

Candidate Self-evaluation Tools (CHC50113)

Introduction

The Candidate Self-evaluation Tools are for the candidate's own evaluation. The candidate is required to consider the workplace tasks they can do, and complete these tools in their own time. The candidate should be given the tools at **Step 1 of the RPL assessment process**—the initial interview and planning session. The assessor should advise the candidate on how to complete the self-evaluation, including the need for workplace verification.

The tools allow candidates to document and broadly evaluate their knowledge and skills against workplace tasks they believe they can do, and to collate some initial evidence.

The tools include instructions for assessors, candidates and workplaces, self-evaluation tools for ten clusters of units of competency, and a form for listing any attached evidence.

The units of competency are arranged in ten clusters as follows.

Clusters 1 to 5

The Candidate Self-evaluation Tools in Clusters 1 to 5 relate to ten of 11 core units in the *CHC50113 Diploma of Early Childhood Education and Care* that are also core in the *CHC30113 Certificate III in Early Education and Care*¹. Please see the *Assessor Guide* for details of candidate pathways.

¹ The core unit *HLTAID004 Provide an emergency first aid response in an education and care setting* is not in *RPL Toolkit for CHC50113 Diploma of Early Childhood Education and Care* apart from the capacity to record its attainment in the *RPL Assessment Outcomes Form*.

Cluster 1—Nutrition and children's health and safety

CHCECE002 Ensure the health and safety of children

CHCECE004 Promote and provide healthy food and drinks

Cluster 2—Work practices

CHCCS400C Work within a relevant legal and ethical framework

CHCECE009 Use an approved learning framework to guide practice

CHCPRT001 Identify and respond to children and young people at risk

Cluster 3—Relationships with children

CHCECE007 Develop positive and respectful relationships with children

Cluster 4—Physical and emotional wellbeing

CHCECE003 Provide care for children

CHCECE005 Provide care for babies and toddlers

Cluster 5—Cultural awareness and competence

CHCECE001 Develop cultural competence

HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people

Clusters 6 to 10

The Candidate Self-evaluation Tools in Clusters 6 to 10 relate to the remaining 12 core units required for the *CHC50113 Diploma of Early Childhood Education and Care* and five electives.

Cluster 6—Health, safety and quality

CHCECE016 Establish and maintain a safe and healthy environment for children (core)

CHCECE019 Facilitate compliance in an education and care service (core)

HLTWHS003 Maintain work health and safety (core)

Cluster 7—Leadership and service management

CHCECE025 Embed sustainable practices in service operations (core)

CHCORG428A Reflect on and improve own professional practice (elective)

CHCORG506E Coordinate the work environment (elective)

CHCORG624E Provide leadership in community services delivery (elective)

CHCPOL504B Develop and implement policy (elective)

Cluster 8—Children’s development and wellbeing

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood (core)

CHCECE018 Nurture creativity in children (core)

CHCSAC005 Foster the holistic development and wellbeing of the child in school age care (elective)

Cluster 9—Program design and implementation

CHCECE022 Promote children’s agency (core)

CHCECE023 Analyse information to inform learning (core)

CHCECE024 Design and implement the curriculum to foster children's learning and development (core)

CHCECE026 Work in partnership with families to provide appropriate education and care for children (core)

Cluster 10—Children’s behaviour and inclusion

CHCECE020 Establish and implement plans for developing cooperative behaviour (core)

CHCECE021 Implement strategies for the inclusion of all children (core)

Use of the Candidate Self-evaluation Tools

Assessors should provide the required Candidate Self-evaluation Tools, depending on any units already held. The *Assessor Guide* explains pathways for candidates. In summary:

- candidates who hold **no Children's Services or Early Childhood Education and Care qualifications** or relevant units would be provided with the Self-evaluation Tools for **Clusters 1 to 10** (as they hold *none* of the units of competency required for CHC50113)
- candidates who hold the **replaced Children's Services Certificate III and Diploma qualifications** (CHC30708/12 and CHC50908) would be provided with the Self-evaluation Tools for **Clusters 1 to 10** (as they hold no units of competency *equivalent* to the units required for CHC50113)
- candidates who hold the **CHC30113 Certificate III in Early Childhood Education and Care** would be provided with the Candidate Self-evaluation Tools for **Clusters 6 to 10** only (as they *already hold* the 10 core units of competency required for CHC50113 that are in Clusters 1 to 5 in this Toolkit).

Note: If students require additional support to complete the self-evaluation, this should be provided

Candidate Self-evaluation Tools: Instructions for the assessor

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

What are these tools?

These tools include self-evaluation forms each related to a 'cluster' of units of competency, and a form to list attached documents—to be completed independently by the candidate and verified by the workplace. When completed, these provide evidence of workplace tasks the candidate believes they can do and examples of how they apply skills and knowledge, with this information supplemented and verified by the workplace. Please note that, except for Cluster 4, none of the unit clusters are the same as the clusters in the CHC30113 *RPL Toolkit* (see the *Assessor Guide* for details).

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

Instructions for assessors providing the tools

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

Make sure the correct tools are provided—for example, candidates who hold the *CHC30113 Certificate III in Early Childhood Education and Care* would need to be provided with the Tools for Clusters 6 to 10 only (as they already hold the 10 core units that are in Clusters 1 to 5 in this Toolkit). Other candidates will usually require tools for Clusters 1 to 10—check pathways in the *Assessor Guide*. Before providing the tools, remove any sections for any units in which the candidate has been assessed as competent (for example, by credit transfer).

When providing the *Candidate Self-evaluation Tools*:

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

Instructions for assessors in reviewing the completed tools

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

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

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

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

What is in this document?

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

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

How to conduct the self-evaluation

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

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

You can attach documents

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

In thinking about documents to attach, remember:

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

Instructions for workplace representatives

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

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

After candidates have completed the self-evaluation

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

Candidate self-evaluation for Cluster 1—Nutrition and 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)

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

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

Workplace tasks related to cluster 1—Nutrition and children’s health and safety	I do the workplace task...			Evidence and examples		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
3. Reading and interpreting medical and food-related information				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓ For example, authorisation forms, medication labels, medical management plans and food labels.		
4. Developing children’s awareness of safety						
5. Planning and providing food and drink to children in line with healthy eating guidelines						

Workplace tasks related to cluster 1—Nutrition and children’s health and safety	I do the workplace task...			Evidence and examples		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
6. Engaging children by involving them in menu planning and assisting in meal preparation				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		
Candidate’s signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative’s comments for cluster 1—Nutrition and children’s health and safety

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

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

THE FOLLOWING SECTION IS FOR OFFICE USE ONLY

Instructions to assessors

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

Assessor’s comments re Cluster 1—Nutrition and children’s health and safety

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

Assessor’s name

Assessor’s signature

Date

Candidate self-evaluation for Cluster 2—Work practices

Units of competency:

- **CHCCS400C Work within a relevant legal and ethical framework** (core unit)
- **CHCECE009 Use an approved learning framework to guide practice** (core unit)
- **CHCPRT001 Identify and respond to children and young people at risk** (core unit)

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

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

Workplace tasks related to cluster 2—Work practices	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
8. Following organisational policies, protocols and procedures in an early childhood education and care workplace						
9. Working within ethical frameworks in an early childhood education and care service						
10. Addressing duty of care requirements in an early childhood education and care service						

Workplace tasks related to cluster 2—Work practices	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
11. Providing children with opportunities to maximise their potential and develop a foundation for their future success				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		
12. Working with others to implement an approved learning framework in an early childhood education and care service				Please make sure you name the approved framework/s.		
13. Investigating and documenting pedagogical practices in an early childhood education and care service				Go to http://deewr.gov.au/early-years-learning-framework if you need more information on pedagogical practices.		

Workplace tasks related to cluster 2—Work practices	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
14. Implementing work practices that support the protection of children and young people				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		
Candidate's signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative’s comments for cluster 2—Work practices

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

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

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Assessor's comments re cluster 2—Work practices

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

Assessor's name

Assessor's signature

Date

Candidate self-evaluation for Cluster 3—Relationships with children

Unit of competency:

- **CHCECE007 Develop positive and respectful relationships with children** (core unit)

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

Candidate's name		Date completed	
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Workplace tasks related to cluster 3—Relationships with children	I do the workplace task...			Evidence and examples of applying workplace tasks Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task			
15. Interacting positively and effectively with children						
16. Involving and encouraging children in decision-making and planning						

Workplace tasks related to cluster 3—Relationships with children	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
17. Encouraging children to respect similarities and differences between each other						
18. Using appropriate techniques to guide the behaviour of children						
19. Assessing and responding appropriately to behaviours of concern						

Workplace tasks related to cluster 3—Relationships with children	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
20. Maintaining the rights and dignity of children when guiding their behaviour				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		
Candidate's signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative’s comments for cluster 3—Relationships with children

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

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

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Assessor’s comments cluster 3—Relationships with children

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

Assessor’s name

Assessor’s signature

Date

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

Units of competency:

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

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

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

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

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

Workplace representative’s comments for cluster 4—Physical and emotional wellbeing

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

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

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

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

Assessor's name

Assessor's signature

Date

Candidate self-evaluation for Cluster 5—Cultural competence and awareness

Units of competency:

- **CHCECE001 Develop cultural competence** (core unit)
- **HLTHIR404D Work effectively with Aboriginal and/or Torres Strait Islander people** (core unit)

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

Candidate's name

Date completed

Workplace tasks related to cluster 5—Cultural competence and awareness	I do the workplace task...			Evidence and examples of applying workplace tasks Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task			
27. Reflecting on your own cultural identity and biases						
28. Investigating cultural diversity in an early childhood education and care workplace, and in a community						

Workplace tasks related to cluster 5—Cultural competence and awareness	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
29. Supporting cross-cultural understanding and relationships						
30. Interacting in culturally appropriate ways with children, families and communities						
31. Encouraging children to respect all cultures and to celebrate cultural differences						

Workplace tasks related to cluster 5—Cultural competence and awareness	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
32. Identifying and implementing culturally safe work practices						
33. Forming mentoring arrangements with Aboriginal and/or Torres Strait Islander people						
Candidate's signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative’s comments for cluster 5—Cultural competency and inclusion

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

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

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Assessor’s comments re cluster 5—Cultural competency and inclusion

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

Assessor’s name			
Assessor’s signature		Date	

Candidate self-evaluation for Cluster 6—Health, safety and quality

Units of competency:

- **CHCECE016 Establish and maintain a safe and healthy environment for children** (core unit)
- **CHCECE019 Facilitate compliance in an education and care service** (core unit)
- **HLTWHS003 Maintain work health and safety** (core unit)

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

Candidate's name				Date completed		
Workplace tasks related to cluster 6—Health, safety and quality	I do the workplace task...			Evidence and examples		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
34. Establishing and maintaining an environment that is safe and healthy for children				Includes planning and coordinating supervision of children and promoting and monitoring safety practices such as administration of medicines and safe food handling.		

Workplace tasks related to cluster 6—Health, safety and quality	I do the workplace task...			Evidence and examples		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
35. Communicating work health and safety (WHS) information to colleagues in an early childhood education and care service				Includes communicating hazards/safety issues, explaining WHS policies and procedures, and demonstrating safe housekeeping practices and correct use of personal protective equipment (PPE).		
36. Supporting children to take increasing responsibility for their own health and physical wellbeing						
37. Coordinating appropriate procedures for handling children's infections and illnesses				Includes communicating with families.		

Workplace tasks related to cluster 6—Health, safety and quality	I do the workplace task...			Evidence and examples	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>			
38. Coordinating emergency responses in an early childhood education and care service				<p>Candidates may attach documents as evidence of workplace tasks—if so, add the document number →</p> <p>Candidates who can do the workplace task—give brief examples below of how you do this at work ↓</p> <p>Includes developing evacuation plans and following workplace procedures for a simulated emergency situation.</p>		
39. Conducting a workplace risk assessment and recording the results				<p>Includes identifying hazards and potential hazards, developing strategies for minimising risk, and analysing residual risk.</p>		
40. Completing a workplace incident report						

Workplace tasks related to cluster 6—Health, safety and quality	I do the workplace task...			Evidence and examples		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
41. Checking and maintaining compliance in an early childhood education and care service				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓ Includes interpreting and applying the National Quality Framework, and facilitating a self-assessment process.		
42. Developing a quality improvement plan and reviewing it with colleagues				Includes documenting the plan and checking it for accuracy and completeness.		
Candidate's signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative’s comments for cluster 6—Health, safety and quality

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

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

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Assessor’s comments re cluster 6—Health, safety and quality

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

Assessor’s name

Assessor’s signature

Date

Candidate self-evaluation for Cluster 7—Leadership and service management

Units of competency:

- **CHCECE025 Embed sustainable practices in service operations** (core unit)
- **CHCORG428A Reflect on and improve own professional practice** (elective unit)
- **CHCORG506E Coordinate the work environment** (elective unit)
- **CHCORG624E Provide leadership in community services delivery** (elective unit)
- **CHCPOL504B Develop and implement policy** (elective unit)

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

Candidate's name		Date completed	
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Workplace tasks related to cluster 7—Leadership and service management	I do the workplace task...			Evidence and examples of applying workplace tasks Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>			
43. Encouraging children to develop respect for the natural environment						

Workplace tasks related to cluster 7—Leadership and service management	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
44. Analysing the environmental sustainability of an early childhood education and care service				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		
45. Designing, implementing and reviewing a program to enhance environmental sustainability in an early childhood education and care service						
46. Encouraging others to participate in a program to enhance environmental sustainability				Includes colleagues, children, families and the broader community.		

Workplace tasks related to cluster 7—Leadership and service management	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
47. Influencing effective practices in an early childhood education and care service				Includes establishing effective procedures to maximise staff work performance, negotiating changes to work practices to enhance environmental sustainability, and using strategic planning to achieve workplace outcomes.		
48. Developing effective working relationships with all staff in an early childhood education and care service				Includes using positive communication, negotiation and decision-making skills.		
49. Providing leadership in an early childhood education and care service to enable the achievement of common goals						

Workplace tasks related to cluster 7—Leadership and service management	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
50. Researching and consulting with others to develop policies in an early childhood education and care service						
51. Implementing policies and procedures in an early childhood education and care service				Includes testing policies and procedures before implementation, and reviewing their effectiveness after implementation.		
52. Being aware of and sensitive to conflict, culture and context in an early childhood education and care service						

Workplace tasks related to cluster 7—Leadership and service management	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well <i>I'm sure I can do the task</i>	...quite well <i>I think I can do the task</i>	...no, or not well <i>I don't (or can't) do the task</i>	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
53. Reflecting on and developing your personal capability to meet professional standards in an early childhood education and care service				Includes actively seeking and participating in professional development, seeking and reflecting upon feedback, seeking opportunities for supervision and mentoring, and integrating learning into improved practice.		
54. Operating within an agreed code of ethics or practice in an early childhood education and care service						
Candidate's signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative’s comments for cluster 7—Leadership and service management

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

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

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Assessor’s comments re cluster 7—Leadership and service management

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

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Assessor’s name			
Assessor’s signature		Date	

Candidate self-evaluation for Cluster 8—Children’s development and wellbeing

Unit of competency:

- **CHCECE017 Foster the holistic development and wellbeing of the child in early childhood** (core unit)
- **CHCECE018 Nurture creativity in children** (core unit)
- **CHCSAC005 Foster the holistic development and wellbeing of the child in school age care** (elective unit)

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

Candidate’s name		Date completed	
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Workplace tasks related to cluster 8—Children’s development and wellbeing	I do the workplace task...			Evidence and examples of applying workplace tasks	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I’m sure I can do the task	...quite well I think I can do the task	...no, or not well I don’t (or can’t) do the task			
55. Planning and providing opportunities for children to develop in a range of areas, including physical, social, emotional, cognitive and language development				<p>Candidates may attach documents as evidence of workplace tasks—if so, add the document number →</p> <p>Candidates who can do the workplace task—give brief examples below of how you do this at work ↓</p> <p>You will need to have planned and provided opportunities of this nature on at least six occasions in which at least three of the children involved were aged between 5 and 12 years.</p>		

Workplace tasks related to cluster 8—Children’s development and wellbeing	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I’m sure I can do the task	...quite well I think I can do the task	...no, or not well I don’t (or can’t) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
56. Facilitating and supporting emotional and psychological development in children						
57. Encouraging self-help and independence in children						
58. Planning opportunities to foster children’s positive self-concept and self-esteem						

Workplace tasks related to cluster 8—Children’s development and wellbeing	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I’m sure I can do the task	...quite well I think I can do the task	...no, or not well I don’t (or can’t) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
59. Providing a positive and safe environment to encourage children to express their thoughts, feelings and ideas						
60. Planning and providing programs or active learning environments that foster creativity in children				You will need to have planned and provided programs of this nature on at least three occasions, and to have encouraged at least three children of varying ages to actively participate.		
61. Providing creative experiences that are initiated by children						

Workplace tasks related to cluster 8—Children’s development and wellbeing	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I’m sure I can do the task	...quite well I think I can do the task	...no, or not well I don’t (or can’t) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓	Document number	
62. Providing dramatic and imaginative play opportunities						
63. Providing creative approaches to routines						
64. Providing opportunities for children to develop self-expression skills in music, movement, construction, visual art and dramatic play						
Candidate’s signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative’s comments for cluster 8—Children’s development and wellbeing

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

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

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Assessor’s comments cluster 8—Children’s development and wellbeing

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

Assessor’s name

Assessor’s signature

Date

Candidate self-evaluation for Cluster 9—Program design and implementation

Units of competency:

- **CHCECE022 Promote children’s agency** (core unit)
- **CHCECE023 Analyse information to inform learning** (core unit)
- **CHCECE024 Design and implement the curriculum to foster children’s learning and development** (core unit)
- **CHCECE026 Work in partnership with families to provide appropriate education and care for children** (core unit)

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

Candidate’s name		Date completed	
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Workplace tasks related to cluster 9—Program design and implementation	I do the workplace task...			Evidence and examples of applying workplace tasks	Document number	Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I’m sure I can do the task	...quite well I think I can do the task	...no, or not well I don’t (or can’t) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number → Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		
65. Planning and implementing learning programs that promote and encourage children’s participation				You will need to have planned/implemented at least two programs (such as learning environments and experiences) that promote children’s agency.		

Workplace tasks related to cluster 9—Program design and implementation	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
66. Establishing environments and opportunities in response to children's interests				Candidates who can do the workplace task— give brief examples below of how you do this at work ↓		
67. Collecting and documenting observations of children, and using this information to inform planning and curriculum design				You will need to have observed at least three different children and documented their behaviour, learning, play preferences, strengths, interests and relationships.		
68. Designing and implementing curriculum in consultation with children, their families and other educators						

Workplace tasks related to cluster 9—Program design and implementation	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I'm sure I can do the task	...quite well I think I can do the task	...no, or not well I don't (or can't) do the task	Candidates may attach documents as evidence of workplace tasks—if so, add the document number →	Document number	
69. Sharing information with children, families, educators, experts and specialists						
70. Working collaboratively with families to support children's education and care				You need to have worked with at least three different families, where you developed care strategies together, discussed each child's interests/development and planned for individual needs.		
71. Involving families in the delivery and evaluation of early childhood education and care programs				Includes encouraging families to participate in their child's experiences and providing opportunities for them to give feedback.		
Candidate's signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative’s comments for cluster 9—Program design and implementation

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

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

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Assessor’s comments re cluster 9—Program design and implementation
 (Summarise your feedback to the candidate, or provide any other objective comments in relation to the self-evaluation below.)

Assessor’s name			
Assessor’s signature		Date	

Candidate self-evaluation for Cluster 10—Children’s behaviour and inclusion

Units of competency:

- **CHCECE020 Establish and implement plans for developing cooperative behaviour** (core unit)
- **CHCECE021 Implement strategies for the inclusion of all children** (core unit)

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

Candidate’s name		Date completed	
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Workplace tasks related to cluster 10—Children’s behaviour and inclusion	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I’m sure I can do the task	...quite well I think I can do the task	...no, or not well I don’t (or can’t) do the task	Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add document number →	Document number	
72. Observing and analysing children’s behaviour in a range of situations and contexts				Candidates who can do the workplace task—give brief examples below of how you do this at work ↓ You will need to have done this on at least three occasions.		

Workplace tasks related to cluster 10—Children’s behaviour and inclusion	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I’m sure I can do the task	...quite well I think I can do the task	...no, or not well I don’t (or can’t) do the task	Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add document number → Candidates who can do the workplace task—give brief examples below of how you do this at work ↓	Document number	
73. Creating, implementing and measuring the effectiveness of a behaviour guidance plan						
74. Developing positive relationships with children and involving them in decision making and planning						
75. Respecting the expectations and cultural values of parents						

Workplace tasks related to cluster 10—Children’s behaviour and inclusion	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I’m sure I can do the task	...quite well I think I can do the task	...no, or not well I don’t (or can’t) do the task	Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add document number → Candidates who can do the workplace task—give brief examples below of how you do this at work ↓	Document number	
76. Identifying and assessing the additional needs of individual children						
77. Investigating and trialling strategies to address the additional needs of individual children				Includes developing and adapting curriculum to meet the additional needs of individual children.		
78. Contributing to individualised, child-centred planning and service delivery				Includes reviewing and suggesting adaptations to service delivery to meet the needs of children with special needs.		

Workplace tasks related to cluster 10—Children’s behaviour and inclusion	I do the workplace task...			Evidence and examples of applying workplace tasks		Confirmation by workplace representative - please tick and initial if candidate can do the task
	...very well I’m sure I can do the task	...quite well I think I can do the task	...no, or not well I don’t (or can’t) do the task	Candidates <i>may</i> attach documents as evidence of workplace tasks—if so, add document number →	Document number	
79. Collaborating with a family and other educators to develop, implement and evaluate an inclusion plan				Candidates who can do the workplace task—give brief examples below of how you do this at work ↓ You will need to have done this for at least one child.		
Candidate’s signature (In signing this form you are verifying that information you have provided is true and correct.)						

Workplace representative's comments for cluster 10—Children's behaviour and inclusion

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

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

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Assessor’s comments re cluster 10—Children’s behaviour and inclusion

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

Assessor’s name

Assessor’s signature

Date

Candidate Self-evaluation: Instructions for attaching documents

Candidates should read the following instructions

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

Documents you might attach include any of the following.

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

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

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

Remember that:

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

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

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

Candidate Self-evaluation: List of Attached Documents					
Document number	Document title or brief description (e.g. type of document, purpose, date, author) <i>e.g. 'Letter from parent of toddler leaving the service, thanking me for my work in supporting him during his time there, June 2012 (names erased).'</i>	Unit cluster or clusters <i>e.g. 'Cluster 4—Physical and emotional wellbeing'</i>	Workplace task number or numbers <i>e.g. 'Task 25' (Developing nurturing and securely attached relationships with toddlers...)</i>	Is it attached?	
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No

Candidate Self-evaluation: List of Attached Documents					
Document number	Document title or brief description (e.g. type of document, purpose, date, author) <i>e.g. 'Letter from parent of toddler leaving the service, thanking me for my work in supporting him during his time there, June 2012 (names erased).'</i>	Unit cluster or clusters <i>e.g. 'Cluster 4—Physical and emotional wellbeing'</i>	Workplace task number or numbers <i>e.g. 'Task 25' (Developing nurturing and securely attached relationships with toddlers...)</i>	Is it attached?	
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
				<input type="checkbox"/> Yes	<input type="checkbox"/> No
Candidate's declaration: The information I have provided is accurate and truthful; and (unless stated) the attached documents are my own work. (Sign to indicate you agree with the declaration, and have your signature witnessed by your workplace representative.)					
Candidate's name		Witness's name/title			
Candidate's signature		Witness's signature			
Date		Date			