and respectfully to the level of detail expected in the service • using information to contribute to programs and planning.

Question 15 – Describe how you have used positive support techniques to guide the behaviour of children and young people.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> communicative function of behaviour and positive support strategies to redirect behaviour and defuse situations <input type="checkbox"/> definitions of/differences between disruptive behaviour and behaviours of concern <input type="checkbox"/> how learning difficulties or mental health issues may affect behaviour <input type="checkbox"/> impacts of environment and culture on the behaviour of children and/or young people <input type="checkbox"/> organisational standards, policies and procedures 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has:</p> <ul style="list-style-type: none"> • identified behaviours requiring support of children or young people using a range of methods • guided behaviour using positive support techniques with at least two children or young people • used judgement to determine when to involve other staff for supported intervention • discussed behaviours of children and/or young people to plan and problem-solve in collaboration with others • communicated issues to a supervisor and negotiated solutions in a clear and appropriate manner at least twice <p>The candidate must also demonstrate that they have communicated positively and respectfully with at least three children including using appropriate communication skills (see examples in 'key points to be addressed').</p>

Outcomes of the competency conversation interview for Cluster 3—Play and development

Assessors must consider whether the rules of evidence are met (**valid, sufficient, current and authentic**) in relation to the candidate’s knowledge, and whether the evidence is sufficient to demonstrate the candidate’s ability to complete and manage tasks and manage contingencies in the job role context. Record findings below. If the evidence shows the candidate has **not demonstrated competence**, discuss the next steps—practical workplace tasks to be assessed by the assessor in the workplace (see the Workplace Assessment Tasks provided for in this RPL Toolkit) or candidate self-directed professional development activities to build knowledge or skills. If the candidate **has demonstrated** workplace competence for unit or units, complete the *RPL Assessment Outcomes Form*.

Assessor’s name		The candidate has not yet demonstrated competence, more evidence of knowledge and/or skills is required	<input type="checkbox"/>
Assessor’s signature		The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)	<input type="checkbox"/>

Competency conversation recording tool for Cluster 4—Physical and emotional wellbeing

Units of competency:

- **CHCECE003 Provide care for children** (core unit)
- **CHCECE005 Provide care for babies and toddlers** (core unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name	Date completed	Venue
Specific assessment requirements that apply across this cluster	<input type="checkbox"/> Assessment must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. <i>(Assessor to tick if confirmed for this cluster.)</i> <input type="checkbox"/> Skills must be demonstrated in a regulated early childhood education and care service. <i>(Assessor to tick if confirmed for this candidate.)</i>	
Specific foundation skills for this cluster	<input type="checkbox"/> Candidates must be able use oral communication in order to interact calmly and positively with families and children. <i>Assessor to add how foundation skills were confirmed:</i>	
Requirement for actual babies and toddlers	<input type="checkbox"/> Assessment of CHCECE005 Provide care for babies and toddlers must involve interactions with actual babies and toddlers under the age of 24 months under the supervision of an early childhood educator <i>(Assessor to tick if confirmed for this candidate.)</i>	
Early childhood education and care work requirement	<input type="checkbox"/> Candidates must have performed the activities outlined in the performance criteria of CHCECE005 Provide care for babies and toddlers and CHCECE003 Provide care for children (as well as the units CHCECE007 Develop positive and respectful relationships with children and CHCECE010 Support the holistic development of children in early childhood) during a period of at least 120 hours of work in at least one regulated early childhood education and care service. <i>Assessor to add how the work requirement was confirmed:</i>	

Question 16 – Describe the importance of predictable and meaningful care routines for babies and children, and the impact that changes to these routines can have.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> attachment theory <input type="checkbox"/> code of ethics <input type="checkbox"/> different practices/routines used by families and their cultural and personal rationale <input type="checkbox"/> impact of change to routines/environments <input type="checkbox"/> individual patterns/routines of babies and toddlers <input type="checkbox"/> organisational standards, policies and procedures <input type="checkbox"/> routines/strategies to minimise distress at separation of parent and child <input type="checkbox"/> how to access/navigate the: <ul style="list-style-type: none"> <input type="checkbox"/> National Quality Framework <input type="checkbox"/> National Quality Standards <input type="checkbox"/> relevant approved learning framework used in the workplace 	

Question 17 – Describe how you have assessed and responded to the needs of babies and toddlers.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> Caring for babies and toddlers safely and hygienically <ul style="list-style-type: none"> <input type="checkbox"/> assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain <input type="checkbox"/> setting up a safe environment for rest <input type="checkbox"/> changing nappies <input type="checkbox"/> heating breast milk and formula, preparing bottles, and preparing and heating food and feeding babies <input type="checkbox"/> cleaning equipment and utensils <input type="checkbox"/> appropriate interactions with babies <ul style="list-style-type: none"> <input type="checkbox"/> individual differences of babies' needs for rest and sleep/rest patterns <input type="checkbox"/> signs of stress, distress or pain in babies <input type="checkbox"/> social development of babies <input type="checkbox"/> dietary requirements and nutritional needs of babies <input type="checkbox"/> organisational standards, policies and procedures <input type="checkbox"/> UN Convention on the Rights of the Child <input type="checkbox"/> relevant aspects of the: <ul style="list-style-type: none"> <input type="checkbox"/> National Quality Framework <input type="checkbox"/> National Quality Standards <input type="checkbox"/> relevant approved learning framework used in the workplace 	<p>NB: Evidence must confirm that the candidate has provided care for babies and toddlers (including the specific dot points under 'caring for babies and toddlers safely and hygienically' in the Key points to be addressed'). This must have involved at least 3 different babies and toddlers of varying ages.</p>

Question 18 – Describe the various methods you have used to develop nurturing and securely attached relationships with babies and toddlers.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<p><input type="checkbox"/> appropriate interactions with babies and toddlers, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> individual differences of babies'/toddlers' needs for rest and sleep/rest patterns <input type="checkbox"/> signs of stress, distress or pain in babies and toddlers <input type="checkbox"/> social development of babies and toddlers <input type="checkbox"/> how to ensure the smooth transition of new arrivals <p><input type="checkbox"/> organisational standards, policies and procedures</p> <p><input type="checkbox"/> UN Convention on the Rights of the Child</p> <p><input type="checkbox"/> relevant aspects of the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> National Quality Framework <input type="checkbox"/> National Quality Standards <input type="checkbox"/> relevant approved learning framework used in the workplace 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has developed a nurturing relationship with at least three babies and toddlers, including:</p> <ul style="list-style-type: none"> • settling new babies and toddlers • ensuring the smooth transition of new arrivals • interacting appropriately with them and their caregivers • engaging in one-to-one interactions with babies and toddlers during daily routines.

Question 19 – Describe how you have supported the learning of babies and toddlers in an early childhood education and care service.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<p><input type="checkbox"/> appropriate interactions with babies and toddlers, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> individual differences of babies'/toddlers' needs for rest and sleep/rest patterns <input type="checkbox"/> signs of stress, distress or pain in babies and toddlers <input type="checkbox"/> social development of babies and toddlers <p><input type="checkbox"/> brain development in babies and toddlers</p> <p><input type="checkbox"/> emotional, physical and language development of babies and toddlers</p> <p><input type="checkbox"/> organisational standards, policies and procedures</p> <p><input type="checkbox"/> UN Convention on the Rights of the Child</p> <p><input type="checkbox"/> relevant aspects of the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> National Quality Framework <input type="checkbox"/> National Quality Standards <input type="checkbox"/> relevant approved learning framework used in the workplace 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has supported the learning of at least 3 different babies and toddlers of varying ages and abilities, including.</p> <ul style="list-style-type: none"> • responding appropriately to babies' and toddlers' cues and language • initiating and modelled language with babies and toddlers • providing stimulating environments that supported skill development • modifying the environment and interactions to support babies' and toddlers' changing requirements • encouraging their attempts to gain new skills • providing opportunities to develop self-knowledge and awareness • contributing to their emotional and psychological well-being.

Question 20 – Describe how you provided appropriate physical care for children in an early childhood education and care service.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> basic principles of child physical and emotional development <input type="checkbox"/> recommendations for physical activity for birth to 5- year-olds and 5- to 12-year-olds in the National Physical Activity Guidelines for Australians <input type="checkbox"/> routines and strategies to minimise distress at separation of parent and child <input type="checkbox"/> communication with children <input type="checkbox"/> impact of changes of routines and environments for children <input type="checkbox"/> sun safety <input type="checkbox"/> relevance of hand hygiene for minimising infectious diseases <input type="checkbox"/> code of ethics <input type="checkbox"/> organisational standards, policies and procedures <input type="checkbox"/> UN Convention on the Rights of the Child <input type="checkbox"/> relevant aspects of the: <ul style="list-style-type: none"> <input type="checkbox"/> National Quality Framework <input type="checkbox"/> National Quality Standards <input type="checkbox"/> relevant approved learning framework used in the workplace 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has provided care and responded appropriately to at least three children of varying ages, including:</p> <ul style="list-style-type: none"> • promoting physical activity and encouraging participation • engaging children in discussions around physical health and wellbeing • adapting the physical environment to ensure challenge and appropriate risk-taking • ensuring the smooth transition of new arrivals • supporting children through transition and change.

Outcomes of the competency conversation interview for Cluster 4—Physical and emotional wellbeing

Assessors must consider whether the rules of evidence are met (**valid, sufficient, current and authentic**) in relation to the candidate’s knowledge, and whether the evidence is sufficient to demonstrate the candidate’s ability to complete and manage tasks and manage contingencies in the job role context. Record findings below.

If the evidence shows the candidate has **not demonstrated competence**, discuss the next steps—practical workplace tasks to be assessed by the assessor in the workplace (see the Workplace Assessment Tasks provided for in this RPL Toolkit) or candidate self-directed professional development activities to build knowledge or skills. If the candidate **has demonstrated** workplace competence for unit or units, complete the *RPL Assessment Outcomes Form*.

Large empty rectangular box for recording findings.

Assessor’s name		The candidate has not yet demonstrated competence, more evidence of knowledge and/or skills is required	<input type="checkbox"/>
Assessor’s signature		The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)	<input type="checkbox"/>

Competency conversation recording tool for Cluster 5—Culture and community

Units of competency:

- **CHCECE001 Develop cultural competence** (core unit)
- **HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people** (core unit)
- **HLTHIR403C Work effectively with culturally diverse clients and co-workers** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed		Venue	
Specific assessment requirements that apply across units in this cluster	<input type="checkbox"/> Assessment for <i>CHCECE001 Develop cultural competence</i> must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. (Assessor to tick if confirmed for this cluster.) <input type="checkbox"/> Skills for <i>CHCECE001 Develop cultural competence</i> must be demonstrated in a regulated early childhood education and care service. (Assessor to tick if confirmed for this candidate.)				

Question 21 – Describe your own sense of cultural identity, including any biases that might relate to cultural identity and diversity.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> own cultural conceptions, pre-conceptions and perspectives of diverse cultures <input type="checkbox"/> significant events in own family background or history which may influence values, beliefs and attitudes <input type="checkbox"/> cultural competence and diversity as outlined in the approved learning framework relevant to the workplace <input type="checkbox"/> recognition of the potential impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others <input type="checkbox"/> understanding of own culture and western systems/structures and how this impacts on cultural identity including in relation to Aboriginal and Torres Strait Islander cultures <input type="checkbox"/> relationship of own cultural identity to the cultural identities of the children within the service, their families and the local community <input type="checkbox"/> How the candidate's own cultural awareness is reflected in <i>work practice</i> <input type="checkbox"/> How to apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices <input type="checkbox"/> organisational policies and initiatives designed to support participation 	<p>NB: In addition to the 'key points to be addressed', evidence must confirm that the candidate has investigated cultural diversity in at least one service and community.</p>

Question 22 – Describe the impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people.

Key points to be addressed by the candidate	ASSESSOR'S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> Aboriginal and Torres Strait Islander culture and history (including impact of European settlement, loss of land/culture, importance of law/kinship) <input type="checkbox"/> appreciation of cultural shock and its impact on health and well being <input type="checkbox"/> differences between cultures <input type="checkbox"/> diversity of Aboriginal and Torres Strait Islander cultures <input type="checkbox"/> factors which contribute to Aboriginal and Torres Strait Islander ill health <input type="checkbox"/> impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people <input type="checkbox"/> past/present power relations and its impact on workplace and communities <input type="checkbox"/> recognition of the impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others <input type="checkbox"/> social/political/economic issues affecting Aboriginal and Torres Strait Islander people <input type="checkbox"/> racism/discrimination and laws pertaining to these issues <input type="checkbox"/> understanding of own culture and western systems/structures and how this impacts Aboriginal and Torres Strait Islander cultures 	<p>NB: Assessment is recommended to involve a person who is Aboriginal or Torres Strait Islander or who has worked closely with Aboriginal and/or Torres Strait Islander people and communities. In order to work with local Aboriginal and/or Torres Strait Islander communities, workers must demonstrate an understanding of Aboriginal and/or Torres Strait Islander culture and history, the local community and other communities.</p>

Question 23 – Describe what you do (or have done) to support children and families’ cross-cultural relationships in an early childhood education and care service and community.

Key points to be addressed by the candidate	ASSESSOR’S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> resources/assistance within or external to the service re cultural diversity issues <input type="checkbox"/> cultural competence and diversity as outlined in the relevant approved learning framework used in the workplace <input type="checkbox"/> organisational policies and initiatives designed to support participation <input type="checkbox"/> principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices <input type="checkbox"/> culturally appropriate communication <input type="checkbox"/> recognition of Australian cultural diversity & culture as a dynamic social phenomenon <input type="checkbox"/> recognition of cultural influences, changing cultural practices in Australia and impact on the diverse communities in Australian society <input type="checkbox"/> recognition of culture as a range of social practices and beliefs evolving over time <input type="checkbox"/> recognition of the unique way individuals may experience a culture and respond to past experiences 	<p>NB: In addition to the ‘key points to be addressed’, evidence must confirm that the candidate has supported children’s and families’ cross-cultural relationships through the following activities:</p> <ul style="list-style-type: none"> • interacting in culturally appropriate ways with children, families and communities • consulting with appropriate persons to access local knowledge of Aboriginal and/or Torres Strait Islander culture • planning and implementing supportive environments for all children • supporting implementing experiences to encourage children to respect all cultures and celebrate cultural diversity • using effective oral communication techniques to liaise between differing cultural contexts and situations.

Question 24 – Give examples of how you embed diversity and inclusion into your daily work practices, and how you support children’s cultural identity.

Key points to be addressed by the candidate	ASSESSOR’S NOTES
<ul style="list-style-type: none"> <input type="checkbox"/> cultural competence and diversity as outlined in the relevant approved learning framework used in the workplace <input type="checkbox"/> designing experiences and activities that build on the diverse backgrounds of children and families and encourage appreciation of diversity <input type="checkbox"/> creating environments that support children’s cross-cultural understanding and relationships <input type="checkbox"/> promoting trusting relationships, respectful interactions, understandings of alternate world views and celebrations of diversity <input type="checkbox"/> using inclusive language, and ensuring ethical and culturally sensitive interactions with children and families <input type="checkbox"/> principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices <input type="checkbox"/> organisational policies and initiatives designed to support participation 	<p>NB: In addition to the ‘key points to be addressed’, evidence must confirm that the candidate:</p> <ul style="list-style-type: none"> • embeds an understanding of diversity into daily practice • has planned and implemented supportive environments for all children • uses culturally appropriate and inclusive behaviours in the workplace with co-workers and colleagues of diverse backgrounds and cultures • sensitively and respectfully communicate with persons of diverse backgrounds and cultures, for example within the workplace and community.

Outcomes of the competency conversation interview for Cluster 5—Culture and community

Assessors must consider whether the rules of evidence are met (**valid, sufficient, current and authentic**) in relation to the candidate’s knowledge, and whether the evidence is sufficient to demonstrate the candidate’s ability to complete and manage tasks and manage contingencies in the job role context. Record findings below.

If the evidence shows the candidate has **not demonstrated competence**, discuss the next steps—practical workplace tasks to be assessed by the assessor in the workplace (see the Workplace Assessment Tasks provided for in this RPL Toolkit) or candidate self-directed professional development activities to build knowledge or skills. If the candidate **has demonstrated** workplace competence for unit or units, complete the *RPL Assessment Outcomes Form*.

Assessor’s name		The candidate has not yet demonstrated competence, more evidence of knowledge and/or skills is required	<input type="checkbox"/>
Assessor’s signature		The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)	<input type="checkbox"/>

Workplace assessment tasks: Instructions for candidates

The assessor should advise the candidate the workplace assessment tasks that are required, agree a date and workplace location, and provide the correct set of instructions before the workplace assessment task is undertaken.

The following pages include sets of instructions for 14 workplace assessment tasks and a blank template for assessors to add to if they wish to design another assessment task (for example, for a more holistic workplace demonstration by the candidate).

The instructions provide details of the workplace task assessment requirements and criteria for assessment, thus assisting candidates to prepare for the demonstration and assessment.

The instructions may also assist the workplace to understand what the task demonstration involves, assisting them to prepare for the activity if required.

Candidate instructions for task 1: Identify and report existing and potential hazards

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment	
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to identify and report existing or potential hazards in an early childhood education and care service in line with workplace procedures.</p> <p>You are required to:</p> <ul style="list-style-type: none"> • use workplace procedures to identify any existing or potential hazards • report any identified hazards to designated persons • record hazards according to workplace procedures, for example in a checklist or hazard report • provide your report to your assessor. <p>Your assessor will consider your report, and may ask questions during or after the process, such as asking you to define workplace hazards and describe hazards that might exist in early childhood education and care services.</p> <p>The workplace assessment task should be completed in about one hour (excluding preparation and assessor feedback).</p> <p>Your assessor will consider the report, answers to questions, and any workplace observations, and will give you feedback.</p>	<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have:</p> <ul style="list-style-type: none"> • current workplace policies and procedures for work health and safety (WHS) • a WHS checklist or similar for you to record your observations • any personal protective equipment (PPE) required for this workplace task. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> • undertake a process in line with workplace policies and procedures to identify existing or potential hazards • report hazards to designated persons • record hazards a workplace checklist or other mechanism. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> • CHCECE002 Ensure the health and safety of children (core unit) • CHCECE004 Promote and provide healthy food and drinks (core unit) • HLTWHS001 Participate in work health and safety (core unit) <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>			

Candidate instructions for task 2: Undertake a risk analysis of toys and equipment

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment	
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to undertake a risk analysis of toys and equipment in a regulated early childhood education and care service.</p> <p>You are required to:</p> <ul style="list-style-type: none"> conduct a risk analysis of toys and equipment in an early childhood education and care service check that the toys and equipment are safe for children, and that they are safe to use in their proposed area record the results of your risk analysis provide the findings of your risk analysis to your assessor. <p>Your assessor may ask questions during or after the process, such as asking you to outline risk management strategies for children's health and safety in a variety of contexts.</p> <p>The workplace assessment task should be completed in about one hour (excluding preparation and assessor feedback).</p> <p>Your assessor will consider your findings, answers to questions, and any workplace observations, and will give you feedback.</p>			<p>Resources required to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have:</p> <ul style="list-style-type: none"> toys and equipment for children of various ages current workplace policies and procedures for work health and safety (WHS) the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i>. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> conduct a risk analysis of toys and equipment correctly determine the safety and suitability of toys and equipment in their area record the results of the risk analysis in line with workplace procedures. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> CHCECE002 Ensure the health and safety of children (core unit) HLTWHS001 Participate in work health and safety (core unit) <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>	

Candidate instructions for task 3: Develop a cycle of written menus for children

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment	
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to develop and display a cycle of written menus detailing the food and drinks to be provided to children in a regulated early childhood education and care service.</p> <p>You are required to:</p> <ul style="list-style-type: none"> work with others to develop and display the menus check that the menus are consistent with the guidelines for healthy eating, and any advice from families about the specific dietary requirements of each child engage children in the menu planning process provide the menus to the assessor, along with evidence you have worked with colleagues and children. <p>Your assessor may ask questions during or after the process, such as asking how you identified the dietary needs and preferences of children and how you addressed (or would address) any specific cultural, religious or health requirements.</p> <p>The workplace assessment task should be completed in about one hour (excluding preparation and assessor feedback).</p> <p>Your assessor will consider your menus, answers to questions, and any workplace observations, and will give you feedback.</p>			<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> the Australian Dietary Guidelines and Infant Feeding Guidelines access to children and colleagues (such as other educators) and any dietary requirements of children who will eat the food food-handling, preparation and storage policies or procedures the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i>. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> work with others to develop a cycle of written menus that are consistent with the guidelines for healthy eating and specific dietary requirements of children consider individual children's needs including health, cultural, religious requirements. engage children by involving them in menu planning. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> CHCECE002 Ensure the health and safety of children (core unit) CHCECE004 Promote and provide healthy food and drinks (core unit) HLTWHS001 Participate in work health and safety (core unit) Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au 	

Candidate instructions for task 4: Recognise and discuss common ethical issues

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment	
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to:</p> <ul style="list-style-type: none"> respond to a simulated incident of unethical conduct stating why the conduct is unethical, and suggesting strategies to deal with it discuss a range of common ethical issues you may have experienced, or may come across, in early childhood education and care services and ways to deal with them. <p>Your assessor will arrange with you how you might conduct the discussion on common ethical issues—for example, you may be asked to give a verbal response to a staff meeting, to your supervisor, or to the assessor.</p> <p>The workplace assessment task should be completed in about one hour (excluding preparation and assessor feedback).</p> <p>Your assessor will consider your response to the scenario, your answers to any questions asked about common ethical issues, and your agreed discussion, and will give you feedback.</p>			<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> a scenario of unethical conduct, which may be invented or based on an actual incident with all identifying information removed relevant workplace policies and procedures, standards or protocols a staff meeting, or other forum to discuss ethical issues. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> discuss a range of common ethical issues that may apply to an early childhood education and care service respond to an incident of unethical conduct, stating why the behaviour is unethical and identifying strategies to deal with it (including ways to report it) work within legal and ethical frameworks relevant to your work role. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> CHCCS400C Work within a relevant legal and ethical framework (core unit) CHCORG303C Participate effectively in the work environment (elective unit) <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>	

Candidate instructions for task 5: Research an approved learning framework

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to</p> <ul style="list-style-type: none"> research how an approved learning framework is applied in the early childhood education and care service in which you work present your research findings on the learning framework in a format suitable for the service—for example, you could develop a short information flier for parents, add to a newsletter article, or make a presentation to others. <p>Your flier, article or presentation should:</p> <ul style="list-style-type: none"> refer to the <i>National Quality Framework for Early Childhood Education and Care</i> and the approved learning framework describe how the learning framework is applied to support children’s learning in the service give examples of how each principle of the learning framework is reflected in the service clarify your own role, and the roles of others, in implementing the framework, including providing evidence of this. <p>Your assessor will consider your agreed activity and provide you with feedback.</p>	<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i> an early childhood education and care service and relevant organisational standards, policies, protocols and procedures. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> investigate and document how an approved learning framework is applied, including how each principle of the learning framework is reflected in the service work collaboratively with at least one other educator to implement an approved learning framework within an early childhood education and care service. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> CHCCS400C Work within a relevant legal and ethical framework (core unit) CHCECE009 Use an approved learning framework to guide practice (core unit) CHCORG303C Participate effectively in the work environment (elective unit) <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>		

Candidate instructions for task 6: Document your involvement in pedagogical practices

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to document your involvement in pedagogical practices in a regulated early childhood education and care service. Your assessor will confirm with you a suitable activity. For example, you might develop a short report or make a presentation to a small group.</p> <p>Your report or presentation should:</p> <ul style="list-style-type: none"> • give examples of pedagogical practices • describe your own work role in implementing at least three pedagogical practices in the service • identify the basis for these practices in the <i>National Quality Framework for Early Childhood Education and Care</i> • clarify your own role, and the roles of others, in implementing pedagogical practices, including providing evidence of this. <p>(Examples of pedagogical practices are listed in the Frameworks documents—go to http://deewr.gov.au/early-years-learning-framework if you need further information.)</p> <p>Your assessor will consider the outcomes of the agreed activity and provide you with feedback.</p>	<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> • the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i> • relevant organisational standards, policies, protocols and procedures. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you:</p> <ul style="list-style-type: none"> • have been involved in at least three pedagogical practices in an early childhood education and care service • can describe, document and discuss pedagogical practices • can identify the basis for pedagogical practices in the <i>National Quality Framework</i>. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> • CHCCS400C Work within a relevant legal and ethical framework (core unit) • CHCECE009 Use an approved learning framework to guide practice (core unit) • CHCORG303C Participate effectively in the work environment (elective unit) <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>		

Candidate instructions for task 7: Record the circumstances surrounding risk of harm

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment	
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to:</p> <ul style="list-style-type: none"> report on possible circumstances surrounding indications of risk-of-harm develop a response that would be appropriate for an early childhood education and care service. <p>Your assessor will confirm the required activity with you. For example, you might be asked to develop a brief verbal or written report to your supervisor, or make a short presentation to a staff meeting. Your report or presentation should:</p> <ul style="list-style-type: none"> identify and outline indicators and circumstances that could relate to risk of harm in children or young people (you will also need to reference the source of the information) identify appropriate responses to risk of harm for an educator working in an early childhood education and care service describe the duty of care responsibilities of an educator within an early childhood education and care service describe work practices you use to support the protection of children, and have your supervisor verify this. <p>Your assessor will consider the outcomes of the agreed activity and provide you with feedback.</p>	<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i> relevant organisational standards, policies, protocols and procedures. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> identify and outline possible risk of harm indicators and circumstances identify appropriate responses to risk of harm indicators and circumstances for the protection of children and young people use child focussed work practices that support the protection of children work within legal and ethical frameworks and workplace procedures relevant to your work role. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> CHCCS400C Work within a relevant legal and ethical framework (core unit) CHCPRT001 Identify and respond to children and young people at risk (core unit) CHCORG303C Participate effectively in the work environment (elective unit) <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>			

Candidate instructions for task 8: Observe and record information regarding children

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment	
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to observe, record and analyse information regarding children of varying ages in an early childhood education and care service.</p> <p>Your assessor will confirm the observation techniques to be used, and the written format for reporting the observations, in line with the policies and procedures of the service. Your completed written report should include:</p> <ul style="list-style-type: none"> information you have gathered on at least three children of varying ages, including information gathered from a range of primary and secondary sources an analysis of your observations of children's behaviour a written analysis in line with the policies/procedures of the service that records information respectfully and accurately. <p>Your assessor may ask questions during or after the process, such as asking you to describe the observation techniques you used, and to explain the difference between disruptive behaviour and behaviours of concern. Your assessor will record their observations and give you feedback.</p> <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>			<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> children, and primary and secondary sources of information about them observation-recording tools and relevant organisational standards, policies and procedures the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i>. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> observe at least three children of varying ages, and gather and record information use a range of methods to gather information to identify behaviours requiring support of children and young people appropriately record and analyse observations of children's behaviour, including discussing behaviours of children and problem-solving with others document your observations and analysis in a written format in line with the organisational procedures of the service. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> CHCECE007 Develop positive and respectful relationships with children (core unit) CHCECE013 Use information about children to inform practice (core unit) CHCECE006 Support behaviour of children and young people (elective unit) 	

Candidate instructions for task 9: Create a safe play environment for children

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment	
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to set up and implement safe, non-threatening, challenging and stimulating environments for play in an early childhood education and care service. The environments must promote a sense of belonging.</p> <p>Your assessor will observe you:</p> <ul style="list-style-type: none"> • setting up three safe play environments for children, including at least one indoor and one outdoor environment • selecting play resources and materials that are relevant to the interests, abilities and safety of children • creating indoor and outdoor environments that allow for individual and collaborative play activities and experiences • guiding and facilitating children's play. <p>Your assessor may ask questions during or after the process, such as asking you to explain the role of play in learning, and describe the theories that pertain to play.</p> <p>The workplace demonstration should be completed in about three hours (excluding preparation and assessor feedback). Your assessor will record their observations on a checklist and give you feedback.</p>			<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> • play and learning equipment, resources and materials, and national physical activity recommendations • relevant organisational standards, policies and procedures • the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i>. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> • set up safe outdoor and indoor environments for children that allow for individual and collaborative play experiences and promote a sense of belonging • select and place equipment and resources considering the safety of children • address the needs of individual children, based on information gathered • appropriately guide and facilitate children's play. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> • CHCECE011 Provide experiences to support children's play and learning (core unit) • CHCECE013 Use information about children to inform practice (core unit) <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>	

Candidate instructions for task 10: Provide experiences to support child development

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment	
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to provide a variety of experiences and environments to support children’s physical, creative, social, emotional, language and cognitive development.</p> <p>Your assessor will observe you over an agreed timeframe in an early childhood education and care service interacting with children in a range of situations and providing the experiences to stimulate children and aid their learning.</p> <p>Your assessor may ask questions during or after the observation, such as asking you to explain the biological and environmental influences on children’s development, or asking you to analyse your responses to the behaviour of children.</p> <p>The workplace demonstration should be completed in about two hours (excluding preparation and assessor feedback).</p> <p>Your assessor will record their observations on a checklist and give you feedback.</p> <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>	<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> • children in the service across a range of ages and with varying abilities • the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework, and workplace policies and procedures. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> • provide a range of experiences to stimulate children of different ages and abilities, aiding their learning in at least three different situations or activities • interact with children in an age-appropriate manner to holistically support their development • communicate positively and respectfully with at least three children to support their development and learning • use positive support techniques to guide the behaviour of children. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> • CHCECE007 Develop positive and respectful relationships with children (core) • CHCECE010 Support the holistic development of children in early childhood (core) • CHCECE011 Provide experiences to support children’s play and learning (core) • CHCECE006 Support behaviour of children and young people (elective) 			

Candidate instructions for task 11: Provide care and a safe rest environment for babies/toddlers

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to prepare babies for rest, and to set up and implement a safe rest environment for babies and toddlers of varying ages.</p> <p>Your assessor will observe you in the service:</p> <ul style="list-style-type: none"> using safe and hygienic practices to check that cots, bedding and equipment are clean and meet approved standards preparing babies and toddlers for rest assessing and responding to tiredness in at least three different babies and toddlers of varying ages implementing safe sleep practices. <p>Your assessor may ask questions during or after the observation, such as asking you to explain how you identified the individual sleep and rest patterns of babies and toddlers.</p> <p>The demonstration should take about one hour (excluding preparation and assessor feedback). Your assessor will record their observations on a checklist and give you feedback.</p> <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>	<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> access to at least three babies and toddlers of varying ages information about the individual babies and toddlers relevant equipment and resources (including cots, bedding, toys and comfort items) relevant organisational standards, policies and procedures. the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i> <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> provide care to babies and toddlers of varying ages in an early childhood education and care service using safe and hygienic practices (including changing nappies, heating breast milk and formula, feeding babies) assess and respond appropriately to babies' needs, including hunger, distress, tiredness and pain set up and implement a safe environment that is conducive to rest, including undertaking prevention measures for Sudden Infant Death Syndrome (SIDS) and checking that cots, bedding and equipment meet approved standards. <p>Unit of competency related to this task</p> <ul style="list-style-type: none"> CHCECE005 Provide care for babies and toddlers (core unit). 		

Candidate instructions for task 12: Support cross-cultural relationships and environments

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to:</p> <ul style="list-style-type: none"> conduct an activity in an early childhood education and care service to foster effective and supportive cross-cultural relationships and environments prepare a brief written or verbal report outlining the activity, and how the activity and your work, is culturally appropriate <p>The activity must involve planning and implementing experiences to encourage children to respect all cultures and to celebrate cultural diversity. The activity will be designed with your assessor in consultation with you, and should be in line with the needs of the service and its cultural mix.</p> <p>Depending on the activity, your assessor could also observe your interactions with children and families.</p> <p>Your assessor may ask questions during or after the process, such as asking how you identified culturally safe work practices that were relevant to your workplace. Your assessor will record their observations on a checklist and give you feedback.</p> <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>	<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> information on culturally appropriate practices relevant to the service, its children, families and community, and resources in relation to cultural diversity organisational policies and initiatives designed to support participation the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i> <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> plan and implement experiences that encourage children to respect all cultures and to celebrate cultural diversity plan and implement supportive environments for all children interact in culturally appropriate ways with children, families and communities, and make and maintain cross cultural relationships identify and implement culturally safe work practices. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> CHCECE001 Develop cultural competence (core) HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (core) HLTHIR403C Work effectively with culturally diverse clients and co-workers (elective). 		

Candidate instructions for task 13: Investigate cultural diversity in a service and a community

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to:</p> <ul style="list-style-type: none"> investigate and document cultural diversity in an early childhood education and care service, and in a community report on your findings either verbally or in writing to a work team, your assessor, a supervisor, or another educator. <p>Your assessor will discuss investigation techniques with you and the format of the report. The investigation will be in line with the requirements of the service where you work, and its cultural mix. Your reporting of findings should be appropriate to your work role and the cultural context of the service and the community. It should be able to support and inform planning and work practices.</p> <p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> resources and assistance in relation to cultural diversity (including interpreter resources if required). organisational policies and initiatives that support participation the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i>. 	<p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> use sensitive and respectful oral communication when interacting with people from differing cultural contexts and situations reflect on your own cultural identity and possible biases research and reflect on different cultural practices and world views describe 'cultural competence' and 'diversity' (as outlined in the learning framework relevant to your workplace) provide appropriate suggestions for reviewing and modifying work practices, in consultation with people from diverse cultural backgrounds. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> CHCECE001 Develop cultural competence (core) HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (core) HLTHIR403C Work effectively with culturally diverse clients and co-workers (elective). Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au 		

Candidate instructions for task 14: Develop strategies for working in partnership with Aboriginal and/or Torres Strait Islander people

Is task required?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, date and venue for assessment	
<p>Instructions to the candidate</p> <p>This workplace assessment task requires you to:</p> <ul style="list-style-type: none"> develop appropriate strategies for working with Aboriginal and/or Torres Strait Islander children and families in an early childhood education and care service report on those strategies, in a written or verbal format. <p>Your assessor will discuss the research you need to conduct—it must be sufficient to develop your awareness of the diversity of Aboriginal and/or Torres Strait Islander history and culture.</p> <p>If you work in a service without Aboriginal or Torres Strait Islander children, your assessor may provide a scenario to assist you to develop strategies. If there are Aboriginal or Torres Strait Islander children in the service, the assessor may also observe your interactions with children.</p> <p>Your reporting of the strategies should be in line with your work role, and must include information on Aboriginal and Torres Strait Islander history and culture. Your report should support and inform work practices in the service that support Aboriginal and/or Torres Strait Islander children and families.</p> <p>Your <i>Candidate Guide</i> has a brief description of the units related to this task. The units can be viewed at www.training.gov.au</p>			<p>Resources needed to complete this task</p> <p>Your assessor (or workplace representative) will ensure you have access to:</p> <ul style="list-style-type: none"> information on culturally appropriate practices relevant to the service, its children, families and community, including access to people who can provide local knowledge of Aboriginal and/or Torres Strait Islander culture organisational policies and initiatives designed to support participation the <i>National Quality Framework for Early Childhood Education and Care</i>, and relevant approved learning framework under the <i>National Quality Framework</i>. <p>How will I be assessed in this task?</p> <p>Your assessor will check that you can:</p> <ul style="list-style-type: none"> demonstrate an awareness of the diversity of Aboriginal and Torres Strait Islander history and culture, and health issues, and how these could apply to work practices in early childhood education and care suggest appropriate strategies to improve the service's capacity to work in partnership with Aboriginal and Torres Strait Islander people and communities, and to provide education and care to Aboriginal and/or Torres Strait Islander children. <p>Units of competency related to this task</p> <ul style="list-style-type: none"> CHCECE001 Develop cultural competence (core unit) HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people (core) HLTHIR403C Work effectively with culturally diverse clients and co-workers (elective). 	

Workplace Assessment Tasks: Observation Tools

The assessor should use the following assessment tools when assessing workplace assessment tasks. There are 14 workplace assessment tasks that could be used, and one blank template for assessors to add to if they wish to design another workplace assessment task (for example, for a more holistic workplace demonstration by the candidate).

Observation tool for workplace assessment task 1: Identify and report existing and potential hazards

Units of competency:

- **CHCECE002 Ensure the health and safety of children** (core unit)
- **CHCECE004 Promote and provide healthy food and drinks** (core unit)
- **HLTWHS001 Participate in work health and safety** (core unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires the candidate to undertake a process to identify and report existing and potential hazards in a regulated early childhood education and care service. The assessor should:

- ask questions during or after the process, such as asking the candidate to define workplace hazards, and to describe some of the more common hazards in early childhood education and care services
- consider the hazard report
- record observations on the observation checklist
- consider the candidate's report, answers to questions and any workplace observations in determining the assessment outcomes.

The assessor is required to verify that the candidate can:

- undertake a process in line with workplace policies and procedures to identify existing or potential hazards
- report hazards to designated persons
- record hazards a workplace checklist or other mechanism.

The workplace task should be completed in about one hour (excluding preparation and assessor feedback).

The assessment outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 1: Identify and report existing and potential hazards

Instructions for the assessor		Completed or provided?		
Provide the candidate with the <i>Candidate instructions for task 1: Identify and report existing and potential hazards</i> , ensuring you give reasonable notice of the assessment, and that details are recorded in the <i>RPL Assessment Plan</i> .		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure suitable arrangements are made for access to an early childhood education and care service.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Provide or ensure access to current workplace policies and procedures for work health and safety (WHS) and any required personal protective equipment, and to a checklist or other mechanism for recording the hazards in line with the procedures.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure that the candidate has reading skills in order to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Consider the candidate's hazard report, asking questions (during or after the process). Complete the observations for task 1.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
		Yes	No	
Identify, record and report existing and potential workplace hazards	Workplace policies/procedures for WHS, including workplace procedures for hazard identification and reporting	<input type="checkbox"/>	<input type="checkbox"/>	
Follow legislative and regulatory requirements	Relevant WHS legislation and regulations; workplace regulations, codes of practice and industry standards	<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task 1: Identify and report existing and potential hazards

The candidate completed the assessment task to workplace standards

Yes No

Additional assessor comments on candidate performance *(Assessor to sign and date)*

Observation tool for workplace assessment task 2: Undertake a risk analysis of toys and equipment

Units of competency:

- **CHCECE002 Ensure the health and safety of children** (core unit)
- **HLTWHS001 Participate in work health and safety** (core unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires the candidate to undertake a risk analysis (also termed a workplace risk assessment) of toys and equipment in an education and care service.

The assessor should:

- ask questions during or after the process, such as asking the candidate to explain risk management strategies for children's health and safety in a variety of contexts
- consider the risk analysis developed by the candidate
- record observations on the observation checklist
- consider the candidate's risk analysis, answers to questions and any workplace demonstration in determining the assessment outcomes.

The assessor is required to verify that the candidate can:

- conduct a risk analysis to check that toys and equipment are safe for children, and safe to use in their proposed area
- correctly determine the safety and suitability of toys and equipment in the area they will be used
- record the results of the risk analysis in line with workplace procedures.

The workplace task should be completed in about one hour (excluding preparation and assessor feedback).

The assessment outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 2: Undertake a risk analysis of toys and equipment

Instructions for the assessor		Completed or provided?		
Provide the candidate with the <i>Candidate instructions for task 2: Undertake a risk analysis of toys and equipment</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Provide or ensure access to toys and equipment for various ages; current workplace policies and procedures for work health and safety (WHS); any required personal protective equipment; and a regulated early childhood education and care service.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure that the candidate has reading skills in order to accurately read and interpret workplace safety policies and procedures including safety signs, dangerous goods classifications and safety instructions.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Consider the candidate's risk analysis, asking questions (during or after the process). Complete task 2 observation checklist.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
		Yes	No	
Undertake a risk analysis of toys and equipment, correctly determining safety of toys for their area, and recording outcomes	Organisational standards, policies/procedures including risk management strategies for children's health and safety	<input type="checkbox"/>	<input type="checkbox"/>	
Follow legislative and regulatory requirements	Relevant WHS legislation and regulations; safe work practices re equipment; safety measures to minimise risks for children and others; sun safety; workplace regulations, codes of practice and industry standards	<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task 2: Undertake a risk analysis of toys and equipment				
Responsibly care for children	Duty of care requirements	<input type="checkbox"/>	<input type="checkbox"/>	
The candidate completed the assessment task to workplace standards			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Additional assessor comments on candidate performance <i>(Assessor to sign and date)</i>				

Observation tool for workplace assessment task 3: Develop a cycle of written menus for children

Units of competency:

- **CHCECE002 Ensure the health and safety of children** (core unit)
- **CHCECE004 Promote and provide healthy food and drinks** (core unit)
- **HLTWHS001 Participate in work health and safety** (core unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires candidates to develop and display a cycle of written menus that detail the food and drinks to be provided to children in a regulated early childhood education and care service. The assessor should:

- ask the candidate to explain how they identified the individual dietary needs and preferences of children and how they addressed (or would address) specific cultural, religious or health requirements
- consider the prepared cycle of menus, and evidence of collaboration with children and colleagues
- record observations on the observation checklist
- consider the candidate's menus, answers to questions and any workplace demonstration in determining the assessment outcomes.

The assessor is required to verify that the candidate can:

- work with others to develop and display a cycle of written menus that are consistent with the guidelines for healthy eating, and with advice from families about the specific dietary requirements of each child
- consider the individual requirements of children including any health, cultural or religious requirements
- engage children in the menu planning process.

The workplace task should be completed in about one hour (excluding preparation and assessor feedback).

The assessment outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 3: Develop a cycle of written menus for children

Instructions for the assessor		Completed or provided?		
Provide the candidate with <i>Candidate instructions for task 3: Develop a cycle of written menus for children</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Provide or ensure access to Australian Dietary Guidelines/Infant Feeding Guidelines and relevant organisation food-handling, preparation and storage policies and procedures.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to an early childhood education and care service, including any dietary requirements of children for whom candidates will be preparing the menus. Also provide samples of various cultural or religious requirements that could apply.				
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure that the candidate has reading skills in order to accurately read and interpret food labels and dietary requirements.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Consider the candidate's menus, asking questions (before or after the process). Complete the observation checklist for task 3.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
		Yes	No	
Develop an appropriate cycle of written menus for children, involving both children and colleagues in the process	Organisational standards, policies and procedures (including food-handling, preparation and storage policies/procedures)	<input type="checkbox"/>	<input type="checkbox"/>	
Follow guidelines for healthy eating	Australian Dietary Guidelines and Infant Feeding Guidelines	<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task 3: Develop a cycle of written menus for children				
Follow legislative and regulatory requirements	Food safety and food handling requirements; code of ethics; WHS legislation and regulations	<input type="checkbox"/>	<input type="checkbox"/>	
Maintain the dignity and rights of children	United Nations Convention on the Rights of the Child	<input type="checkbox"/>	<input type="checkbox"/>	
The candidate completed the assessment task to workplace standards			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Additional assessor comments on candidate performance (<i>Assessor to sign and date</i>)				

Observation tool for workplace assessment task 4: Recognise and discuss common ethical issues

Units of competency:

- **CHCCS400C Work within a relevant legal and ethical framework** (core unit)
- **CHCORG303C Participate effectively in the work environment** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires the candidate to respond to a simulated incident of unethical conduct (scenario provided by the assessor).

The assessor should:

- observe the candidate demonstrating agreed workplace activities relevant to their response—for example, the candidate could present a verbal response to a staff meeting, to their supervisor, or to the assessor
- ask the candidate questions before or after their demonstration, such as what could be common ethical issues and how to deal with them
- record observations on the observation checklist
- consider the candidate's planning, answers to questions and workplace demonstration in determining the assessment outcomes.

The assessor is required to verify that the candidate can:

- discuss a range of common ethical issues they may have experienced—or may come across—in an early childhood education and care service.
- respond (in writing or verbally) to an incident of unethical conduct, stating why the behaviour is unethical and identifying strategies to deal with it (including ways to report it)
- work within legal and ethical frameworks and workplace procedures relevant to the work role.

The workplace task should be completed in about one hour (excluding preparation and assessor feedback). The assessment outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 4: Recognise and discuss common ethical issues

Instructions for the assessor				Completed or provided?	
Provide the candidate with <i>Candidate instructions for task 4: Recognise and discuss common ethical issues</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Provide or ensure access to a scenario (simulated) of unethical conduct. This may be invented or based on an actual incident with all identifying information removed. Also provide relevant organisational standards, policies, protocols and procedures and ensure access to person or persons with whom to hold the discussion of ethical issues.				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework, and access to a workplace (or a simulated workplace).				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Observe the candidate's response, asking questions (during or after). Complete the observation checklist for task 4.				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Observation checklist					
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application	
		Yes	No		
Recognise and discuss common ethical issues, including how to report unethical conduct	Organisational standards, policies, protocols and procedures	<input type="checkbox"/>	<input type="checkbox"/>		
Identify strategies to address ethical issues	Principles of ethical decision-making	<input type="checkbox"/>	<input type="checkbox"/>		
Follow legislative and regulatory requirements	Codes of practice, licensing, accreditation/registration to professional bodies, service agreements	<input type="checkbox"/>	<input type="checkbox"/>		
Responsibly care for children	Duty of care responsibilities	<input type="checkbox"/>	<input type="checkbox"/>		

Observation tool for workplace assessment task 4: Recognise and discuss common ethical issues

The candidate completed the assessment task to workplace standards

Yes No

Additional assessor comments on candidate performance *(Assessor to sign and date)*

Observation tool for workplace assessment task 5: Research an approved learning framework

Units of competency:

- **CHCCS400C Work within a relevant legal and ethical framework** (core unit)
- **CHCECE009 Use an approved learning framework to guide practice** (core unit)
- **CHCORG303C Participate effectively in the work environment** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires the candidate to research how an approved learning framework is applied in a regulated early childhood education and care service, and document own role in implementing it. The assessor should:

- confirm with the candidate an appropriate format for providing their research findings in line with requirements of the service—for example, the candidate could prepare an information flier, or add to a newsletter for parents, or make a presentation to parents or colleagues
- consider the completed product or presentation
- record findings on the observation checklist, and, when determining the assessment outcomes, consider the candidate's research and workplace verification or direct evidence of implementing the framework.

The assessor is required to verify that the candidate can:

- investigate and document how the *National Quality Framework* is applied in the early childhood education and care service in which they work, including an example of how each principle is reflected in the service
- document their own work role in implementing the approved learning framework, including how they how they integrated aspects of the *National Quality Framework for Early Childhood Education and Care*
- implement an approved learning framework, working closely with others and under supervision.

The time taken to complete the research will depend on the candidate's level of knowledge and the selected activity. The assessment outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 5: Research an approved learning framework

Instructions for the assessor	Completed or provided?		
Provide the candidate with <i>Candidate instructions for task 5: Research an approved learning framework</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Determine the research activity in consultation with the candidate—e.g. it could involve developing an information brochure for parents, adding to a newsletter for parents of children in the service, or making a presentation to staff or others.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and <i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia</i> ; <i>My Time, My Place: Framework for School Age Care in Australia</i> ; or the relevant approved learning framework used in the service.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to an early childhood education and care service, and organisational standards, policies and procedures.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure the candidate has reading skills in order to interpret and apply learning frameworks in the context of own work role.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Consider the candidate's research and evidence of implementing the framework. Complete the task 5 observation checklist.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observation checklist			
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?	Assessor notes, including examples of candidate responses or application
		Yes	No
Research and document an approved learning framework, and document their own role in implementing the framework working closely with others	Relevant approved learning framework under the <i>National Quality Framework for Early Childhood Education and Care</i>	<input type="checkbox"/>	<input type="checkbox"/>
Interact with individuals and work groups, and with at least one other educator in implementing the learning framework	Organisational standards, policies, protocols and procedures	<input type="checkbox"/>	<input type="checkbox"/>
NB: Unless direct evidence is sighted, the candidate's role in implementing the framework must be verified by the workplace.			

Observation tool for workplace assessment task 5: Research an approved learning framework

Follow legislative and regulatory requirements, including maintaining confidentiality	Privacy legislation. Relevant WHS legislation and regulations. Safe information technology use.	<input type="checkbox"/>	<input type="checkbox"/>	
Provide children with opportunities	United Nations Convention on the Rights of the Child	<input type="checkbox"/>	<input type="checkbox"/>	
The candidate completed the assessment task to workplace standards				<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional assessor comments on candidate performance (<i>Assessor to sign and date</i>)				

Observation tool for workplace assessment task 6: Document your involvement in pedagogical practices

Units of competency:

- **CHCCS400C Work within a relevant legal and ethical framework** (core unit)
- **CHCECE009 Use an approved learning framework to guide practice** (core unit)
- **CHCORG303C Participate effectively in the work environment** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires the candidate to document their involvement in at least three pedagogical practices in a regulated early childhood education and care service. The assessor should:

- confirm with the candidate an appropriate activity to focus the research; for example, the candidate could prepare a short report for a colleague or supervisor, or make a presentation to some parents or colleagues
- consider the completed product or presentation
- record findings on the observation checklist, and, when determining assessment outcomes, consider both the research and direct evidence (or workplace verification) of implementing pedagogical practices.

The assessor is required to verify that the candidate:

- has been involved in implementing at least three pedagogical practices in an early childhood education and care service
- can investigate and document pedagogical practices in the early childhood education and care service in which they work
- can identify the basis for the practices in the *National Quality Framework*
- can discuss their involvement in pedagogical practices with others.

The time taken to complete the activity will depend on the candidate's level of knowledge and the selected activity. The assessment outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 6: Document your involvement in pedagogical practices

Instructions for the assessor		Completed or provided?		
Provide the candidate with <i>Candidate instructions for task 6: Document your involvement in pedagogical practices</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure suitable arrangements are made for access to a regulated early childhood education and care service.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and <i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia</i> ; <i>My Time, My Place: Framework for School Age Care in Australia</i> ; or the relevant approved learning framework used in the service.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to an early childhood education and care service, and organisational standards, policies and procedures.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure the candidate has reading skills in order to interpret and apply learning frameworks in the context of own work role.				
Consider the candidate's research and evidence of involvement in pedagogical practices. Complete task 6 checklist.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
		Yes	No	
Document own involvement in pedagogical practices	Relevant approved learning framework under the <i>National Quality Framework for Early Childhood Education and Care</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Discuss own pedagogical practices with supervisor and others	Organisational standards, policies, protocols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task 6: Document your involvement in pedagogical practices

Follow legislative and regulatory requirements, including maintaining confidentiality	Privacy legislation. Relevant WHS legislation and regulations. Safe information technology use.	<input type="checkbox"/>	<input type="checkbox"/>	
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The candidate completed the assessment task to workplace standards

Yes **No**

Additional assessor comments on candidate performance (*Assessor to sign and date*)

Examples of pedagogical practices are listed in the Frameworks documents—go to <http://deewr.gov.au/early-years-learning-framework> if you need further information.

Observation tool for workplace assessment task 7: Record the circumstances surrounding risk of harm

Units of competency:

- **CHCCS400C Work within a relevant legal and ethical framework** (core unit)
- **CHCPRT001 Identify and respond to children and young people at risk** (core unit)
- **CHCORG303C Participate effectively in the work environment** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires candidates to report on possible circumstances surrounding indications of risk-of-harm, and to develop a response that would be appropriate for an educator working in an early childhood education and care service. The assessor should:

- confirm with the candidate a suitable activity—for example, the candidate could provide a brief verbal or written report to their supervisor, or make a short presentation to a staff meeting
- consider the completed product or presentation
- record findings on the observation checklist, and, when determining the assessment outcomes, consider the candidate's research and workplace verification/direct evidence of practices supporting protection of children.

The assessor is required to verify that the candidate can:

- identify and outline circumstances surrounding indications of risk-of-harm to children
- identify and outline appropriate responses to the risk of harm for an early childhood education and care service, including describing the duty of care responsibilities of an educator
- use child focussed work practices that support the protection of children
- work within legal and ethical frameworks and workplace procedures relevant to the work role.

The time taken to complete the activity will depend on the candidate's level of knowledge and the selected activity. The assessment outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 7: Record the circumstances surrounding risk of harm

Instructions for the assessor		Completed or provided?		
Provide the candidate with <i>Candidate instructions for task 7: Record the circumstances surrounding risk of harm</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure suitable arrangements are made for access to a workplace (noting that simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace, or may occur only rarely).		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
You <i>may</i> provide a scenario with indications or circumstances of risk-of-harm which may be invented or based on an actual incident with all identifying information removed.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to relevant workplace organisational standards, policies, protocols and procedures.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure the candidate has reading skills in order to read and understand forms and make accurate reports; and writing skills in order to record details of children and young people at risk and to make reports using handwritten skills and computer skills		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Consider the candidate's activity, asking questions (during or after). Complete the observation checklist for task 7.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed? Yes No		Assessor notes, including examples of candidate responses or application
Record the circumstances surrounding risk of harm (including accurately reading and interpreting workplace procedures for reporting children at risk)	Organisational expectations, standards, policies, protocols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task 7: Record the circumstances surrounding risk of harm

Follow legislative and regulatory requirements in supporting the protection of children and young people from risk of harm	Child protection system (including reporting protocols, responses to reporting and interagency policies) State/territory child protection legislation State/territory requirements and processes for notifying and reporting suspected abuse	<input type="checkbox"/>	<input type="checkbox"/>	
Use practices to support the protection of children	Duty of care responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	
Maintain confidentiality	Principles and practices of confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	
Uphold the rights of children and young people	United Nations Convention on the Rights of the Child	<input type="checkbox"/>	<input type="checkbox"/>	
Record the circumstances surrounding risk of harm (including that they have read and interpreted the workplace procedures for reporting children at risk)	Organisational expectations, standards, policies, protocols and procedures	<input type="checkbox"/>	<input type="checkbox"/>	
The candidate completed the assessment task to workplace standards				<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional assessor comments on candidate performance (<i>Assessor to sign and date</i>)				

Observation tool for workplace assessment task 7: Record the circumstances surrounding risk of harm



Observation tool for workplace assessment task 8: Observe and record information regarding children

Units of competency:

- **CHCECE007 Develop positive and respectful relationships with children** (core unit)
- **CHCECE013 Use information about children to inform practice** (core unit)
- **CHCECE006 Support behaviour of children and young people** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires candidates to observe, record and analyse information on children in a regulated early childhood education and care service. The assessor should:

- confirm with the candidate appropriate observation techniques and the written format for the observations, in line with the policies and procedures of the service
- consider the completed written product or products
- ask the candidate to describe the observation techniques they used, and to explain issues relative to their observations such as the difference between disruptive behaviour and behaviours of concern.

The time taken to complete the activity will depend on the candidate's level of knowledge and the selected observation techniques and written format.

The assessor is required to verify that the candidate can:

- observe at least three children of varying ages, gather and record information using a range of methods including primary and secondary sources to identify behaviours requiring support of children
- appropriately record and analyse observations of children's behaviour, including discussing behaviours of children and problem-solving in collaboration with others
- respectfully and accurately document the observations and analysis in a written format in line with the organisational procedures of the service.

The assessment outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 8: Observe and record information regarding children

Instructions for the assessor		Completed or provided?		
Provide the candidate with <i>Candidate instructions for task 8: Observe and record information regarding children</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Ensure access to an early childhood education and care service, including children across a range of ages and abilities and relevant information about them.	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Provide or ensure access to observation-recording tools, and relevant organisational standards, policies and procedures.	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Ensure that the candidate has oral communication skills in order to engage in sustained conversations with children.	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework.	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Consider the candidate's observation report, asking questions (during or after). Complete the observation checklist for task 8	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
Observe and record information regarding children of varying ages	Organisational standards, policies and procedures Relevant approved learning framework under the <i>National Quality Framework for Early Childhood Education and Care</i> Report-writing standards and protocols (relevant to the context of observation reports)	<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task 8: Observe and record information regarding children

Analyse observations of children's behaviour, including aspects of a child's development, knowledge, ideas, abilities and interests, social interactions, reactions to play environment	Organisational standards, policies and procedures; Relevant approved learning framework under the <i>National Quality Framework for Early Childhood Education and Care</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Develop a written report recording the observations accurately and respectfully to the level of detail expected in the service	Organisational standards, policies and procedures; Report-writing standards and protocols (relevant to the context of observation reports)	<input type="checkbox"/>	<input type="checkbox"/>	
Follow legislative and regulatory requirements, including maintaining confidentiality and maintaining the dignity and rights of children	Code of ethics, relevant WHS legislation and regulations, UN Convention on the Rights of the Child	<input type="checkbox"/>	<input type="checkbox"/>	
The candidate completed the assessment task to workplace standards			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Additional assessor comments on candidate performance (<i>Assessor to sign and date</i>)				
NB: Candidates must have performed the activities outlined in the performance criteria of <i>CHCECE010 Support the holistic development of children in early childhood</i> during a period of at least 120 hours of work in at least one regulated early childhood education and care service.				

Observation tool for workplace assessment task 9: Create a safe play environment for children

Units of competency:

- **CHCECE011 Provide experiences to support children's play and learning** (core unit)
- **CHCECE013 Use information about children to inform practice** (core unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires candidates to set up safe, non-threatening, challenging and stimulating environments for play in an early childhood education and care service, and to appropriately guide and facilitate children's play.

The assessor should:

- observe the candidate in the service with children using the set up
- ask questions during or after the environment set up and guiding of play, such as asking the candidate to explain how the set up will contribute to learning and individual needs, to describe the role of play in learning, or to describe the theories that pertain to play
- record observations on the observation checklist
- consider the candidate's planning, answers to questions and workplace demonstration in determining the assessment outcomes.

The assessor is required to verify that the candidate can:

- set up three safe play environments for children, including at least one indoor and one outdoor environment, that promote a sense of belonging
- select play resources and materials relevant to the interests, abilities and safety of children, including addressing the needs of individual children
- create environments that allow for individual as well as collaborative play activities and experiences (both indoor and outdoor)
- address the needs of individual children, based on information gathered
- appropriately guide and facilitate children's play.

The workplace assessment task should be completed in about three hours (excluding preparation/assessor feedback). Outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 9: Create a safe play environment for children

Instructions for the assessor		Completed or provided?		
Provide the candidate with <i>Candidate instructions for task 9: Create a safe play environment for children</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to an early childhood education and care service, and organisational standards, policies and procedures.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to play and learning equipment, resources and materials, and national physical activity recommendations.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the <i>National Quality Framework</i> .		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observe the candidate's performance, asking questions (during or after). Complete the observation checklist for task 9.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
		Yes	No	
Create a play environment to stimulate children and aid learning Select play resources and materials relevant to the interests and abilities of children, including natural materials, environments and experiences	Organisational standards, policies and procedures Relevant approved learning framework under the <i>National Quality Framework for Early Childhood Education and Care</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Guide children's play, including allowing children to make decisions and addressing individual needs	Organisational standards, policies and procedures Information about the child	<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task 9: Create a safe play environment for children

Follow national recommendations	National Physical Activity Recommendations - 0-5 yr. olds	<input type="checkbox"/>	<input type="checkbox"/>	
Follow legislative and regulatory requirements	Relevant WHS legislation and regulations; Safe work practices regarding equipment; Safety measures to minimise risks for children and others; Sun safety	<input type="checkbox"/>	<input type="checkbox"/>	
Responsibly care for children	Duty of care requirements	<input type="checkbox"/>	<input type="checkbox"/>	
The candidate completed the assessment task to workplace standards				<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional assessor comments on candidate performance (<i>Assessor to sign and date</i>)				
•				

Observation tool for workplace assessment task 10: Provide experiences to support child development

Units of competency:

- **CHCECE007 Develop positive and respectful relationships with children** (core unit)
- **CHCECE010 Support the holistic development of children in early childhood** (core unit)
- **CHCECE011 Provide experiences to support children's play and learning** (core unit)
- **CHCECE006 Support behaviour of children and young people** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires candidates to provide a variety of experiences and environments to support children's physical, creative, social, emotional, language and cognitive development. The assessor should:

- observe the candidate in the early childhood education and care service interacting with children in a range of situations
- ask questions during or after the observation such as asking the candidate to explain the biological and environmental influences on children's development, and to analyse their own response to behaviours
- record observations on the observation checklist
- consider the candidate's answers to questions and workplace demonstration in determining the assessment outcomes.

The assessor is required to verify that the candidate can:

- provide a range of experiences to stimulate children of different ages and abilities, aiding their learning in at least three different situations/activities
- interact with children in an age-appropriate manner to holistically support their development
- communicate positively and respectfully with at least three children to support their development and learning
- use positive support techniques to guide the behaviour of children.

The workplace assessment task observation should be completed in about two hours excluding preparation and assessor feedback. Outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 10: Provide experiences to support child development

Instructions for the assessor		Completed or provided?		
Provide the candidate with <i>Candidate instructions for task 10: Provide experiences to support child development</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to an early childhood education and care service including children across a range of ages and abilities		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure that the candidate has oral communication skills in order to engage in sustained conversations with children.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework, and relevant workplace standards, policies and procedures.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observe the candidate's performance, asking questions (during or after). Complete the observation checklist for task 10.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
		Yes	No	
Provide experiences to support the different areas of children's development Interact with children to holistically support their development and learning Use positive support techniques to guide behaviour	Relevant approved learning framework under the <i>National Quality Framework for Early Childhood Education and Care</i> Organisational standards, policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task 10: Provide experiences to support child development

Follow legislative and regulatory requirements	Code of ethics; safety measures to minimise risks for children and others; WHS legislation and regulations	<input type="checkbox"/>	<input type="checkbox"/>	
Responsibly care for children Maintain the dignity and rights of children	Duty of care requirements United Nations Convention on the Rights of the Child	<input type="checkbox"/>	<input type="checkbox"/>	
The candidate completed the assessment task to workplace standards			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Additional assessor comments on candidate performance (<i>Assessor to sign and date</i>)				
NB: Candidates must also have performed the activities outlined in the performance criteria of <i>CHCECE007 Develop positive and respectful relationships with children</i> and <i>CHCECE010 Support the holistic development of children in early childhood</i> during a period of at least 120 hours of work in at least one regulated early childhood education and care service.				

Observation tool for workplace assessment task 11: Provide care and a safe rest environment for babies/toddlers

Unit of competency: *CHCECE005 Provide care for babies and toddlers* (core unit)

The full text of the unit can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires candidates to prepare babies for rest, assess their needs, and set up and implement a safe rest environment for babies and toddlers of varying ages. The assessor should:

- observe the candidate in the early childhood education and care service providing care for babies and toddlers, including preparing them for rest
- ask questions during or after the observation such as asking the candidate to explain the biological and environmental influences on children's development, and to analyse their own response to behaviours
- record observations on the observation checklist
- consider the candidate's answers to questions and workplace demonstration in determining the assessment outcomes.

The assessor should ask questions, such as how they the candidate identified individual sleep and rest patterns of babies and toddlers.

The assessor is required to verify that the candidate can:

- provide care to babies and toddlers of varying ages in an early childhood education and care service using safe and hygienic practices (including changing nappies, heating breast milk and formula, feeding babies)
- assess and respond appropriately the needs of at least three different babies or toddlers, including hunger, distress, tiredness and pain
- set up and implement a safe environment that is conducive to rest, including undertaking prevention measures for Sudden Infant Death Syndrome (SIDS), and checking that cots, bedding and equipment are clean and meet approved standards.

The workplace assessment task observation should be completed in about two hours excluding preparation and assessor feedback. Outcomes should be recorded on this observation tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 11: Provide care and a safe rest environment for babies/toddlers

Instructions for the assessor			Completed or provided?	
Provide the candidate with <i>Candidate instructions for task 11: Provide care and a safe rest environment for babies/toddlers</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Ensure access to at least three different babies and toddlers in an early childhood education and care service.			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Ensure access to information about individual babies and toddlers and relevant equipment and resources including cots, bedding, toys and comfort items.			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework, and relevant organisational standards, policies and procedures.			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Observe the candidate's performance, asking questions (during or after). Complete the observation checklist for task 11.			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
		Yes	No	
Provide care for babies and toddlers of varying ages using safe and hygienic practices (including changing nappies, heating breast milk and formula, feeding babies)	Organisational standards, policies and procedures Safe and hygienic practices in feeding and caring for babies/toddlers (such as dietary requirements and nutritional needs of babies and toddlers, food safety guidelines, safe hand washing and infection control procedures)	<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task 11: Provide care and a safe rest environment for babies/toddlers

Set up a safe environment conducive to rest	<p>Safe sleeping practices; prevention measures for Sudden Infant Death Syndrome (SIDS)</p> <p>Organisational standards, policies and procedures</p> <p>Relevant approved learning framework under the <i>National Quality Framework for Early Childhood Education and Care</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	
Follow legislative and regulatory requirements	<p>Relevant WHS legislation and regulations</p> <p>Safe and unsafe practices for working with babies/toddlers</p>	<input type="checkbox"/>	<input type="checkbox"/>	

The candidate completed the assessment task to workplace standards

Yes **No**

Additional assessor comments on candidate performance (*Assessor to sign and date*)

NB: Candidates must have performed the activities outlined in the performance criteria of *CHCECE005 Provide care for babies and toddlers* during a period of at least 120 hours of work in at least one regulated early childhood education and care service.

Observation tool for workplace assessment task 12: Support cross-cultural relationships and environments

Units of competency:

- **CHCECE001 Develop cultural competence** (core unit)
- **HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people** (core unit)
- **HLTHIR403C Work effectively with culturally diverse clients and co-workers** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires candidates to conduct an activity in the early childhood education and care service designed to foster effective and supportive cross-cultural relationships and environments. The candidate is also required to prepare a brief written or verbal report outlining how the activity, and their work, is culturally appropriate.

The specific activity will be designed in consultation with the candidate, in line with the circumstances of the service and its cultural mix. It must involve designing and implementing experiences to encourage children to respect all cultures and to celebrate cultural diversity. In a culturally diverse service, the activity could involve the assessor observing the candidate's interactions.

The assessor is required to observe the candidate, consider the candidate's written or verbal report, and verify that they can:

- plan and implement supportive environments for all children
- implement experiences that encourage children to respect all cultures and to celebrate cultural diversity
- interact in culturally appropriate ways with children, families and communities, making and maintaining cross cultural relationships
- identify and implement culturally safe work practices.

The time taken will depend on the selected activity. Assessment outcomes should be recorded on this tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 12: Support cross-cultural relationships and environments

Instructions for the assessor		Completed or provided?		
Provide the candidate with <i>Candidate instructions for task 12: Support cross-cultural relationships and environments</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to an early childhood education and care service, including children and families from diverse cultures, and information and resources in relation to cultural diversity.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to information on culturally appropriate practices relevant to the service, its children, families and community, including, as applicable, access to people who can provide local knowledge of Aboriginal and/or Torres Strait Islander culture.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework, and relevant organisational standards, policies and procedures.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Consider the candidate's activity, asking questions (during or after). Complete the observation checklist for task 12.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
		Yes	No	
Support children's and families' cross-cultural relationships by: <ul style="list-style-type: none"> interacting in culturally appropriate ways consulting with communities and individuals encouraging children to respect all cultures and celebrate cultural diversity communicating sensitively and respectfully with all people 	Organisational policies and initiatives, including those designed to support participation and culturally appropriate services	<input type="checkbox"/>	<input type="checkbox"/>	<i>[Assessor to insert details of the selected activity]</i>

Observation tool for workplace assessment task 12: Support cross-cultural relationships and environments

Plan and implement supportive environments for all children: Understand and apply cultural competence in work practice	Organisational policies and initiatives, including those designed to support participation and culturally appropriate services Relevant approved learning framework under the <i>National Quality Framework for Early Childhood Education and Care</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>[Assessor to insert details of the selected activity]</i>
Follow legislative and regulatory requirements	Anti-discrimination legislation and regulations; codes of practice; community standards	<input type="checkbox"/>	<input type="checkbox"/>	
Follow protocols when engaging with community members	Community protocols	<input type="checkbox"/>	<input type="checkbox"/>	
The candidate completed the assessment task to workplace standards				<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional assessor comments on candidate performance (<i>Assessor to sign and date</i>)				

Observation tool for workplace assessment task 13: Investigate cultural diversity in a service and a community

Units of competency:

- **CHCECE001 Develop cultural competence** (core unit)
- **HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people** (core unit)
- **HLTHIR403C Work effectively with culturally diverse clients and co-workers** (elective unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires candidates to investigate cultural diversity in an early childhood education and care service and in a community, and to report their findings to others.

The form of the research, investigation and resulting report will be decided with the candidate and the service, in line with organisation requirements and expectations. Depending on the circumstances, the candidate could consult, prepare and provide a practical written or verbal short report to a work team, to the assessor, a supervisor, or another educator. The report must be appropriate to the educator's work role and the cultural context of the service and the community. It should be capable of supporting and informing planning and work practices.

The candidate will be expected to:

- use sensitive and respectful oral communication when interacting with people from differing cultural contexts and situations
- reflect on their own cultural identity and possible biases
- research and reflect on different cultural practices and world views
- describe 'cultural competence' and 'diversity' (as outlined in the learning framework relevant to their workplace)
- provide suggestions for reviewing and modifying work practices, in consultation with people from diverse cultural backgrounds.

Observation tool for workplace assessment task 13: Investigate cultural diversity in a service and a community

Instructions for the assessor		Completed or provided?		
Provide the candidate with <i>Candidate instructions for task 13: Investigate cultural diversity in a service and a community</i> , ensuring you give reasonable notice of the assessment and that details are recorded in the <i>RPL Assessment Plan</i> .		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to an early childhood education and care service, including children, families and a community.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to resources and assistance in relation to cultural diversity (including interpreter resources if required).		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework, and organisational policies and initiatives designed to support participation.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Consider the candidate's investigation and report, asking questions (during or after). Complete task 13 observation checklist.		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
		Yes	No	
Investigate cultural diversity and apply findings to the service	Organisational standards, policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	
Understand and apply cultural competence, including forming effective relationships people of diverse backgrounds and cultures	Relevant approved learning framework under the <i>National Quality Framework for Early Childhood Education and Care</i>			
Follow legislative and regulatory requirements	Anti-discrimination legislation and regulations; codes of practice; community standards	<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task 13: Investigate cultural diversity in a service and a community

Follow protocols when engaging with community members

Community protocols

The candidate completed the assessment task to workplace standards

Yes **No**

Additional assessor comments on candidate performance (*Assessor to sign and date*)

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Observation tool for workplace assessment task 14: Develop strategies for working in partnership with Aboriginal and/or Torres Strait Islander people

Units of competency:

- **HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people** (core unit)
- **HLTHIR403C Work effectively with culturally diverse clients and co-workers** (elective unit)
- **CHCECE001 Develop cultural competence** (core unit)

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed	
Assessor's name		Times (duration)	
Workplace		Location	

Description of the workplace assessment task

This workplace assessment task requires candidates to develop and suggest strategies for working with Aboriginal and/or Torres Strait Islander children and families in an early childhood education and care service, and to report on these in a written or verbal format. The reporting and strategies will be in line with the circumstances of the service and its cultural mix.

The candidate must undertake sufficient research to ensure awareness of Aboriginal and Torres Strait Islander history and culture, and health issues. It is recommended that the candidate includes consultation with Aboriginal and/or Torres Strait Islander people. For a candidate working in a service without Aboriginal or Torres Strait Islander children, the assessor could devise a hypothetical scenario to assist candidates to devise strategies. In a service with Aboriginal or Torres Strait Islander children, the assessor should observe the candidate's interactions.

The assessor is required to consider the candidate's research and written or verbal report and suggested strategies, and verify that they:

- demonstrate an awareness of the diversity of Aboriginal and Torres Strait Islander history and culture, and health issues, and how these could apply to work practices in early childhood education and care
- include appropriate strategies to improve the service's capacity to work in partnership with Aboriginal and Torres Strait Islander people and communities, and to provide effective education and care services to Aboriginal and/or Torres Strait Islander children.

The time taken to complete this task will depend on the candidate's level of existing knowledge. Assessment outcomes should be recorded on this tool and the *Assessment Outcomes form*.

Observation tool for workplace assessment task 14: Develop strategies for working in partnership with Aboriginal and/or Torres Strait Islander people

Instructions for the assessor			Completed or provided?	
Provide the candidate with <i>Candidate instructions for task 14: Develop strategies for working in partnership with Aboriginal and/or Torres Strait Islander people</i> . Give reasonable notice of the assessment/record details in the <i>RPL Assessment Plan</i> .			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Ensure access to information on culturally appropriate practices relevant to an early childhood education and care service, its children, families and community, including access to people who can provide local knowledge of Aboriginal and/or Torres Strait Islander culture.			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework, and relevant organisational standards, policies and procedures.			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Consider the candidate's strategies and report, asking questions (during or after). Complete task 14 observation checklist.			<input type="checkbox"/> Yes	<input type="checkbox"/> No
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed?		Assessor notes, including examples of candidate responses or application
		Yes	No	
Suggest strategies that reflect an appropriate understanding of: <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander participation, self-determination, and community control in relation to health care policies, programs and/or service delivery • cultural differences • workplace communication • workplace and professional relationships 	Organisational policies and initiatives, including those designed to support participation and culturally appropriate services	<input type="checkbox"/>	<input type="checkbox"/>	<i>[Assessor to insert details of the selected activity]</i>

Observation tool for workplace assessment task 14: Develop strategies for working in partnership with Aboriginal and/or Torres Strait Islander people

Plan and implement supportive environments for all children Understand and apply cultural competence in work practice	Organisational policies and initiatives, including those designed to support participation and culturally appropriate services Relevant approved learning framework under the <i>National Quality Framework for Early Childhood Education and Care</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>[Assessor to insert details of the selected activity]</i>
Follow legislative and regulatory requirements	Anti-discrimination legislation and regulations; codes of practice; community standards	<input type="checkbox"/>	<input type="checkbox"/>	
Follow protocols when engaging with community members	Community protocols	<input type="checkbox"/>	<input type="checkbox"/>	
The candidate completed the assessment task to workplace standards				<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional assessor comments on candidate performance (<i>Assessor to sign and date</i>)				

Observation tool for workplace assessment task: [to be determined by the assessor]**Units of competency:**

- [insert code and title of unit/s]

The full text of the units can be viewed at www.training.gov.au

Candidate's name		Date completed		
Assessor's name		Times (duration)		
Workplace		Location		
Description of the workplace assessment task				
[Sum up the assessment task and points the assessor needs to cover.]		[Summarise the criteria for assessment.]		
Instructions for the assessor			Completed or provided?	
Ensure access to [add any requirements to be provided or accessed such as resources, equipment, documentation].			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ensure candidate has [add any foundation skills specified in the unit]			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ensure access to the <i>National Quality Framework for Early Childhood Education and Care</i> , and relevant approved learning framework under the National Quality Framework. [If specified in the unit.]			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Consider the candidates' performance, asking questions during the process. Complete the observation checklist for this task.			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Observation checklist				
Did the candidate demonstrate that they can...	Regulations, workplace or industry standards	Is behaviour observed? Yes No		Assessor notes, including examples of candidate responses or application
		<input type="checkbox"/>	<input type="checkbox"/>	

Observation tool for workplace assessment task: <i>[to be determined by the assessor]</i>				
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
The candidate completed the assessment task to workplace standards				<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional assessor comments on candidate performance <i>(Assessor to sign and date)</i>				