# Workplace Assessment Tasks: Observation 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 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** | | | | | | | | | | | |
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| 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](http://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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with the *Candidate instructions for task 1: Identify and report existing and potential hazards*, ensuring you give reasonable notice of the assessment, and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | No |
| Ensure suitable arrangements are made for access to an early childhood education and care service. | | | | | | | | | | Yes | 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. | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework. | | | | | | | | | | Yes | 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. | | | | | | | | | | Yes | No |
| Consider the candidate’s hazard report, asking questions (during or after the process). Complete the observations for task 1. | | | | | | | | | | Yes | 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 | | | |
| Identify, record and report existing and potential workplace hazards | | Workplace policies/procedures for WHS, including workplace procedures for hazard identification and reporting |  | | |  | |  | | | |
| Follow legislative and regulatory requirements | | Relevant WHS legislation and regulations; workplace regulations, codes of practice and industry standards |  | | |  | |  | | | |
| 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 2: Undertake a risk analysis of toys and equipment** | | | | | | | | | | | |
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| 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](http://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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with the *Candidate instructions for task 2: Undertake a risk analysis of toys and equipment,* ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | 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. | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework. | | | | | | | | | | Yes | 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. | | | | | | | | | | Yes | No |
| Consider the candidate’s risk analysis, asking questions (during or after the process). Complete task 2 observation checklist. | | | | | | | | | | Yes | 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 | | | |
| 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 |  | | |  | |  | | | |
| 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 |  | | |  | |  | | | |
| Responsibly care for children | | Duty of care requirements |  | | |  | |  | | | |
| 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 3: Develop a cycle of written menus for children** | | | | | | | | | | | |
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| 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](http://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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 3: Develop a cycle of written menus for children*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | No |
| Provide or ensure access to Australian Dietary Guidelines/Infant Feeding Guidelines and relevant organisation food-handling, preparation and storage policies and procedures. | | | | | | | | | | Yes | 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 *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework. | | | | | | | | | | Yes | No |
| Ensure that the candidate has reading skills in order to accurately read and interpret food labels and dietary requirements. | | | | | | | | | | Yes | No |
| Consider the candidate’s menus, asking questions (before or after the process). Complete the observation checklist for task 3. | | | | | | | | | | Yes | 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 | | | |
| 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) |  | | |  | |  | | | |
| Follow guidelines for healthy eating | | Australian Dietary Guidelines and Infant Feeding Guidelines |  | | |  | |  | | | |
| Follow legislative and regulatory requirements | | Food safety and food handling requirements; code of ethics; WHS legislation and regulations |  | | |  | |  | | | |
| Maintain the dignity and rights of children | | United Nations Convention on the Rights of the Child |  | | |  | |  | | | |
| 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 4: Recognise and discuss common ethical issues** | | | | | | | | | | |
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| 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](http://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*. | | | | | | |
| Instructions for the assessor | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 4: Recognise and discuss common ethical issues*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | Yes | 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. | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework, and access to a workplace (or a simulated workplace). | | | | | | | | | Yes | No |
| Observe the candidate’s response, asking questions (during or after). Complete the observation checklist for task 4. | | | | | | | | | Yes | 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 | | | |
| Recognise and discuss common ethical issues, including how to report unethical conduct | | Organisational standards, policies, protocols and procedures |  | | |  |  | | | |
| Identify strategies to address ethical issues | | Principles of ethical decision-making |  | | |  |  | | | |
| Follow legislative and regulatory requirements | | Codes of practice, licensing, accreditation/registration to professional bodies, service agreements |  | | |  |  | | | |
| Responsibly care for children | | Duty of care responsibilities |  | | |  |  | | | |
| 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 5: Research an approved learning framework** | | | | | | | | | | |
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| 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](http://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*. | | | | | | |
| Instructions for the assessor | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 5: Research an approved learning framework*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | Yes | 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. | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and *Belonging, Being and Becoming: The Early Years Learning Framework for Australia; My Time, My Place: Framework for School Age Care in Australia*; or the relevant approved learning framework used in the service. | | | | | | | | | Yes | No |
| Ensure access to an early childhood education and care service, and organisational standards, policies and procedures. | | | | | | | | | Yes | No |
| Ensure the candidate has reading skills in order to interpret and apply learning frameworks in the context of own work role. | | | | | | | | | Yes | No |
| Consider the candidate’s research and evidence of implementing the framework. Complete the task 5 observation checklist. | | | | | | | | | Yes | 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 | | | |
| 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 *National Quality Framework for Early Childhood Education and Care* |  | | |  |  | | | |
| Interact with individuals and work groups, and with at least one other educator in implementing the learning framework | | Organisational standards, policies, protocols and procedures |  | | |  | NB: Unless direct evidence is sighted, the candidate’s role in implementing the framework must be verified by the workplace. | | | |
| Follow legislative and regulatory requirements, including maintaining confidentiality | | Privacy legislation. Relevant WHS legislation and regulations. Safe information technology use. |  | | |  |  | | | |
| Provide children with opportunities | | United Nations Convention on the Rights of the Child |  | | |  |  | | | |
| 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 6: Document your involvement in pedagogical practices** | | | | | | | | | | | |
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| 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](http://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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 6: Document your involvement in pedagogical practices*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | No |
| Ensure suitable arrangements are made for access to a regulated early childhood education and care service. | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and *Belonging, Being and Becoming: The Early Years Learning Framework for Australia; My Time, My Place: Framework for School Age Care in Australia*; or the relevant approved learning framework used in the service. | | | | | | | | | | Yes | No |
| Ensure access to an early childhood education and care service, and organisational standards, policies and procedures. | | | | | | | | | | Yes | 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. | | | | | | | | | | Yes | 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 | | | | |
| Document own involvement in pedagogical practices | | Relevant approved learning framework under the *National Quality Framework for Early Childhood Education and Care* |  | | |  |  | | | | |
| Discuss own pedagogical practices with supervisor and others | | Organisational standards, policies, protocols and procedures |  | | |  |  | | | | |
| Follow legislative and regulatory requirements, including maintaining confidentiality | | Privacy legislation. Relevant WHS legislation and regulations. Safe information technology use. |  | | |  |  | | | | |
| 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** | | | | | | | | | | | |
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| 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](http://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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 7: Record the circumstances surrounding risk of harm*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | 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). | | | | | | | | | | Yes | No |
| You *may* 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. | | | | | | | | | | Yes | No |
| Ensure access to relevant workplace organisational standards, policies, protocols and procedures. | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework. | | | | | | | | | | Yes | 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 | | | | | | | | | | Yes | No |
| Consider the candidate’s activity, asking questions (during or after). Complete the observation checklist for task 7. | | | | | | | | | | Yes | 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 |  | | |  |  | | | | |
| 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 |  | | |  |  | | | | |
| Use practices to support the protection of children | | Duty of care responsibilities |  | | |  |  | | | | |
| Maintain confidentiality | | Principles and practices of confidentiality |  | | |  |  | | | | |
| Uphold the rights of children and young people | | United Nations Convention on the Rights of the Child |  | | |  |  | | | | |
| 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 |  | | |  |  | | | | |
| 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 8: Observe and record information regarding children** | | | | | | | | | | | |
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| 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](http://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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 8: Observe and record information regarding children*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | 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. | | | | | | | | | | Yes | No |
| Provide or ensure access to observation-recording tools, and relevant organisational standards, policies and procedures. | | | | | | | | | | Yes | No |
| Ensure that the candidate has oral communication skills in order to engage in sustained conversations with children. | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework. | | | | | | | | | | Yes | No |
| Consider the candidate’s observation report, asking questions (during or after). Complete the observation checklist for task 8 | | | | | | | | | | Yes | 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 | | | | |
| Observe and record information regarding children of varying ages | | Organisational standards, policies and procedures  Relevant approved learning framework under the *National Quality Framework for Early Childhood Education and Care*  Report-writing standards and protocols (relevant to the context of observation reports) |  | | |  |  | | | | |
| 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 *National Quality Framework for Early Childhood Education and Care* |  | | |  |  | | | | |
| 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) |  | | |  |  | | | | |
| 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 |  | | |  |  | | | | |
| 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 *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. | | | | | | | | | | | |

| **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](http://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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 9: Create a safe play environment for children*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | No |
| Ensure access to an early childhood education and care service, and organisational standards, policies and procedures. | | | | | | | | | | Yes | No |
| Ensure access to play and learning equipment, resources and materials, and national physical activity recommendations. | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the *National Quality Framework*. | | | | | | | | | | Yes | No |
| Observe the candidate’s performance, asking questions (during or after). Complete the observation checklist for task 9. | | | | | | | | | | Yes | 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 | | | | |
| 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 *National Quality Framework for Early Childhood Education and Care* |  | | |  |  | | | | |
| Guide children’s play, including allowing children to make decisions and addressing individual needs | | Organisational standards, policies and procedures  Information about the child |  | | |  |  | | | | |
| Follow national recommendations | | National Physical Activity Recommendations - 0-5 yr. olds |  | | |  |  | | | | |
| 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 |  | | |  |  | | | | |
| Responsibly care for children | | Duty of care requirements |  | | |  |  | | | | |
| 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 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](http://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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 10: Provide experiences to support child development*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | No |
| Ensure access to an early childhood education and care service including children across a range of ages and abilities | | | | | | | | | | Yes | No |
| Ensure that the candidate has oral communication skills in order to engage in sustained conversations with children. | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework, and relevant workplace standards, policies and procedures. | | | | | | | | | | Yes | No |
| Observe the candidate’s performance, asking questions (during or after). Complete the observation checklist for task 10. | | | | | | | | | | Yes | 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 | | | | |
| 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 *National Quality Framework for Early Childhood Education and Care*  Organisational standards, policies and procedures |  | | |  |  | | | | |
| Follow legislative and regulatory requirements | | Code of ethics; safety measures to minimise risks for children and others; WHS legislation and regulations |  | | |  |  | | | | |
| Responsibly care for children  Maintain the dignity and rights of children | | Duty of care requirements  United Nations Convention on the Rights of the Child |  | | |  |  | | | | |
| 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 also 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* 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](http://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 check 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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 11: Provide care and a safe rest environment for babies and toddlers*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | No |
| Ensure access to at least three different babies and toddlers in an early childhood education and care service. | | | | | | | | | | Yes | No |
| Ensure access to information about individual babies and toddlers and relevant equipment and resources including cots, bedding, toys and comfort items. | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework, and relevant organisational standards, policies and procedures. | | | | | | | | | | Yes | No |
| Observe the candidate’s performance, asking questions (during or after). Complete the observation checklist for task 11. | | | | | | | | | | Yes | 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 | | | | |
| 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) |  | | |  |  | | | | |
| Set up a safe environment conducive to rest | | Safe sleeping practices; prevention measures for Sudden Infant Death Syndrome (SIDS)  Organisational standards, policies and procedures  Relevant approved learning framework under the *National Quality Framework for Early Childhood Education and Care* |  | | |  |  | | | | |
| Follow legislative and regulatory requirements | | Relevant WHS legislation and regulations  Safe and unsafe practices for working with babies/toddlers |  | | |  |  | | | | |
| 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](http://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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 12: Support cross-cultural relationships and environments*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | 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. | | | | | | | | | | Yes | 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. | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework, and relevant organisational standards, policies and procedures. | | | | | | | | | | Yes | No |
| Consider the candidate’s activity, asking questions (during or after). Complete the observation checklist for task 12. | | | | | | | | | | Yes | 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 | | | | |
| Support children’s and families’ cross-cultural relationships by:   * 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 |  | | |  | *[Assessor to insert details of the selected activity*] | | | | |
| 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 *National Quality Framework for Early Childhood Education and Care* |  | | |  | *[Assessor to insert details of the selected activity*] | | | | |
| Follow legislative and regulatory requirements | | Anti-discrimination legislation and regulations; codes of practice; community standards |  | | |  |  | | | | |
| 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)* | | | | | | | | | | | |
|  | | | | | | | | | | | |

| **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](http://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. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 13: Investigate cultural diversity in a service and a community*, ensuring you give reasonable notice of the assessment and that details are recorded in the *RPL Assessment Plan*. | | | | | | | | | | Yes | No |
| Ensure access to an early childhood education and care service, including children, families and a community. | | | | | | | | | | Yes | No |
| Ensure access to resources and assistance in relation to cultural diversity (including interpreter resources if required). | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework, and organisational policies and initiatives designed to support participation. | | | | | | | | | | Yes | No |
| Consider the candidate’s investigation and report, asking questions (during or after). Complete task 13 observation checklist. | | | | | | | | | | Yes | 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 | | | | |
| Investigate cultural diversity and apply findings to the service  Understand and apply cultural competence, including forming effective relationships people of diverse backgrounds and cultures | | Organisational standards, policies and procedures  Relevant approved learning framework under the *National Quality Framework for Early Childhood Education and Care* |  | | |  |  | | | | |
| Follow legislative and regulatory requirements | | Anti-discrimination legislation and regulations; codes of practice; community standards |  | | |  |  | | | | |
| 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)* | | | | | | | | | | | |
|  | | | | | | | | | | | |

| **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](http://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*. | | | | | | | |
| Instructions for the assessor | | | | | | | | | | Completed or provided? | |
| Provide the candidate with *Candidate instructions for task 14: Develop strategies for working in partnership with Aboriginal and/or Torres Strait Islander people*. Give reasonable notice of the assessment/record details in the *RPL Assessment Plan*. | | | | | | | | | | Yes | 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. | | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework, and relevant organisational standards, policies and procedures. | | | | | | | | | | Yes | No |
| Consider the candidate’s strategies and report, asking questions (during or after). Complete task 14 observation checklist. | | | | | | | | | | Yes | 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 | | | | |
| Suggest strategies that reflect an appropriate understanding of:   * 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 |  | | |  | *[Assessor to insert details of the selected activity*] | | | | |
| 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 *National Quality Framework for Early Childhood Education and Care* |  | | |  | *[Assessor to insert details of the selected activity*] | | | | |
| Follow legislative and regulatory requirements | | Anti-discrimination legislation and regulations; codes of practice; community standards |  | | |  |  | | | | |
| 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)* | | | | | | | | | | | |
|  | | | | | | | | | | | |

| **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](http://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]*. | | | | | | | | | Yes | No |
| Ensure candidate has *[add any foundation skills specified in the unit]* | | | | | | | | | Yes | No |
| Ensure access to the *National Quality Framework for Early Childhood Education and Care*, and relevant approved learning framework under the National Quality Framework. *[If specified in the unit.]* | | | | | | | | | Yes | No |
| Consider the candidates’ performance, asking questions during the process. Complete the observation checklist for this task. | | | | | | | | | Yes | 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 | | | |
|  | |  |  | | |  |  | | | |
|  | |  |  | | |  |  | | | |
|  | |  |  | | |  |  | | | |
| The candidate completed the assessment task to workplace standards | | | | | | | Yes  No | | | |
| Additional assessor comments on candidate performance *(Assessor to sign and date)* | | | | | | | | | | |
|  | | | | | | | | | | |