# Competency Conversation Recording Tools (CHC50113)

### Introduction

The Competency Conversation Recording Tools are for assessor use during **Step 2 of the RPL assessment process**—the 'competency conversation' interviews.

### Clusters 1 to 5

The Competency Conversation Recording 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]. See the *Assessor Guide* for details of candidate pathways.

### *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 Competency Conversation Recording 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)

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[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*.

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 Competency Conversation Recording Tools**

Assessors should consider the competency conversations to be conducted, 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 require 'competency conversations' 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) require 'competency conversations' 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* require 'competency conversations' 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).

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

- deleting any sections that will not be assessed or used in a given session (it is unrealistic to cover too many of the unit clusters in the *RPL Toolkit* in one session)

- saving the files to a laptop, or printing hard copies, depending on method used to record candidate responses.

The *Competency Conversation Recording Tools* provide:

- a bank of questions and prompts for the assessor to use during the conversations

- an assessment tool in which the assessor can record evidence of the competency conversation

- key points the assessor should look for in candidate responses and particular notes re assessment requirements including for frequency and volume (criteria for assessment), with the capacity to record candidate responses.

**Note:** The recording tools are for assessor use, and are not given to the candidate during the competency conversation interview.

## Competency Conversation Recording Tools: Instructions for the assessor

### Assessors should read the following instructions and notes

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

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

**How to complete the Competency Conversation Recording Tools**

The *Assessor Guide* provides detailed instructions for assessors on how to conduct the competency conversation. If you are not familiar with the process, go to that document and follow the step-by-step instructions. The following points summarise those steps and instructions.

- **Make sure the correct tools are selected…** for example, candidates who hold the *CHC30113 Certificate III in Early Childhood Education and Care*, would need competency conversations to be held for Clusters 6 to 10 only (as they already hold the 10 core units in Clusters 1 to 5 in this *RPL Toolkit*). Other candidates will usually require competency conversations across Clusters 1 to 10—check pathways in the *Assessor Guide* and determine the candidate's currently held equivalent units.

- **Prepare for the conversation…** collate the assessment tools—that is, the recording tools **only for the units you will assess at a given session** (perhaps one or two clusters per session). Before providing the tools, remove any sections for any units in which the candidate has already been assessed as competent (including by credit transfer).

- **Advise the candidate…** and agree to the venue.

- **Workplace venues are suitable…** for most candidates the workplace provides a familiar setting where they may be more comfortable discussing their roles and capacities, and where additional natural evidence of workplace competency may be gathered (for example by observing the candidate in the workplace, or seeking documents).

- **Contextualise or change questions if required…** the questions are discussion starters, and are not necessarily 'fixed'. You may alter the wording and can ask follow-up questions in a conversational style.

- **Support the candidate…** ensure the candidate is as comfortable as possible. Take breaks if needed. Don't try to cram too many units (clusters) into one session. Staggered sessions will be more useful.

- **Record candidate responses…** listen for the 'key points to be addressed' in the candidate's response, and record notes on these as the conversation proceeds using the 'Assessor notes' section, checking also for additional requirements that might be in those sections. You could highlight points you wish to come back to, and you might need some time after the interview to finalise the recording tool.

- **Summarise findings…** Use the 'Outcomes…' section at the end of each cluster to provide further details on the candidate, including examples that may be relevant in confirming competence. Add pages if needed.

## Competency conversation recording tool 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)

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

| Candidate's name | | Date completed | | Venue | |
|---|---|---|---|---|---|

| Specific assessment requirements that apply across units in this cluster | ☐ Assessment for *CHCECE002 Ensure the health and safety of children* and *CHCECE004 Promote and provide healthy food and drinks* must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. *(Assessor to tick if confirmed for this cluster.)*<br><br>☐ Skills for *CHCECE002 Ensure the health and safety of children* and *CHCECE004 Promote and provide healthy food and drinks* must be demonstrated in a regulated education and care service. *(Assessor to tick if confirmed for this candidate.)* |
|---|---|
| **Specific foundation skills for this cluster** | ☐ Candidates must have reading skills in order to accurately read and interpret food labels and dietary requirements; and accurately read and interpret medication packaging and dosage instructions. *(Assessor to tick if confirmed for this candidate.)*<br><br>☐ Candidates must have numeracy skills in order to correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml). *(Assessor to tick if confirmed for this candidate.)* |
| | *Assessor to add how foundation skills were confirmed:* |

| *Question 1* – **Describe your role in providing a clean and safe environment for children in an early childhood education and care service.** | |
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| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ organisational standards, policies and procedures<br><br>☐ potential hazards to children, including medical conditions<br><br>☐ safety issues/risk management strategies for children's health and safety<br><br>☐ basic home fire safety<br><br>☐ children's requirements for sleep and rest<br><br>☐ environments that promote rest and sleep<br><br>☐ guidelines for infection control<br><br>☐ hand hygiene<br><br>☐ how to undertake a risk analysis of toys and equipment<br><br>☐ sun safety | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has consistently supported the health needs of the children in the service, including developing children's awareness of safety. |

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

| Key points to be addressed by the candidate | ASSESSOR'S NOTES |
| --- | --- |
| ☐ signs, symptoms and key characteristics of allergy/anaphylaxis and asthma<br><br>☐ potential hazards to children, including medical conditions<br><br>☐ food allergies/intolerances and possible reactions, including anaphylaxis<br><br>☐ how to use an adrenalin auto injector for anaphylaxis<br><br>☐ safety issues/risk management strategies for children's health and safety<br><br>☐ organisational standards, policies and procedures<br><br>☐ reading and interpreting relevant medical information | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has consistently supported the health needs of children in the service, including:<br>• recognising and responding appropriately to signs of illness of children, including asthma and anaphylaxis<br>• reading and interpreting authorisation forms, medication labels, medical management plans and other relevant medical information. |

| *Question 3* – **Describe how you plan and provide healthy food and drinks for children, and the principles that guide this.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ Australian Dietary Guidelines and Infant Feeding Guidelines<br><br>☐ children's oral health and its impact on their general health and well-being<br><br>☐ dietary requirements and nutritional needs of babies/toddlers (including specific cultural, religious or health requirements)<br><br>☐ food allergies/intolerances and possible reactions, including anaphylaxis<br><br>☐ food-handling requirements (e.g. preventing microorganism contamination and/or allergic reactions)<br><br>☐ food safety guidelines<br><br>☐ hand hygiene<br><br>☐ implications of poor diet<br><br>☐ infant feeding requirements and guidelines<br><br>☐ oral health recommendations<br><br>☐ organisational standards, policies and procedures<br><br>☐ how to access/navigate the:<br><br>　☐ National Quality Framework<br><br>　☐ National Quality Standards<br><br>　☐ relevant approved learning framework used in the workplace | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has planned and provided food and drink for children on at least three occasions including:<br>• Identifying/responding to requirements re food allergies, medical conditions and cultural/religious requirements<br>• role-modelling healthy eating habits for children<br>• ensuring safe handling, preparation and storage of food and drinks<br>• creating a positive, relaxed environment during mealtimes<br>• reading and interpreting food labels to identify ingredients of concern and nutrition content<br>• engaging children by involving them in menu planning and preparation. |

| Question 4 – **Describe the strategies you have used to minimise risks in an early childhood education and care workplace.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ hand hygiene<br><br>☐ how to undertake a risk analysis of toys and equipment<br><br>☐ potential hazards to children, including medical conditions<br><br>☐ safety issues/risk management strategies for children's health and safety<br><br>☐ how to correctly calculate medication dosages for common measurements including milligrams (mg) and millilitres (ml)<br><br>☐ organisational standards, policies and procedures (including for the use, storage and labelling of dangerous products) | |

| Outcomes of the competency conversation interview for cluster 1—Nutrition and children's health and safety |
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| Assessors must consider whether the rules of evidence are met (**valid, sufficient, current** and **authentic)** in relation to the candidate's knowledge, and whether the evidence is sufficient to demonstrate the candidate's ability to complete and manage tasks and manage contingencies in the job role context. Record findings below.<br><br>If the evidence shows the candidate has **not demonstrated competence**, discuss the next steps—practical workplace tasks to be assessed by the assessor in the workplace (see the Workplace Assessment Tasks provided for in this RPL Toolkit) or candidate self-directed professional development activities to build knowledge or skills. If the candidate **has demonstrated** workplace competence for unit or units, complete the *RPL Assessment Outcomes Form*. |

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

## Competency conversation recording tool for Cluster 2—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)

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

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

| *Question 5* – **Describe the various legal and ethical frameworks that are relevant to early childhood education and care, and how these apply to your work in an early childhood education and care service.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ child protection legislation<br><br>☐ code of ethics<br><br>☐ common legal issues<br><br>☐ distinction between ethical/legal problems<br><br>☐ importance of ethics in practice<br><br>☐ overview of legal system<br><br>☐ principles of ethical decision-making<br><br>☐ principles underpinning duty of care and associated legal requirements<br><br>☐ principles/practices for upholding the rights of children and young people<br><br>☐ principles/practices of confidentiality<br><br>☐ relevant legislation, standards, codes of practice, licensing, accreditation/registration to professional bodies, service agreements<br><br>☐ rights/responsibilities of workers and clients<br><br>☐ strategies for addressing common ethical issues<br><br>☐ strategies for managing complaints<br><br>☐ types of law<br><br>☐ work health and safety (WHS) requirements | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate:<br>• demonstrates understanding of and adherence to own work role and responsibilities<br>• can follow organisation policies, protocols and procedures<br>• works within legal and ethical frameworks. |

| *Question 6* – **Describe the learning framework that applies in the early childhood education and care service where you work, and explain your role in implementing the framework.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ how to access and navigate:<br><br>　☐ *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*<br><br>　☐ *My Time, My Place: Framework for School Age Care in Australia*<br><br>　☐ the relevant approved learning framework used in the service (if different from those listed above)<br><br>☐ key participants in the implementation of the framework<br><br>☐ organisational standards, policies and procedures<br><br>☐ United Nations Convention on the Rights of the Child | **NB:** In addition to the 'key points to be addressed', documented evidence must confirm that the candidate has worked with at least one other educator to implement the approved learning framework, including:<br>• investigating/documenting at least 2 examples of how the learning framework is demonstrated in the service<br>• researching/documenting at least 1 example of how each principle of the framework is reflected in the service<br>• working closely with others and under supervision to help implement the framework<br>• reflecting on and discussing practice with supervisor and others.<br>(The following question also relates to this question and includes a link for further information.) |

| *Question 7* – **Give examples of your involvement in pedagogical practices in the early childhood education and care service where you work.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ how to access/navigate the following: <br><br> ☐ *Belonging, Being and Becoming: The Early Years Learning Framework for Australia* <br><br> ☐ *My Time, My Place: Framework for School Age Care in Australia* <br><br> ☐ the relevant approved learning framework used in the service (if different from those listed above) <br><br> ☐ key participants in the implementation of the framework <br><br> ☐ organisational standards, policies and procedures <br><br> ☐ United Nations Convention on the Rights of the Child | NB: In addition to the 'key points to be addressed', the candidate must provide evidence they have: <br> • investigated and documented their own involvement in at least 3 examples of pedagogical practices in a regulated (approved) education and care service. <br> (Examples of pedagogical practices are listed in the Frameworks documents—go to http://deewr.gov.au/early-years-learning-framework if you need further information.) |

| *Question 8* – **Give examples of the work practices you have implemented to protect children and young people at risk, including the legal and organisational basis for the work practices.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| Candidates must demonstrate knowledge of:<br><br>☐ child protection legislation (including state/territory requirements and processes)<br><br>☐ child protection system (including reporting protocols and interagency policies)<br><br>☐ different types and dynamics of abuse as they apply to age, gender, disability, culture and sexuality<br><br>☐ duty of care responsibilities<br><br>☐ ethical considerations<br><br>☐ impact of risk of harm<br><br>☐ organisation standards, policies and procedures<br><br>☐ types of abuse experienced by children and young people<br><br>☐ strategies for managing the abuse of children and young people<br><br>☐ trauma-informed care<br><br>☐ UN Convention on the Rights of the Child | **NB**: In addition to the 'key points to be addressed', evidence must confirm that the candidate has implemented practices in the workplace that support the protection of children and young people, including:<br>• complying with regulations, legislations and duty of care responsibilities<br>• employing child focused work practices to uphold the rights of children and young people<br>• maintaining confidentiality<br>• providing appropriate responses in the protection of children and young people.<br>The candidate must also demonstrate that they have read and interpreted the procedures for reporting children at risk in line with organisational expectations and legislative requirements. |

## Outcomes of the competency conversation interview for cluster 2—Work practices

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

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

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

## Competency conversation recording tool for Cluster 3—Relationships with children

**Unit of competency:**

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

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

| Candidate's name | | Date completed | | Venue | |
|---|---|---|---|---|---|

| **Specific assessment requirements that apply across this cluster** | ☐ Assessment must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. *(Assessor to tick if confirmed for this cluster.)* <br><br> ☐ Skills must be demonstrated in a regulated education and care service. *(Assessor to tick if confirmed for this candidate.)* |
|---|---|
| **Specific foundation skills for this cluster** | ☐ Candidates must have oral communication skills in order to engage in sustained conversations with children. |
| | *Assessor to add how foundation skills were confirmed:* |
| **Early childhood education and care work requirement** | ☐ Candidates must have performed the activities outlined in the performance criteria of *CHCECE007 Develop positive and respectful relationships with children* during a period of at least 120 hours of work in at least one regulated education and care service. |
| | *Assessor to add how the work requirement was confirmed:* |

| *Question 9* – **Describe how you have communicated positively and respectively with children.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ effective communication techniques such as<br><br>  ☐ communication of care and respect through all interactions<br><br>  ☐ interpreting non-verbal cues of children<br><br>  ☐ using verbal and non-verbal ways to show respect<br><br>  ☐ active listening<br><br>  ☐ considering a child's age, activities, interests, culture and needs<br><br>  ☐ responding to distress in ways that meets the child's need<br><br>☐ how to access/navigate the:<br><br>  ☐ National Quality Framework<br><br>  ☐ National Quality Standards<br><br>  ☐ relevant approved learning framework used in the workplace<br><br>☐ organisational standards, policies and procedures<br><br>☐ techniques to guide children's behaviour<br><br>☐ UN Convention on the Rights of the Child | **NB**: The candidate must demonstrate that they have communicated positively and respectfully with at least 3 children including using effective communication techniques (see examples in 'key points to be addressed). |

| *Question 10* – **Describe techniques you have used to respond to and guide the behaviour of children, including where behaviours have been of concern.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ effective communication techniques (see points at Question 9)<br><br>☐ how the candidate has assessed behaviour and responded to signs of distress in ways that meets the child's need<br><br>☐ examples of involving children in decision-making<br><br>☐ examples of encouraging children to respect similarities/differences between each other<br><br>☐ techniques to guide children's behaviour<br><br>☐ examples of how the candidate has maintained the rights and dignity of children when guiding their behaviour<br><br>    ☐ supporting children to develop skills to self-regulate their behaviour<br><br>    ☐ preserving and promoting children's self-esteem<br><br>☐ UN Convention on the Rights of the Child<br><br>☐ how to access/navigate the National Quality Framework, National Quality Standards and relevant approved learning framework used in the workplace<br><br>☐ organisational standards, policies and procedures | |

## Outcomes of the competency conversation interview for cluster 3—Relationships with children

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

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

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

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

**Units of competency:**

- **CHCECE003 Provide care for children** (core unit)

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

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

| Candidate's name | | Date completed | | Venue | |
|---|---|---|---|---|---|

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

| *Question 11* – **Describe the importance of predictable and meaningful care routines for babies and children, and the impact that changes to these routines can have.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ attachment theory<br>☐ code of ethics<br>☐ different practices/routines used by families and their cultural and personal rationale<br>☐ impact of change to routines/environments<br>☐ individual patterns/routines of babies and toddlers<br>☐ organisational standards, policies and procedures<br>☐ routines/strategies to minimise distress at separation of parent and child<br>☐ how to access/navigate the:<br>    ☐ National Quality Framework<br>    ☐ National Quality Standards<br>    ☐ relevant approved learning framework used in the workplace | |

| *Question 12* – **Describe how you have assessed and responded to the needs of babies and toddlers.** | |
| --- | --- |
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ Caring for babies and toddlers safely and hygienically<br><br>  ☐ assessing and responding appropriately to babies' needs, including hunger, distress, tiredness and pain<br>  ☐ setting up a safe environment for rest<br>  ☐ changing nappies<br>  ☐ heating breast milk and formula, preparing bottles, and preparing and heating food and feeding babies<br>  ☐ cleaning equipment and utensils<br><br>☐ appropriate interactions with babies<br><br>  ☐ individual differences of babies' needs for rest and sleep/rest patterns<br>  ☐ signs of stress, distress or pain in babies<br>  ☐ social development of babies<br><br>☐ dietary requirements and nutritional needs of babies<br><br>☐ organisational standards, policies and procedures<br><br>☐ UN Convention on the Rights of the Child<br><br>☐ relevant aspects of the:<br><br>  ☐ National Quality Framework<br>  ☐ National Quality Standards<br>  ☐ relevant approved learning framework used in the workplace | **NB:** Evidence must confirm that the candidate has provided care for babies and toddlers (including the specific dot points under 'caring for babies and toddlers safely and hygienically' in the Key points to be addressed'). This must have involved at least 3 different babies and toddlers of varying ages. |

| *Question 13* – **Describe the various methods you have used to develop nurturing and securely attached relationships with babies and toddlers.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ appropriate interactions with babies and toddlers, including:<br><br>  ☐ individual differences of babies'/toddlers' needs for rest and sleep/rest patterns<br>  ☐ signs of stress, distress or pain in babies and toddlers<br>  ☐ social development of babies and toddlers<br>  ☐ how to ensure the smooth transition of new arrivals<br><br>☐ organisational standards, policies and procedures<br><br>☐ UN Convention on the Rights of the Child<br><br>☐ relevant aspects of the:<br><br>  ☐ National Quality Framework<br>  ☐ National Quality Standards<br>  ☐ relevant approved learning framework used in the workplace | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has developed a nurturing relationship with at least three babies and toddlers, including:<br>• settling new babies and toddlers<br>• ensuring the smooth transition of new arrivals<br>• interacting appropriately with them and their caregivers<br>• engaging in one-to-one interactions with babies and toddlers during daily routines. |

| Question 14 – **Describe how you have supported the learning of babies and toddlers in an early childhood education and care service.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ appropriate interactions with babies and toddlers, including:<br><br>   ☐ individual differences of babies'/toddlers' needs for rest and sleep/rest patterns<br>   ☐ signs of stress, distress or pain in babies and toddlers<br>   ☐ social development of babies and toddlers<br><br>☐ brain development in babies and toddlers<br><br>☐ emotional, physical and language development of babies and toddlers<br><br>☐ organisational standards, policies and procedures<br><br>☐ UN Convention on the Rights of the Child<br><br>☐ relevant aspects of the:<br><br>   ☐ National Quality Framework<br>   ☐ National Quality Standards<br>   ☐ relevant approved learning framework used in the workplace | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has supported the learning of at least 3 different babies and toddlers of varying ages and abilities, including.<br><br>• responding appropriately to babies' and toddlers' cues and language<br>• initiating and modelled language with babies and toddlers<br>• providing stimulating environments that supported skill development<br>• modifying the environment and interactions to support babies' and toddlers' changing requirements<br>• encouraging their attempts to gain new skills<br>• providing opportunities to develop self-knowledge and awareness<br>• contributing to their emotional and psychological well-being. |

| Question 15 – **Describe how you provided appropriate physical care for children in an early childhood education and care service.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ basic principles of child physical and emotional development<br><br>☐ recommendations for physical activity for birth to 5- year-olds and 5- to 12-year-olds in the National Physical Activity Guidelines for Australians<br><br>☐ routines and strategies to minimise distress at separation of parent and child<br><br>☐ communication with children<br><br>☐ impact of changes of routines and environments for children<br><br>☐ sun safety<br><br>☐ relevance of hand hygiene for minimising infectious diseases<br><br>☐ code of ethics<br><br>☐ organisational standards, policies and procedures<br><br>☐ UN Convention on the Rights of the Child<br><br>☐ relevant aspects of the:<br><br>  ☐ National Quality Framework<br>  ☐ National Quality Standards<br>  ☐ relevant approved learning framework used in the workplace | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has provided care and responded appropriately to at least three children of varying ages, including:<br>• promoting physical activity and encouraging participation<br>• engaging children in discussions around physical health and wellbeing<br>• adapting the physical environment to ensure challenge and appropriate risk-taking<br>• ensuring the smooth transition of new arrivals<br>• supporting children through transition and change. |

| Outcomes of the competency conversation interview for cluster 4—Physical and emotional wellbeing |
| --- |
| Assessors must consider whether the rules of evidence are met (**valid, sufficient, current** and **authentic)** in relation to the candidate's knowledge, and whether the evidence is sufficient to demonstrate the candidate's ability to complete and manage tasks and manage contingencies in the job role context. Record findings below. <br><br> If the evidence shows the candidate has **not demonstrated competence**, discuss the next steps—practical workplace tasks to be assessed by the assessor in the workplace (see the Workplace Assessment Tasks provided for in this RPL Toolkit) or candidate self-directed professional development activities to build knowledge or skills. If the candidate **has demonstrated** workplace competence for unit or units, complete the *RPL Assessment Outcomes Form*. |
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| **Assessor's name** | | The candidate has not yet demonstrated competence, more evidence of knowledge and/or skills is required | ☐ |
| **Assessor's signature** | | The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met) | ☐ |

## Competency conversation recording tool for Cluster 5—Cultural competency and inclusion

**Units of competency:**

- ***CHCECE001 Develop cultural competence*** (core unit)

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

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

| Candidate's name | | Date completed | | Venue | |
|---|---|---|---|---|---|

| **Specific assessment requirements that apply across units in this cluster** | ☐ Assessment for *CHCECE001 Develop cultural competence* must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. *(Assessor to tick if confirmed for this cluster.)* <br><br> ☐ Skills for *CHCECE001 Develop cultural competence* must be demonstrated in a regulated education and care service. *(Assessor to tick if confirmed for this candidate.)* |
|---|---|

| Question 16 – **Describe your own sense of cultural identity, including any biases that might relate to cultural identity and diversity.** | |
| --- | --- |
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ significant events in own family background or history which may influence values, beliefs and attitudes<br><br>☐ cultural competence and diversity as outlined in the approved learning framework relevant to the workplace<br><br>☐ understanding of own culture and western systems/structures and how this impacts on cultural identity including in relation to Aboriginal and Torres Strait Islander cultures<br><br>☐ relationship of own cultural identity to the cultural identities of the children within the service, their families and the local community<br><br>☐ organisational policies and initiatives designed to support participation | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has investigated cultural diversity in at least one service and community. |

| *Question 17* – **Describe the impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people.** |
|---|

| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
|---|---|
| ☐ Aboriginal and Torres Strait Islander culture and history (including impact of European settlement, loss of land/culture, importance of law/kinship)<br><br>☐ appreciation of cultural shock and its impact on health and well being<br><br>☐ differences between cultures<br><br>☐ diversity of Aboriginal and Torres Strait Islander cultures<br><br>☐ factors which contribute to Aboriginal and Torres Strait Islander ill health<br><br>☐ impact of colonisation, historical events and issues on Aboriginal and/or Torres Strait Islander people<br><br>☐ past/present power relations and its impact on workplace and communities<br><br>☐ social/political/economic issues affecting Aboriginal and Torres Strait Islander people<br><br>☐ racism/discrimination and laws pertaining to these issues<br><br>☐ understanding of own culture and western systems/structures and how this impacts Aboriginal and Torres Strait Islander cultures | **NB:** Assessment is recommended to involve a person who is Aboriginal or Torres Strait Islander or who has worked closely with Aboriginal and/or Torres Strait Islander people and communities. In order to work with local Aboriginal and/or Torres Strait Islander communities, workers must demonstrate an understanding of Aboriginal and/or Torres Strait Islander culture and history, the local community and other communities. |

| Question 18 – **Describe what you do (or have done) to support children and families' cross-cultural relationships in an early childhood education and care service and community.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ cultural competence and diversity as outlined in the relevant approved learning framework used in the workplace<br><br>☐ organisational policies and initiatives designed to support participation<br><br>☐ culturally appropriate communication | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has supported children's and families' cross-cultural relationships through the following activities:<br>• interacting in culturally appropriate ways with children, families and communities<br>• consulting with appropriate persons to access local knowledge of Aboriginal and/or Torres Strait Islander culture<br>• planning and implementing supportive environments for all children<br>• supporting implementing experiences to encourage children to respect all cultures and celebrate cultural diversity<br>• using effective oral communication techniques to liaise between differing cultural contexts and situations. |

| *Question 19 –* **Give examples of how you embed diversity and inclusion into your daily work practices, and how you support children's cultural identity.** |
| --- |

| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| --- | --- |
| ☐ cultural competence and diversity as outlined in the relevant approved learning framework used in the workplace<br><br>☐ designing experiences and activities that build on the diverse backgrounds of children and families and encourage appreciation of diversity<br><br>☐ creating environments that support children's cross-cultural understanding and relationships<br><br>☐ promoting trusting relationships, respectful interactions, understandings of alternate world views and celebrations of diversity<br><br>☐ using inclusive language, and ensuring ethical and culturally sensitive interactions with children and families<br><br>☐ organisational policies and initiatives designed to support participation | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate:<br>• embeds an understanding of diversity and inclusion into daily practice<br>• has planned and implemented supportive environments for all children<br>• sensitively and respectfully communicate in a cross cultural context. |

| Outcomes of the competency conversation interview for cluster 5—Cultural competency and inclusion |
|---|
| Assessors must consider whether the rules of evidence are met (**valid, sufficient, current** and **authentic)** in relation to the candidate's knowledge, and whether the evidence is sufficient to demonstrate the candidate's ability to complete and manage tasks and manage contingencies in the job role context. Record findings below. |

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

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

## Competency conversation recording tool for Cluster 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)

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

| Candidate's name | | Date completed | | Venue | |
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|---|---|
| **Specific assessment requirements that apply across units in this cluster** | *Assessor to tick the following if confirmed*<br><br>☐ Assessment for *CHCECE016 Establish and maintain a safe and healthy environment for children* and *CHCECE019 Facilitate compliance in an education and care services* must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework.<br><br>☐ Skills for *CHCECE016 Establish and maintain a safe and healthy environment for children* and *CHCECE019 Facilitate compliance in an education and care service* must be demonstrated in a regulated early childhood education and care service. |
| **Specific foundation skills for this cluster** | ☐ Candidates must have reading skills in order to analyse, interpret and apply relevant legislative and regulatory requirements, including National Quality Standards, required for ensuring safety in a service. *(Assessor to tick if confirmed for this candidate.)*<br><br>☐ Candidates must have written communication skills in order to complete a workplace risk assessment and complete a workplace incident report in line with regulatory guidelines and organisational policies. *(Assessor to tick if confirmed for this candidate.)*<br><br>☐ Candidates must have oral communication skill in order to accurately present information to a small group of at least two participants. *(Assessor to tick if confirmed for this candidate.)*<br><br>*Assessor to add how foundation skills were confirmed:* |
| **Early childhood education and care work requirement** | ☐ Candidates must have performed the activities outlined in the performance criteria of *CHCECE019 Facilitate compliance in an education and care service* during a period of at least 120 hours of work in at least one regulated early childhood education and care service. |
| | *Assessor to add how the work requirement was confirmed:* |

| Question 20 – **Describe how you have promoted and monitored safety practices in an early childhood education and care service.** |
| --- |

| Key points to be addressed by the candidate | ASSESSOR'S NOTES |
| --- | --- |
| ☐ current workplace policies/procedures for WHS (including food-handling, travel and medication administration)<br><br>☐ hazards common to the work environment and how they cause harm<br><br>☐ methods for communicating hazards and safety issues to colleagues, including:<br><br>    ☐ explaining WHS policies and procedures<br>    ☐ demonstrating safe housekeeping practices<br>    ☐ correctly using personal protective equipment (PPE)<br><br>☐ organisational standards, policies and procedures<br><br>☐ principles of hazards and risk assessment, including:<br><br>    ☐ hazard identification procedures<br>    ☐ risk assessment process<br>    ☐ residual risk<br>    ☐ risk controls<br>    ☐ hierarchy of control<br><br>☐ strategies for minimising risk<br><br>☐ workplace emergency procedures | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has:<br>• established and maintained an environment that is safe and healthy for children in at least **one** early childhood education and care service<br>• provided WHS information to at least **two** workers within an early childhood education and care service<br>• consistently monitored safety procedures in the day-to-day work activities required by their job role<br>• conducted a workplace risk assessment and recorded the results<br>• completed a workplace incident report<br>• followed workplace procedures for a simulated emergency situation. |

Competency Conversation Recording Tools

| Question 21 – **Describe the procedures you have used to handle children's infections and illness in an early childhood education and care service.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ common childhood illnesses and appropriate responses <br><br> ☐ communicating with families <br><br> ☐ current workplace policies/procedures for WHS (including food-handling, travel and medication administration) <br><br> ☐ notifiable diseases <br><br> ☐ organisational standards, policies and procedures | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has: <br>• established and maintained an environment that is safe and healthy for children in at least **one** early childhood education and care service <br>• coordinated appropriate procedures for handling infections and illnesses, including communicating with families. |

| *Question 22* – **Describe the procedures you have used to check and maintain compliance in an early childhood education and care service.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ best-practice principles and emerging trends in early childhood education and care <br><br> ☐ how to access/navigate the: <br>     ☐ National Quality Framework <br>     ☐ National Quality Standards <br>     ☐ relevant approved learning framework used in the workplace <br><br> ☐ legislation, standards and regulations relevant to the children's services industry <br><br> ☐ organisational self-assessment processes <br><br> ☐ processes for engaging stakeholders in the planning and consultation stages of quality assurance <br><br> ☐ support systems (including government and non-government consultants, resources and personnel) | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has: <br> • interpreted and applied the requirements outlined in the National Quality Framework in at least **one** early childhood education and care service <br> • facilitated a self-assessment process in at least **one** early childhood education and care service. |

| *Question 23* – **Describe the processes you have used to develop a quality improvement plan in an early childhood education and care service.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ best-practice principles and emerging trends in early childhood education and care<br><br>☐ how to access/navigate the:<br><br>    ☐ National Quality Framework<br><br>    ☐ National Quality Standards<br><br>    ☐ relevant approved learning framework used in the workplace<br><br>☐ legislation, standards and regulations relevant to the children's services industry<br><br>☐ processes for documenting and checking information for accuracy and completeness<br><br>☐ processes for engaging stakeholders in the planning and consultation stages of quality assurance<br><br>☐ support systems (including government and non-government consultants, resources and personnel) | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has:<br>• developed at least **one** quality improvement plan<br>• consulted with at least **one** other educator or service coordinator to review the plan. |

| *Question 24* – **Describe the legislative and regulatory work health and safety (WHS) frameworks that apply to early childhood education and care environments.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ hazardous manual tasks<br><br>☐ infection control<br><br>☐ legislative requirements for record-keeping and reporting<br><br>☐ regulatory requirements relevant to the particular industry and type of work site<br><br>☐ rights and responsibilities (including duty of care) of persons conducting a business or undertaking (PCBUs), officers and workers<br><br>☐ state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards<br><br>☐ state/territory WHS authorities | |

| Outcomes of the competency conversation interview for cluster 6—Health, safety and quality |
|---|
| Assessors must consider whether the rules of evidence are met (**valid, sufficient, current** and **authentic)** in relation to the candidate's knowledge, and whether the evidence is sufficient to demonstrate the candidate's ability to complete and manage tasks and manage contingencies in the job role context. Record findings below. |

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

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

## Competency conversation recording tool for Cluster 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)

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

| Candidate's name | | Date completed | | Venue | |
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|---|---|
| **Assessment requirements that apply across this cluster** | ☐ Assessment for *CHCECE025 Embed sustainable practices in service operations* must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. *(Assessor to tick if confirmed for this cluster.)*<br><br>☐ Skills for *CHCECE025 Embed sustainable practices in service operations* must be demonstrated in a regulated early childhood education and care service. *(Assessor to tick if confirmed for this candidate.)* |
| **Specific foundation skills for this cluster** | ☐ Candidates must have functional skills to interpret written and oral information about workplace requirements. *(Assessor to tick if confirmed for this candidate.)*<br><br>☐ Candidates must have communication skills including receiving literacy and analysing feedback and reporting. *(Assessor to tick if confirmed for this candidate.)* |
| | *Assessor to add how foundation skills were confirmed:* |

| *Question 25* – **Describe programs you have designed and implemented to enhance sustainability in an early childhood education and care service.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ barriers and drivers for behavioural change<br><br>☐ impact of key global issues, such as:<br><br>    ☐ biodiversity<br><br>    ☐ climate change<br><br>    ☐ earth resources<br><br>    ☐ greenhouse effect<br><br>    ☐ ozone layer effects<br><br>☐ importance of community as a source of knowledge, skills and values<br><br>☐ organisational standards, policies and procedures<br><br>☐ qualitative and quantitative evaluation processes for sustainability programs<br><br>☐ research methodologies<br><br>☐ strategies to increase children's experiences and understanding of animals and the natural environment<br><br>☐ sustainable practices and strategies | |

| Question 26 – **Describe policies you have designed and implemented in an early childhood education and care service, and how you embedded sustainability into these policies.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ impact of key global issues, such as: <br>   ☐ biodiversity <br>   ☐ climate change <br>   ☐ earth resources <br>   ☐ greenhouse effect <br>   ☐ ozone layer effects <br> ☐ organisational consultation processes for key stakeholders (e.g. colleagues, children, families, community groups, funding bodies) <br> ☐ organisational mission, philosophy and structure <br> ☐ organisational standards, policies and procedures <br> ☐ policy evaluation and review processes <br> ☐ principles / practices of policy development <br> ☐ relevant policy at global, national, state, regional and local levels, including: <br>   ☐ community services policy <br>   ☐ industrial relations policy <br>   ☐ productivity and human services policy <br>   ☐ training and education policy <br> ☐ sustainable practices and strategies | **NB:** Assessment must include all stages of developing and implementing policy |

| *Question 27* – **Describe the leadership styles and roles that you have applied in an early childhood education and care service.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ characteristics, relationships, influence and accountability in the community<br>☐ cultural awareness and practice<br>☐ government programs and policies<br>☐ models of leadership<br>☐ nature and structure of the community services industry<br>☐ organisational guidelines<br>☐ relevant legislation<br>☐ social, political and organisational systems and structures<br>☐ strategic planning | |

| *Question 28* – **Describe methods you have used to maximise staff work performance in an early childhood education and care service.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ basic contract management <br><br> ☐ effective team management <br><br> ☐ effective working relationships <br><br> ☐ industrial relations conditions, requirements and awards <br><br> ☐ legal, health and safety requirements <br><br> ☐ organisational mission, philosophy and structure <br><br> ☐ organisational standards, policies and procedures <br><br> ☐ positive communication techniques <br><br> ☐ recruitment techniques <br><br> ☐ relevant legislation (and its broad implications for staff work performance) | |

| *Question 29* – **Describe how you reflect upon and improve your own work practices.** |
|---|

| Key points to be addressed by the candidate | ASSESSOR'S NOTES |
|---|---|
| ☐ codes of ethics and practice standards<br><br>☐ functions of supervision (educative, administrative and supportive)<br><br>☐ information systems and research trends (as they relate to the development of work plans and personal development plans)<br><br>☐ learning styles (and how they relate to the individual)<br><br>☐ organisational guidelines, policies, plans and procedures<br><br>☐ personal development opportunities and options<br><br>☐ principles and techniques as they relate to:<br>    ☐ establishing a personal development plan<br>    ☐ identifying personal behaviour, self awareness and personality traits<br>    ☐ measuring performance<br>    ☐ personal goal setting<br>    ☐ time management<br><br>☐ relevant legislation<br><br>☐ work methods / practices which can improve personal performance | |

| Outcomes of the competency conversation interview for cluster 7—Leadership and service management |
|---|
| Assessors must consider whether the rules of evidence are met (**valid, sufficient, current** and **authentic)** in relation to the candidate's knowledge, and whether the evidence is sufficient to demonstrate the candidate's ability to complete and manage tasks and manage contingencies in the job role context. Record findings below.<br><br>If the evidence shows the candidate has **not demonstrated competence**, discuss the next steps—practical workplace tasks to be assessed by the assessor in the workplace (see the Workplace Assessment Tasks provided for in this RPL Toolkit) or candidate self-directed professional development activities to build knowledge or skills. If the candidate **has demonstrated** workplace competence for unit or units, complete the *RPL Assessment Outcomes Form*. |

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

## Competency conversation recording tool for Cluster 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)

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

| Candidate's name | | Date completed | | Venue | |
|---|---|---|---|---|---|

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|---|---|
| **Specific assessment requirements that apply across this cluster** | ☐ Assessment for all of the units in this cluster must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. *(Assessor to tick if confirmed.)*<br><br>☐ Skills for all of the units in this cluster must be demonstrated in a regulated early childhood education and care service. *(Assessor to tick if confirmed for this candidate.)* |
| **Specific foundation skills for this cluster** | ☐ Candidates must have oral communication skills in order to facilitate collaborative discussions with children, families and other educators. *(Assessor to tick if confirmed for this candidate.)*<br><br>☐ Candidates must have oral communication skills in order to facilitate creative discussions and play with children aged 0 to 5 years. *(Assessor to tick if confirmed for this candidate.)*<br><br>☐ Candidates must have reading skills in order to access and apply relevant pedagogical principles from an approved learning framework. *(Assessor to tick if confirmed for this candidate.)* |
| | *Assessor to add how foundation skills were confirmed:* |
| **Early childhood education and care work requirement** | ☐ Candidates must have performed the activities outlined in the performance criteria of *CHCECE017 Foster the holistic development and wellbeing of the child in early childhood* during a period of at least 240 hours of work in at least one regulated education and care service. |
| | *Assessor to add how the work requirement was confirmed:* |

| *Question 30* – **What opportunities have you provided and used to foster and enhance the holistic development and wellbeing of children from birth to 5 years of age?** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ child development areas:<br>  ☐ physical development<br>  ☐ social development<br>  ☐ emotional development<br>  ☐ cognitive development<br>  ☐ communication development (language and literacy)<br>☐ contextual factors which influence the children's emotional and psychological development<br>☐ core principles of child development and associated developmental tasks<br>☐ factors which enhance the development of self-esteem and self-identity<br>☐ links between social, physical, psychological and cognitive development<br>☐ organisational standards, policies and procedures<br>☐ range of developmental theories for children between birth and 5 years of age<br>☐ relevant aspects of theories of children's emotional and psychological development (as they apply to the educator's role) | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has planned and provided at least **three** opportunities for children of varying ages to develop in a range of areas. |

| *Question 31* – **What opportunities have you provided and used to foster and enhance the holistic development and wellbeing of children from 5 to 12 years of age?** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ child development areas:<br>    ☐ physical development<br>    ☐ social development<br>    ☐ emotional development<br>    ☐ cognitive development<br>    ☐ communication development (language and literacy)<br><br>☐ contextual factors which influence the children's emotional and psychological development<br><br>☐ core principles of child development and associated developmental tasks<br><br>☐ factors which enhance the development of self-esteem and self-identity<br><br>☐ links between social and physical development, and between psychological and cognitive development<br><br>☐ organisational standards, policies and procedures<br><br>☐ range of developmental theories for children between 5 and 12 years of age<br><br>☐ relevant aspects of theories of children's emotional and psychological development (as they apply to the educator's role) | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has planned and provided opportunities for at least **three** children ranging between the ages of 5 to 12 years. |

| *Question 32* – **Discuss the programs or active learning environments that you have developed and used to nurture creativity in children.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ aesthetic, safe, interesting and challenging environments to encourage curiosity, experimentation, active learning, literacy and choice<br><br>☐ environments sufficient to foster creativity, including:<br><br>   ☐ physical environments<br><br>   ☐ human environments<br><br>   ☐ learning environments/frameworks<br><br>☐ experiences sufficient to engage children and assist them to implement their ideas, which **must** include:<br><br>   ☐ music<br><br>   ☐ movement<br><br>   ☐ construction<br><br>   ☐ visual art<br><br>   ☐ dramatic play<br><br>☐ organisational standards, policies and procedures<br><br>☐ stages of children's development (as they relate to planning and delivering a range of appropriate activities to stimulate an interest and love of learning in children) | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has:<br>• planned and provided at least **three** programs or active learning environments that foster creativity in for children of varying ages<br>• facilitated the active participation of at least **three** children of varying ages through encouragement, appropriate interactions and communications. |

| Outcomes of the competency conversation interview for cluster 8—Children's development and wellbeing |
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Assessors must consider whether the rules of evidence are met (**valid, sufficient, current** and **authentic)** in relation to the candidate's knowledge, and whether the evidence is sufficient to demonstrate the candidate's ability to complete and manage tasks and manage contingencies in the job role context. Record findings below.

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

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

## Competency conversation recording tool for Cluster 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)

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

| Candidate's name | | Date completed | | Venue | |
|---|---|---|---|---|---|

| | |
|---|---|
| **Specific assessment requirements that apply across units in this cluster** | ☐ Assessment for all of the units in this cluster must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. *(Assessor to tick if confirmed for this cluster.)* |
| | ☐ Skills for all of the units in this cluster must be demonstrated in a regulated early childhood education and care service. *(Assessor to tick if confirmed for this candidate.)* |
| **Specific foundation skills for this cluster** | ☐ Candidates must have writing skills in order to document observations in line with workplace procedures and policies. *(Assessor to tick if confirmed for this candidate.)* |
| | ☐ Candidates must have oral communication skills in order to facilitate collaborative discussions with parents and caregivers. *(Assessor to tick if confirmed for this candidate.)* |
| | *Assessor to add how foundation skills were confirmed:* |
| **Early childhood education and care work requirement** | ☐ Candidates must have performed the activities outlined in the performance criteria of *CHCECE024 Design and implement the curriculum to foster children's learning and development* during a period of at least 240 hours of work in at least one regulated education and care service. |
| | *Assessor to add how the work requirement was confirmed:* |

| *Question 33* – **Describe the strategies you have used to engage and encourage children in learning experiences.** ||
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ organisational standards, policies and procedures<br><br>☐ relevant theories about childhood learning<br><br>☐ strategies for intentional teaching<br><br>☐ techniques to encourage and support children to participate, and to promote children's agency | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has planned and implemented at least **two** programs that promote and encourage children's agency. |

| *Question 34* – **Describe how you have documented observations of children and used this information to collaboratively plan and design learning experiences.** |
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| Key points to be addressed by the candidate | ASSESSOR'S NOTES |
|---|---|
| ☐ code of ethics<br><br>☐ collaborative planning techniques<br><br>☐ confidentiality requirements<br><br>☐ observation and inclusion principles<br><br>☐ organisation standards, policies and procedures<br><br>☐ summative assessments | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has:<br>• collected and documented observations of at least **three** different children<br>• applied this information to educational practice. |

| *Question 35* – **Give examples of curriculum and learning experiences that you have designed, implemented and evaluated to foster children's learning and development.** | |
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| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ evaluation strategies<br><br>☐ how to design programs and environments that foster children's development<br><br>☐ organisational standards, policies and procedures | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has designed and implemented curriculum on at least **one** occasion. |

| *Question 36* – **What strategies do you use to involve family members in children's services programs?** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ organisational standards, policies and procedures<br><br>☐ relevant theories that underpin the value of family / educator relationships<br><br>☐ strategies for involving family members in the service, including:<br><br>　☐ encouraging participation in children's experiences<br><br>　☐ providing opportunities for families to give feedback on the service/program | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has:<br>• worked collaboratively with at least **three** different families to support education and care<br>• involved families in the service/program. |

| **Outcomes of the competency conversation interview for cluster 9—Program design and implementation** | | |
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| Assessors must consider whether the rules of evidence are met (**valid, sufficient, current** and **authentic)** in relation to the candidate's knowledge, and whether the evidence is sufficient to demonstrate the candidate's ability to complete and manage tasks and manage contingencies in the job role context. Record findings below.<br><br>If the evidence shows the candidate has **not demonstrated competence**, discuss the next steps—practical workplace tasks to be assessed by the assessor in the workplace (see the Workplace Assessment Tasks provided for in this RPL Toolkit) or candidate self-directed professional development activities to build knowledge or skills. If the candidate **has demonstrated** workplace competence for unit or units, complete the *RPL Assessment Outcomes Form*. | | |
| | | |
| **Assessor's name** | | **The candidate has not yet demonstrated competence, more evidence of knowledge and/or skills is required**   ☐ |
| **Assessor's signature** | | **The candidate has demonstrated competence to the standard expected in the workplace (and the rules of evidence are met)**   ☐ |

## Competency conversation recording tool for Cluster 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)

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

| Candidate's name | | Date completed | | Venue | |
|---|---|---|---|---|---|

| **Specific assessment requirements that apply across this cluster** | ☐ Assessment for all of the units in this cluster must ensure use of the National Quality Framework for Early Childhood Education and Care AND the relevant approved learning framework under the National Quality Framework. *(Assessor to tick if confirmed.)* <br><br> ☐ Skills for all of the units in this cluster must be demonstrated in a regulated early childhood education and care service. *(Assessor to tick if confirmed for this candidate.)* |
|---|---|
| **Specific foundation skills for this cluster** | ☐ Candidates must have oral communication skills in order to facilitate a range of collaborative discussions with children, families and other educators. *(Assessor to tick if confirmed for this candidate.)* |
| | *Assessor to add how foundation skills were confirmed:* |

| *Question 37* – **Describe some of the plans you have developed to guide the behaviour of individual children.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ appropriate and inappropriate behaviours (review of own stance and reflection on own values)<br><br>☐ code of ethics<br><br>☐ different family styles of discipline and beliefs about behaviour in different cultures and social groups<br><br>☐ organisational standards, policies and procedures<br><br>☐ possible contributing factors to behaviours of concern, including:<br><br>    ☐ recent events<br><br>    ☐ child's history<br><br>    ☐ actions of others<br><br>    ☐ developmental or emotional reasons<br><br>☐ relationship-based strategies to help children learn about behaviour<br><br>☐ stage of development / age-appropriate expectations of children's behaviour<br><br>☐ United Nations Conventions on the Rights of the Child | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has:<br>• observed and analysed children's behaviour, on at least **three** occasions, in a range of situations and contexts<br>• created, implemented and measured the effectiveness of at least **one** behaviour guidance plan<br>• developed positive relationships with children, respected family expectations and their cultural values, and acted within the service policy<br>• interacted with children and involved them in decision-making and planning. |

| *Question 38* – **Describe how you have assessed—and met—the additional needs of children.** | |
|---|---|
| **Key points to be addressed by the candidate** | **ASSESSOR'S NOTES** |
| ☐ organisational standards, policies and procedures<br><br>☐ range of additional needs that may be identified and the implications for the role of the educator, including:<br><br>   ☐ behavioural or psychological disorders<br><br>   ☐ child at risk of harm or illness<br><br>   ☐ family circumstances and needs<br><br>   ☐ health problems<br><br>   ☐ physical, sensory or developmental disability<br><br>☐ relevant legislation, regulations and workplace practices<br><br>☐ strategies that encourage participation<br><br>☐ understanding of different backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs | **NB:** In addition to the 'key points to be addressed', evidence must confirm that the candidate has developed and implemented a plan for support and inclusion for at least **one** child. |

## Outcomes of the competency conversation interview for cluster 10—Children's behaviour and inclusion

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

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

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