Competency Conversation Recording Tools

This document is from the *RPL Assessment Toolkit for CHC30113 Certificate III in Early Childhood Education and Care* **Forms and Templates**. See the **Assessor Guide** of that suite of resources for further information on its application.

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	☐ Assessment for *CHCECE002 Ensure the health and safety of children* and *CHCECE004 Promote and provide healthy food and drinks* 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.)* ☐ Skills for *CHCECE002 Ensure the health and safety of children* and *CHCECE004 Promote and provide healthy food and drinks* must be demonstrated in a regulated early childhood education and care service. *(Assessor to tick if confirmed for this candidate.)*
Specific foundation skills for this cluster	☐ 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. *(Assessor to tick if confirmed for this candidate.)* ☐ Candidates must have numeracy skills in order to correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml). *(Assessor to tick if confirmed for this candidate.)*
	Assessor to add how foundation skills were confirmed:

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**
☐ workplace policies and procedures for WHS ☐ potential hazards to children, including medical conditions ☐ safety issues/risk management strategies for children's health and safety ☐ state/territory legislation and how it impacts workplace regulations, codes of practice and industry standards ☐ basic home fire safety ☐ children's requirements for sleep and rest ☐ environments that promote rest and sleep ☐ guidelines for infection control ☐ hand hygiene ☐ how to undertake a risk analysis of toys and equipment ☐ sun safety	**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.

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**
☐ signs, symptoms and key characteristics of allergy/anaphylaxis and asthma ☐ potential hazards to children, including medical conditions ☐ food allergies/intolerances and possible reactions, including anaphylaxis ☐ how to use an adrenalin auto injector for anaphylaxis ☐ safety issues/risk management strategies for children's health and safety ☐ workplace policies and procedures for WHS ☐ reading and interpreting relevant medical information	**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: • 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**

☐ Australian Dietary Guidelines and Infant Feeding Guidelines
 	
☐ children's oral health and its impact on their general health and well-being
 	
☐ dietary requirements and nutritional needs of babies/toddlers (including specific cultural, religious or health requirements)
 	
☐ food allergies/intolerances and possible reactions, including anaphylaxis
 	
☐ food-handling requirements (e.g. preventing microorganism contamination and/or allergic reactions)
 	
☐ food safety guidelines
 	
☐ hand hygiene
 	
☐ implications of poor diet
 	
☐ infant feeding requirements and guidelines
 	
☐ oral health recommendations
 	
☐ workplace policies and procedures
 	
☐ how to access/navigate the:
 	
    ☐ National Quality Framework
 	
    ☐ National Quality Standards
 	
    ☐ relevant approved learning framework used in the workplace
	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:
	• 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**
☐ hand hygiene ☐ hazard identification ☐ how to undertake a risk analysis of toys and equipment ☐ potential hazards to children, including medical conditions ☐ safety issues/risk management strategies for children's health and safety ☐ safety signs and their meanings (including dangerous goods classifications) ☐ how to correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml) ☐ state/territory legislation and how it impacts workplace regulations, codes of practice and industry standards ☐ workplace emergency procedures ☐ workplace policies and procedures for WHS (including for the use, storage and labelling of dangerous products)	**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: • 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**

☐ workplace emergency procedures
 	
☐ use of current workplace policies and procedures for WHS
 	
☐ safety issues/risk management strategies for children's health and safety
 	
☐ safety signs and their meanings, including:
 	
   ☐ emergency equipment
 	
   ☐ use of relevant personal protective equipment (PPE)
 	
☐ state/territory legislation and how it impacts workplace regulations, codes of practice and industry standards
 	
☐ basic home fire safety
	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:
	• 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	☐
Assessor's signature	The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)	☐

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	☐ 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. *(Assessor to tick if confirmed for this cluster.)* ☐ Skills must be demonstrated in a regulated early childhood education and care service. *(Assessor to tick if confirmed for this candidate.)*
Specific foundation skills for this cluster	☐ 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. *(Assessor to tick if confirmed for this candidate.)* ☐ 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. *(Assessor to tick if confirmed for this candidate.)*
	Assessor to add how foundation skills were confirmed:

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**
☐ effective communication and interpersonal relationships ☐ basic negotiation ☐ effective operation of teams or work groups ☐ organisational mission, philosophy, structure, policies and procedures ☐ how the candidate has contributed to the development of policies, practices and structures of an organisation ☐ safe/effective use of information technology ☐ time management and work planning ☐ privacy/confidentiality legislation ☐ work health and safety (WHS) legislation ☐ methods of performance measurement, including how the candidate has reviewed and developed their own performance	**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.

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**
☐ child protection legislation ☐ code of ethics ☐ common legal issues ☐ distinction between ethical/legal problems ☐ importance of ethics in practice ☐ overview of legal system ☐ principles of ethical decision-making ☐ principles underpinning duty of care and associated legal requirements ☐ principles/practices for upholding the rights of children and young people ☐ principles/practices of confidentiality ☐ relevant legislation, standards, codes of practice, licensing, accreditation/registration to professional bodies, service agreements ☐ rights/responsibilities of workers and clients ☐ strategies for addressing common ethical issues ☐ strategies for managing complaints ☐ types of law ☐ work health and safety (WHS) requirements	**NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate: • 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**

☐ how to access and navigate:
 	
  ☐ *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*
 	
  ☐ *My Time, My Place: Framework for School Age Care in Australia*
 	
  ☐ the relevant approved learning framework used in the service (if different from those listed above)
 	
☐ key participants in the implementation of the framework
 	
☐ organisational standards, policies and procedures
 	
☐ United Nations Convention on the Rights of the Child
	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:
	• 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.
	(The following question also relates to this question and includes a link for further information.)

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**
☐ how to access/navigate the following: ☐ *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* ☐ *My Time, My Place: Framework for School Age Care in Australia* ☐ the relevant approved learning framework used in the service (if different from those listed above) ☐ key participants in the implementation of the framework ☐ organisational standards, policies and procedures ☐ United Nations Convention on the Rights of the Child	NB: In addition to the 'key points to be addressed', the candidate must provide evidence they have: • investigated and documented their own involvement in at least 3 examples of pedagogical practices in a regulated (approved) early childhood education and care service. (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.)

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**
Candidates must demonstrate knowledge of: ☐ child protection legislation (including state/territory requirements and processes) ☐ child protection system (including reporting protocols and interagency policies) ☐ different types and dynamics of abuse as they apply to age, gender, disability, culture and sexuality ☐ duty of care responsibilities ☐ ethical considerations ☐ impact of risk of harm ☐ organisation standards, policies and procedures ☐ types of abuse experienced by children and young people ☐ strategies for managing the abuse of children and young people ☐ trauma-informed care ☐ UN Convention on the Rights of the Child	**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: • 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. 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.

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**	☐
Assessor's signature		**The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)**	☐

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	☐ 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. *(Assessor to tick if confirmed for this cluster.)* ☐ Skills must be demonstrated in a regulated early childhood education and care service. *(Assessor to tick if confirmed for this candidate.)*
Specific foundation skills for this cluster	☐ Candidates must be able use oral communication in order to engage in sustained conversations with children
	Assessor to add how foundation skills were confirmed:
Early childhood education and care work requirement	☐ Candidates must have performed the activities outlined in the performance criteria of *CHCECE007 Develop positive and respectful relationships with children* and *CHCECE010 Support the holistic development of children in early childhood* (as well as the units *CHCECE003 Provide care for children* and *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.
	Assessor to add how the work requirement was confirmed:

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**

☐ code of ethics
☐ effective communication techniques such as
    ☐ communication of care and respect through all interactions
    ☐ interpreting non-verbal cues of children
    ☐ using verbal and non-verbal ways to show respect
    ☐ active listening
    ☐ considering a child's age, activities, interests, culture and needs
    ☐ responding to distress in ways that meets the child's need
☐ how to access/navigate the:
    ☐ National Quality Framework
    ☐ National Quality Standards
    ☐ relevant approved learning framework used in the workplace
☐ organisational standards, policies and procedures
☐ symbol systems including letters, numbers, time, money and musical notation
☐ techniques to guide children's behaviour
☐ UN Convention on the Rights of the Child
	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:
	• 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)
	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).

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**

☐ aspects of poor childhood development (and their potential long-term harmful impacts):
     ☐ poor diet
     ☐ lack of play
     ☐ limited stimulation of brain development
     ☐ lack of materials and resources
     ☐ inconsistent or non-existent emotional support or comfort
     ☐ trauma
 ☐ basic principles of physical and emotional childhood development
 ☐ biological and environmental influences on childhood development
 ☐ emotional, physical and language development of babies and toddlers
 ☐ introductory-level childhood development:
     ☐ brain development in babies/toddlers
     ☐ importance of early years for subsequent educational success
     ☐ developmental theory
 ☐ 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**
☐ organisational standards, policies and procedures ☐ how to navigate through relevant framework and standards documents ☐ play and learning experiences, associated resources and materials relevant to the interests and abilities of children ☐ reflective practice ☐ role of play in learning ☐ safety measures available to minimise risks for children and others ☐ theories that pertain to play ☐ United Nations Convention on the Rights of the Child	**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: • 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**
☐ child development (in order to analyse information and plan accordingly) and observation techniques ☐ code of ethics ☐ organisational standards, policies and procedures ☐ reflective practice ☐ report-writing standards and protocols (relevant to observation reports) ☐ UN Convention on the Rights of the Child ☐ methods for gathering and recording information include: 　☐ observations 　☐ questioning 　☐ discussion with families 　☐ anecdotal information 　☐ learning stories 　☐ jottings 　☐ digital images 　☐ samples of children's work ☐ analyses that could derive from observations of children's behaviour include: 　☐ aspects of a child's development 　☐ knowledge, ideas, abilities and interests 　☐ social interactions 　☐ reactions to play environment	**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: 　•　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**
☐ communicative function of behaviour and positive support strategies to redirect behaviour and defuse situations ☐ definitions of/differences between disruptive behaviour and behaviours of concern ☐ how learning difficulties or mental health issues may affect behaviour ☐ impacts of environment and culture on the behaviour of children and/or young people ☐ organisational standards, policies and procedures	**NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has: • 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 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).

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	☐
Assessor's signature	The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)	☐

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	☐ 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. *(Assessor to tick if confirmed for this cluster.)* ☐ Skills must be demonstrated in a regulated early childhood education and care service. *(Assessor to tick if confirmed for this candidate.)*
Specific foundation skills for this cluster	☐ Candidates must be able use oral communication in order to interact calmly and positively with families and children.
	Assessor to add how foundation skills were confirmed:
Requirement for actual babies and toddlers	☐ 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 *(Assessor to tick if confirmed for this candidate.)*
Early childhood education and care work requirement	☐ 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.
	Assessor to add how the work requirement was confirmed:

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**

☐ attachment theory
 	
☐ code of ethics
 	
☐ different practices/routines used by families and their cultural and personal rationale
 	
☐ impact of change to routines/environments
 	
☐ individual patterns/routines of babies and toddlers
 	
☐ organisational standards, policies and procedures
 	
☐ routines/strategies to minimise distress at separation of parent and child
 	
☐ how to access/navigate the:
 	
   ☐ National Quality Framework
   ☐ National Quality Standards
   ☐ 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**

☐ Caring for babies and toddlers safely and hygienically
 	
    ☐ assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain
    ☐ setting up a safe environment for rest
    ☐ changing nappies
    ☐ heating breast milk and formula, preparing bottles, and preparing and heating food and feeding babies
    ☐ cleaning equipment and utensils
 	
☐ appropriate interactions with babies
 	
    ☐ individual differences of babies' needs for rest and sleep/rest patterns
    ☐ signs of stress, distress or pain in babies
    ☐ social development of babies
 	
☐ dietary requirements and nutritional needs of babies
 	
☐ organisational standards, policies and procedures
 	
☐ UN Convention on the Rights of the Child
 	
☐ relevant aspects of the:
 	
    ☐ National Quality Framework
    ☐ National Quality Standards
    ☐ relevant approved learning framework used in the workplace
	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.

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**
☐ appropriate interactions with babies and toddlers, including: ☐ individual differences of babies'/toddlers' needs for rest and sleep/rest patterns ☐ signs of stress, distress or pain in babies and toddlers ☐ social development of babies and toddlers ☐ how to ensure the smooth transition of new arrivals ☐ organisational standards, policies and procedures ☐ UN Convention on the Rights of the Child ☐ relevant aspects of the: ☐ National Quality Framework ☐ National Quality Standards ☐ relevant approved learning framework used in the workplace	**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: • 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**

☐ appropriate interactions with babies and toddlers, including:
 	
  ☐ individual differences of babies'/toddlers' needs for rest and sleep/rest patterns
  ☐ signs of stress, distress or pain in babies and toddlers
  ☐ social development of babies and toddlers
 	
☐ brain development in babies and toddlers
 	
☐ emotional, physical and language development of babies and toddlers
 	
☐ organisational standards, policies and procedures
 	
☐ UN Convention on the Rights of the Child
 	
☐ relevant aspects of the:
 	
  ☐ National Quality Framework
  ☐ National Quality Standards
  ☐ relevant approved learning framework used in the workplace
	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.
	• 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**

☐ basic principles of child physical and emotional development
 	
 ☐ recommendations for physical activity for birth to 5- year-olds and 5- to 12-year-olds in the National Physical Activity Guidelines for Australians
 	
 ☐ routines and strategies to minimise distress at separation of parent and child
 	
 ☐ communication with children
 	
 ☐ impact of changes of routines and environments for children
 	
 ☐ sun safety
 	
 ☐ relevance of hand hygiene for minimising infectious diseases
 	
 ☐ code of ethics
 	
 ☐ organisational standards, policies and procedures
 	
 ☐ UN Convention on the Rights of the Child
 	
 ☐ relevant aspects of the:
   ☐ National Quality Framework
   ☐ National Quality Standards
   ☐ relevant approved learning framework used in the workplace
	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:
	 • 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*.

Assessor's name		The candidate has not yet demonstrated competence, more evidence of knowledge and/or skills is required	☐
Assessor's signature		The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)	☐

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	☐ Assessment for *CHCECE001 Develop cultural competence* 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.)* ☐ Skills for *CHCECE001 Develop cultural competence* 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**
☐ own cultural conceptions, pre-conceptions and perspectives of diverse cultures ☐ significant events in own family background or history which may influence values, beliefs and attitudes ☐ cultural competence and diversity as outlined in the approved learning framework relevant to the workplace ☐ recognition of the potential impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others ☐ 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 ☐ relationship of own cultural identity to the cultural identities of the children within the service, their families and the local community ☐ How the candidate's own cultural awareness is reflected in *work practice* ☐ How to apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices ☐ organisational policies and initiatives designed to support participation	**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.

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**
☐ Aboriginal and Torres Strait Islander culture and history (including impact of European settlement, loss of land/culture, importance of law/kinship) ☐ appreciation of cultural shock and its impact on health and well being ☐ differences between cultures ☐ diversity of Aboriginal and Torres Strait Islander cultures ☐ factors which contribute to Aboriginal and Torres Strait Islander ill health ☐ impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people ☐ past/present power relations and its impact on workplace and communities ☐ recognition of the impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others ☐ social/political/economic issues affecting Aboriginal and Torres Strait Islander people ☐ racism/discrimination and laws pertaining to these issues ☐ understanding of own culture and western systems/structures and how this impacts Aboriginal and Torres Strait Islander cultures	**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.

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**
☐ resources/assistance within or external to the service re cultural diversity issues ☐ cultural competence and diversity as outlined in the relevant approved learning framework used in the workplace ☐ organisational policies and initiatives designed to support participation ☐ principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices ☐ culturally appropriate communication ☐ recognition of Australian cultural diversity & culture as a dynamic social phenomenon ☐ recognition of cultural influences, changing cultural practices in Australia and impact on the diverse communities in Australian society ☐ recognition of culture as a range of social practices and beliefs evolving over time ☐ recognition of the unique way individuals may experience a culture and respond to past experiences	**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: • 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**
☐ cultural competence and diversity as outlined in the relevant approved learning framework used in the workplace ☐ designing experiences and activities that build on the diverse backgrounds of children and families and encourage appreciation of diversity ☐ creating environments that support children's cross-cultural understanding and relationships ☐ promoting trusting relationships, respectful interactions, understandings of alternate world views and celebrations of diversity ☐ using inclusive language, and ensuring ethical and culturally sensitive interactions with children and families ☐ principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices ☐ organisational policies and initiatives designed to support participation	**NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate: • 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**	☐
Assessor's signature		**The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)**	☐