

RPL

CANDIDATE APPLICATION KIT

CHCSS00072

Building Inclusive Practices in Early Childhood Education and Care

Candidate name: _____



This kit is an RPL Candidate Application Kit developed by Eduworks Resources. It is based on a flexible, streamlined model of RPL that aims to guide and support the candidate and the assessor throughout the process.

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Introduction

The purpose of this kit is to assist you to determine whether RPL is an appropriate pathway for the units within CHCSS00072 Building Inclusive Practices in Early Childhood Education and Care.

Provided in this kit is:

1. A Skill Set Summary – this gives an outline of the structure of the course including the core and elective units. Use this summary to go through the list to see which units you may be able to gain RPL for. Once you have completed the self-assessment checklists, summarise whether RPL is suitable for each unit in this table.
2. Self-Assessment Checklists – this is the tool that will help you determine whether RPL is suitable for you for each unit of competency. It includes, for each unit, unit names, codes and descriptors and a series of questions to answer and rate yourself on. It also includes an opportunity to think about the evidence that you might be able to use to demonstrate your competence in the unit.

This kit should be used in conjunction with the Third Party Kit, which is to be used by a supervisor or third party to provide feedback to TLC Training Solutions about your workplace performance, skills and knowledge.

What is RPL?

RPL is a process that recognises the knowledge and skills you already have. It 'involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit' (*Australian Qualifications Framework Handbook, 2nd Edition, 2013*).

It is further defined by the AQTF and the VET Quality Framework as 'an assessment process that assesses an individual's formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Therefore your RPL application should be based on your ability to demonstrate that you possess the level of skill and knowledge as outlined in each unit of competency you wish to apply for, and that you are able to apply them practically. The types of evidence that may be used to demonstrate your competence are discussed further on the next page.

The RPL model used by TLC Training Solutions is a guided and supported process that relies on your ability to *demonstrate* your competence by answering verbal questions from an assessor, providing referees and, where possible, assessing your practical skills in the workplace. Unlike other RPL models, written evidence is used to back up and support your RPL assessment, rather than being based entirely on it. The process will include an number of meetings in which you will have the opportunity to demonstrate and explain your level of skill and knowledge.

What happens during the RPL process?

1. Apply for RPL

- You identify yourself as a potential RPL candidate during the enquiry or enrolment process.
- An assessor will have a preliminary discussion with you about your suitability. This is where the assessor can ask you questions about your current and previous employment and experience and any other general questions to gain a picture of your suitability for RPL.
- If you and the assessor decide that RPL is an appropriate option for you, you will be provided with an RPL Candidate Application Kit. The assessor will discuss the RPL process and how to complete the kit.

Note: At this stage the assessor may advise that you are not able to complete any units via the RPL process. You will be given some information about training opportunities for this qualification.

2. Complete the Candidate Application Kit

- Follow the instructions in the kit to identify units suitable for RPL. Complete the Self-Assessment Checklists for each of these units, rating your ability to perform tasks relevant to the unit.
- If you have any difficulties completing the kit, contact TLC Training Solutions for assistance. A meeting can be arranged either over the phone, in person or via an online meeting.
- If you have confirmed that you think RPL is suitable (Self-Assessment ratings with an average of 3–5) for any or all of the units within a course, you can proceed with the application process as detailed below. At this stage you should also start thinking about the types of evidence you can gather to demonstrate competency for each unit and write down your ideas in the space provided at the end of each unit.
- If RPL is suitable for you, complete the Skill Set Summary in the Candidate Application Kit to indicate the units you want to apply for, and indicate any elective choices (if relevant).
- If you identify that RPL is not suitable for all units, but you would still like to achieve the full qualification, you can indicate on the Qualification Summary whether you would like to enrol in training for the remaining units. If you are only applying for RPL for partial completion of the qualification, a statement of attainment for those units will be issued to you at the end of the process.
- If you are unsure after completing the Self-Assessment Checklists whether to proceed with RPL, contact us to discuss.

3. Submit your application

- You must fill in the application form provided in the Candidate Kit and then submit your completed RPL Candidate Application Kit with your RPL Application evidence. The evidence must include:
 - your detailed, current and up-to-date Curriculum Vitae (CV)
 - certified copies of *relevant* qualifications and transcripts you have completed
 - evidence that you have been working in an early childhood education and care role during the past two years – this might include your position description, performance reviews and so on.

4. Is RPL suitable?

- An assessor will review your application to determine whether it demonstrates suitability for proceeding with the RPL process for the units applied for.
- If suitable, we will provide you with a quote for completing the RPL process (and training where relevant).
- Your assessor will contact you and make arrangements to meet. Your assessor may request that you bring further information to this meeting if necessary.

5. Assessment of RPL

- At the first meeting, your assessor will review the information you have supplied, ask you questions and discuss your responses in the Candidate Application Kit.
- Your assessor will use the meeting as a time to make a preliminary judgment about your skills and knowledge against the units.
- During the meeting, you will work with your assessor to make a decision about what units will be suitable for RPL and discuss the evidence you will need to provide.
- Your assessor will work with you to further develop the evidence plan to determine which documents you need to gather as evidence for the next meetings. This will be recorded in the Candidate's Application Kit underneath each unit's Self-Assessment Checklist.

- Arrangements will be made for assessment of practical skills as required – visits to your workplace, when these will occur and so on.
- Your assessor will also make arrangements with you for the Third Party Kit to be completed for the relevant units.
- For the next meeting, you will need to prepare by:
 - collecting evidence outlined for each unit, as discussed with your assessor
 - recording all documentary evidence collected on the Evidence Register in the Candidate Application Kit
 - organising for a Third Party Person to fill in the Third Party Kit for relevant units.

You will meet with your assessor again to continue the RPL assessment process. You may need 2–4 meetings to finalise the process.

During these meetings, your assessor will:

- Ask you verbal questions for each unit.
- Assist you with identifying any evidence that may be appropriate to collect.
- Review your evidence, which will be used to form part of the competency decision. Your assessor may ask any questions that arise from the evidence.
- Review the comments and feedback provided in the Third Party Kit.
- Observe your practical skills in a workplace environment (if required).

6. Finalising assessment

- Your assessor will contact your referees and/or the person who completed your Third Party Kit to confirm the information provided.
- Your assessor will then make a decision about whether RPL will be granted for each unit and will advise you candidate of the outcome.

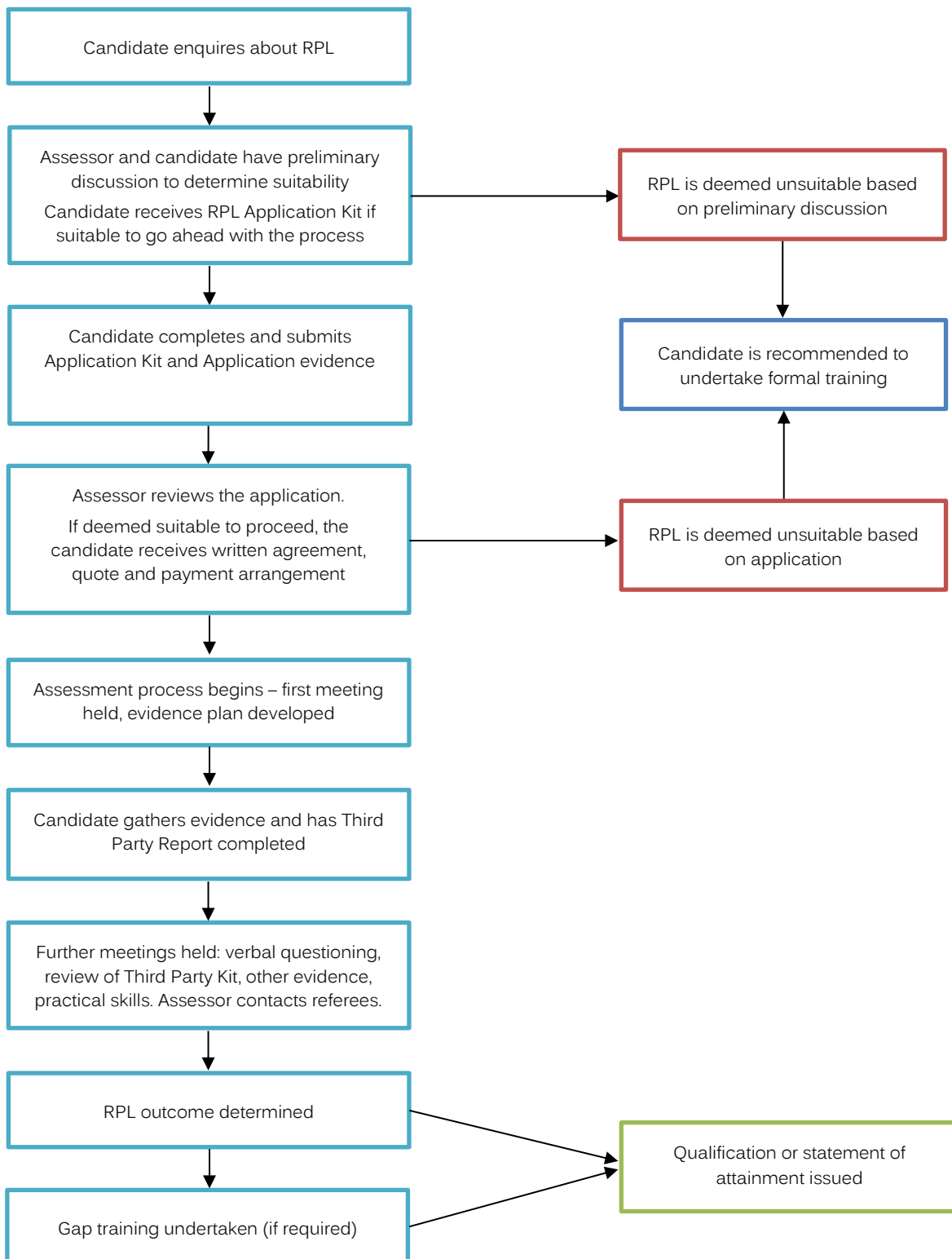
7. Gap Training

- If training is required to achieve a full qualification and you wish to gain the full qualification, your assessor will document a plan for meeting the training needs and make appropriate arrangements.

8. Qualification or Statement of Attainment issued

- You will be issued with a qualification or statement of attainment.

The RPL Process – an overview



Required evidence

As part of the application process, you must submit the RPL Candidate Application Kit, which asks you to undertake a self-assessment of your skills and knowledge against each unit you wish to apply for. The completed Candidate Application Kit must be returned with:

- a detailed and up-to-date Curriculum Vitae (CV), showing details of your recent roles (the CV must be dated and signed)
- certified copies of any relevant qualifications and transcripts you have completed
- evidence that you have been working in an early childhood education and care role during the past two years – this might include your position description, performance reviews and so on.

During the RPL process, you will be required to submit evidence in the form of:

- the completed Third Party Kit for the units you are applying for – this must be completed by an appropriate third party person
- your answers to verbal questions during the meetings between yourself and your assessor
- supporting documentary evidence as determined between yourself and your assessor
- direct observation of practical skills (where relevant)
- any evidence listed as 'required' within each unit.

Other evidence will vary greatly between candidates, but may include:

- photos or videos from the workplace
- testimonials from others, usually those in a senior position who can confirm experience, level of skill and their observations of performance along with a third party report from at least one person
- samples of workplace documents, which may include workplace policies and procedures, workplace correspondence, photos, feedback documentation and so on
- reflective papers, journals or portfolios that relate past learning to the competency requirements of the unit
- participation in exactly the same or modified versions of assessments from the non-RPL course
- other evidence as deemed appropriate.

Using this Candidate Application Kit

This kit has been developed to provide a starting point in the RPL application process. The kit will help you determine whether RPL is suitable for each unit and will help you start to think about the evidence that can be used to demonstrate your competency.

The Self-Assessment Checklists provide a series of questions for each unit on which you must rate your level of skill. This allows you to find out about the requirements of the units, rate your own skill level and confirm whether RPL is appropriate.

In order to determine whether RPL is suitable, go through the questions provided for each unit within the Self-Assessment Checklists. Tick either the Yes or No column and use the rating scale in the final column (refer to details outlined on the next page) to give yourself a score on your ability to demonstrate competent performance in relation to the question.

The score for each unit will enable you to see whether or not you should consider applying for RPL – see below for more information.

In the table after the Self-Assessment Checklist for each unit, you can record items that you can use as supporting evidence to demonstrate competency for each unit. Make sure you tick the appropriate boxes above this table for evidence that must be submitted for this qualification. Record in the table any other ideas you have about your evidence. This begins to form the evidence plan for the evidence to be used in the RPL process. During your initial meeting with your assessor, they will help you develop or refine this list for each unit.

Self-Assessment Checklists

The Self-Assessment Checklists provide a series of questions for each unit for you to rate your level of skill. This allows you to find out about the requirements of the units, rate your own skill level and confirm whether RPL is appropriate.

In order to determine whether RPL is suitable for you, go through the questions provided for each unit within the Self-Assessment Checklists. Tick either the Yes or No column and use the rating scale in the final column (details outlined on the next page) to give yourself a score on your ability to demonstrate competent performance in relation to the question.

The score for each unit will enable you to see whether or not you should consider applying for RPL – see below for more information.

Rating yourself in the Checklists

As mentioned above, the Self-Assessment Checklists help you work out whether or not RPL is suitable for each unit. Go through the questions and rate your level of skill based on the scale below.

Skill Rating Scale	
0 = Not applicable	You do not believe this is relevant to the position or requirements of industry.
1 = Not skilled	You are not competent in this area. You require c support in normal day to day routines and you do not have the required skills and knowledge.
2 = Not competent – Limited skills	You have low depth of skill in this area, perhaps with ability in some areas but not all. This indicates that you require intermittent support to complete these tasks including in routine and predictable situations. You may have some skills and knowledge in this area but it is not in-depth.
3 = Mostly competent – Assistance required sometimes	You are able to perform most tasks and have some depth of skill. You can perform competently during routine situations with occasional assistance required for complex application and non-routine situations. You have good skills and knowledge in this area but sometimes need to refer to others for support.
4 = Competent without assistance	You have sound and in-depth level of skill & competency. This indicates you are able to complete tasks independently, are able to respond appropriately to contingencies and are capable in a range of contexts both routine and non-routine. You have in-depth skills and knowledge in the area.
5 = Able to support others	You have detailed and advanced skills and are able to support and mentor others. This indicates that you are able to provide leadership and support to others and have comprehensive skills and knowledge which may be more in-depth than required by this unit.

When making your self-assessment, consider:

- Are you able to perform the described criteria competently, consistently and in a range of situations and contexts? Would you be able to perform the task in a different workplace or away from your normal

working conditions? Are you able to perform competently even when you are busy and when things go wrong? If yes, then you are likely **Competent without assistance** in this area and you may be **able to support others**.

- Do you perform competently most of the time but you sometimes need support from others to provide re-assurance or guidance? If so, this may suggest you are **Competent without assistance**.
- Are you able to perform competently but you would be unsure in other environments or if something didn't go according to the usual plan? If so, this suggests that you may be **Mostly competent – assistance required sometimes**.
- Are you able to complete some tasks described but not all of them? If so, this indicates that you are **Not Competent – Limited Skills**

Developing your evidence plan

At the end of each Self-Assessment Checklist there is a spot that lists any compulsory evidence for that unit as well as a space for you to record any evidence that you could use to demonstrate your skills and knowledge. Record here any ideas you have about the evidence you could collect. This begins to form the evidence plan for the evidence to be used in the RPL process. During your meetings with the assessor, they will help you to further develop and refine this list for each unit.

Note: you do not need to collect this evidence at this stage.

When thinking about the evidence you can provide to demonstrate competency, try to think of written documentation that may be able to be used to demonstrate competency across a number of units. This may not always be possible but where it is, this will streamline the evidence collecting process.

Deciding which units to apply for

Once you've given yourself a rating in the Self-Assessment Checklists, the ratings will give you an idea about whether RPL is appropriate.

If you have rated yourself at an average of 4 or 5 for all questions in a unit, then it is worth pursuing RPL for that unit.

If your rating is an average of 3, you may or may not be able to complete the unit through RPL. It is worth thinking about the evidence available and/or discussing the unit's suitability for RPL with your assessor.

Remember you can apply for RPL for only one unit, a number of units or the whole course. Where a qualification is partly received through RPL, a statement of attainment will be issued for the units achieved, or a training program can be developed for the remaining units to make up the qualification.

If you are unsure whether you have the required skills and knowledge for a unit, jot down the evidence that could relate to the unit and this can be discussed further with the assessor at the initial interview.

Completing the Skill Set Summary

Once you know which units you want to complete as your electives, record these on the Skill Set Summary. If you feel there are some units that you would like to complete, however you don't think they can be achieved through RPL due to the outcomes of your Self-Assessment Checklists, you may like to complete these units through a training and assessment pathway. We call these units your 'Skills gaps'.

What is a skills gap?

A skills gap is an area in which you require training – that is, you do not have all the skills and knowledge required to meet the unit of competency requirements. This is an area where RPL would not be suitable, and we can work with you to determine a suitable training plan in order for you to achieve the relevant unit. A

skills gap is usually a number of units that a student needs to complete in order to gain a full qualification, after completing some units through RPL.

Filling a skills gap will enable us to issue you with a full qualification.

Evidence Register

The Evidence Register is provided in this kit and your assessor will help you develop this in the first meeting. This summarises all the written evidence that will be required to demonstrate RPL. Make sure you add the required evidence for each unit to your register and any supporting evidence.

Third Party Kit

The Third Party Kit is similar to the Self-Assessment Checklists and asks a third party person to confirm your workplace skills and knowledge. The third party person may be called upon by the assessor to answer further questions about the information they put in the third party kit. You don't need to submit this with your initial application; it will be used as evidence to assess your RPL by your assessor.

Once your RPL application is underway, you will need to ask a third party person to complete the relevant units' checklists provided in the Third Party Kit. The Third Party Kit is to be filled in by someone who has worked or is working in a supervisory capacity to you and can confirm your skills and knowledge.

Submitting your RPL Application

To make an application for RPL, you need to:

1. Complete the RPL Application Form.
2. Complete this RPL Candidate Application Kit – including the relevant Self-Assessment Checklists for each of the units you want to apply for RPL for, the Qualification Summary and the RPL Application Form. The form must include two professional referees who have acted in a senior capacity to you in the workplace and who can verify your competency.

Note: if you have any difficulties or concerns with your RPL Application, please contact us. We will organise to discuss your application using one of the following:

- over the phone
 - online meeting
 - face to face at our office.
3. Compile your RPL Application Evidence.
 4. Submit your RPL application, which will include:
 - Completed RPL Candidate Kit including RPL Application Form, Qualification Summary and Self-Assessment Checklists
 - RPL Application Evidence

Skill Set Summary

Qualification rules for electives

The Building Inclusive Practices in Early Childhood Education and Care requires the completion of 6 units.

The following list outlines the available units. Come back to this page at the end of completing the Self-Assessment Checklists to indicate your decision about whether or not to apply for RPL for each unit or complete training.

Units	Complete through RPL		Training required	
	✓	✗	✓	✗
CHCECE007 Develop positive and respectful relationships with children				
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood				
CHCECE020 Establish and implement plans for developing cooperative behaviour				
CHCECE021 Implement strategies for the inclusion of all children				
CHCECE026 Work in partnership with families to provide appropriate education and care				
CHCPRP003 Reflect on and improve own professional practice				
Summary:				
Total number of units to be completed through RPL:				
Number of units to be completed through Training				

RPL Application Form

1 Enrolment Details

Are you enrolling in a full qualification or part qualification (i.e. individual units)?

Full Qualification

Individual units

Which qualification/units do you wish to enrol in? Diploma of Early Childhood Education and Care

2 Personal Details

Surname:

Title: Mr/Mrs/Miss/Ms/Dr

First Name:

Middle Name/s:

Gender: Male

Female

Date of Birth: / /

Home Address:

Post Code:

Postal Address:

(if different from above)

Post Code:

Home Phone: ()

Work: ()

Mobile:

Email:

3 Current Employment

Are you currently employed?

Yes No

If Yes, is your occupation related to the qualification in which you are seeking RPL for?

Yes

No

What is the name of your employer?

Do you have a workplace where you are able to be assessed on-the-job for the qualification you are seeking RPL for?

Yes

No

Please provide details of the workplace:

Name:

Address:

Type of workplace (profession):

5 Further training

Have you completed any nationally recognised training related to the industry you are seeking RPL for? Yes No

Completion date (month, year):

Country:

Name of course and institution (if applicable):

6 Professional referees – provide at least 2 (who have acted in senior capacity to you and can verify your skills)

Person 1

Name:

Position:

Organisation:

Relationship to you:

Phone Number:

Mobile Number:

Email Address:

Person 2

Name:

Position:

Organisation:

Relationship to you:

Phone Number:

Mobile Number:

Email Address:

Person 3

Name:

Position:

Organisation:

Relationship to you:

Phone Number:

Mobile Number:

Email Address:

RPL Application Evidence

You are required to include evidence to support your RPL application as outlined below.

Document Description	Included?
Completed Candidate Application Kit including completed: <ul style="list-style-type: none">▪ Qualification Summary▪ Relevant Self-assessment Checklists▪ Application Form. This must include the contact details of at least two professional referees who have acted in a senior capacity to you in the workplace and who can verify your competency	<input type="checkbox"/>
Your detailed and up-to-date Curriculum Vitae (CV)	<input type="checkbox"/>
Certified copies of any relevant qualifications and transcripts you have completed	<input type="checkbox"/>
Evidence of your employment during the past two years – this might include your position description, performance reviews or other.	<input type="checkbox"/>
Declaration	
I declare that the information contained in this application is true and correct and that all documents are genuine.	
Candidate Signature:	Date:
Printed Name:	

**Please return your RPL application and supporting documents to
TLC Training Solutions**

Skill Rating Scale

0 = Not applicable; 1 = Not skilled; 2 = Not Competent – Limited skills; 3 = Mostly Competent – Assistance required sometimes; 4 = Competent without assistance; 5 = Able to support others

RPL Self-assessment Checklists

CHCECE007 Develop positive and respectful relationships with children

Application of the unit: This unit describes the skills and knowledge required by educators working with children to ensure they can develop and maintain effective relationships and promote positive behaviour.

This unit applies to educators who work with children in a range of education and care service settings.

This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I have performed the activities listed in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service.			
2. I can communicate with children positively, including:			
▪ being sensitive and appropriate			
▪ having sustained conversations with children about things that interest them			
▪ responding positively to children who need attention			
▪ having relaxed and unhurried mealtimes by sitting and talking to the children			
3. I interact positively with children, including:			
▪ using cues to identify children's level and type of involvement			
▪ joining in with children's play			
▪ being respectful and positive to their questions, comments and requests for help			
▪ getting children to share their ideas and stories			
4. I demonstrate support and respect of children by:			
▪ ensuring the environment reflects their lives, their community and their families			
▪ ensuring practices and routines honour children, their families and community context			
▪ genuinely being interested in the children			
▪ understanding and respecting them			
▪ being positive to their abilities and confidence			
▪ acknowledging their efforts and their achievements			
5. I maintain the dignity and rights of children by:			
▪ ensuring spaces, routines and resources are organised to minimise stress or frustration			
▪ encouraging children to make their own choices and experience natural consequences that will not cause any harm			

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
<ul style="list-style-type: none"> ▪ monitoring play 			
<ul style="list-style-type: none"> ▪ support interactions in the case of conflict 			
<ul style="list-style-type: none"> ▪ acknowledging positive choices in regards to their own behaviour 			
<ul style="list-style-type: none"> ▪ ensuring gestures, facial expressions, tone of voice and language are positive when talking about their behaviour 			
<ul style="list-style-type: none"> ▪ remaining calm, gentle and reassuring at all times, even during strong outburst of anger, frustration or distress 			
<ul style="list-style-type: none"> ▪ promoting their self-esteem 			
<ul style="list-style-type: none"> ▪ getting children to help develop limits and consequences for inappropriate behaviour. 			

<p>Should I apply for RPL? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure</p> <p>If you are unsure, ask your assessor.</p>
<p>Candidate signature:</p>

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

Application of the unit: This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from birth to 6 years of age.

The unit applies to educators working in a range early education and care service settings.

This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I foster children's physical development by:			
▪ Assessing and monitoring children's physical skills and development			
▪ Planning and providing appropriate experiences and opportunities to foster each child's fine and gross motor skills			
▪ Planning and providing experiences which challenge children's physical skills and abilities and promote fitness			
1. I foster children's social development by:			
▪ Assessing and monitoring children's social skills and development			
▪ Planning and providing opportunities for different forms of social interaction between children			
▪ Creating opportunities for children to participate in meaningful ways in group discussion and shared decision making			
▪ Structuring experiences in a way that promotes co-operation and conflict resolution			
▪ Promoting a sense of community within the service			
▪ Arranging the environment to encourage interactions between children as well as accommodating children's needs for privacy, solitude and quiet			
▪ Providing opportunities for children to investigate ethical issues relevant to their lives and their communities			
2. I foster children's emotional development by:			
▪ Assessing and monitoring children's emotional development			
▪ Creating opportunities for children to experience individual strengths and successes during play			
▪ Planning and providing opportunities that challenge children's emerging skills through play			
▪ Planning and providing opportunities for children to engage independently with tasks			
▪ Creating opportunities for children to explore self-image and identity through play			
▪ Provide opportunities for children to release feelings and express emotions through experiences			
3. I foster children's cognitive development by:			
▪ Assessing and monitoring children's cognitive skills and development			

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
<ul style="list-style-type: none"> Providing opportunities for children to participate in science, mathematics and technology experiences 			
<ul style="list-style-type: none"> Planning and providing opportunities for children to experience the consequences of their choices, actions and ideas through play 			
<ul style="list-style-type: none"> Creating learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning 			
<ul style="list-style-type: none"> Encouraging the involvement of children in experiences that support the investigation of ideas, complex concepts, concept development and thinking, reasoning and hypothesising 			
<ul style="list-style-type: none"> Making opportunities for children to construct and take apart as a strategy for learning 			
<ul style="list-style-type: none"> Providing children with a wide range of everyday materials that they can use to create patterns, sort, categorise and compare 			
4. I foster children's communication development by :			
<ul style="list-style-type: none"> Assessing and monitoring children's language skills and development 			
<ul style="list-style-type: none"> Planning and providing developmentally appropriate experiences and opportunities to foster language and literacy development through play 			
<ul style="list-style-type: none"> Creating opportunities for children to listen and respond to language 			
<ul style="list-style-type: none"> Valuing children's linguistic heritage and encouraging the use of home languages 			
<ul style="list-style-type: none"> Providing opportunities for children to engage with familiar and unfamiliar culturally constructed text 			
<ul style="list-style-type: none"> Creating a literacy enriched environment including displaying home languages and standard Australian English 			
<ul style="list-style-type: none"> Providing resources that encourage children to experiment with images and print 			
5. I foster children's holistic learning and development by:			
<ul style="list-style-type: none"> Supporting and initiating the enquiry process and encouraging children to try new ideas and take on challenges 			
<ul style="list-style-type: none"> Providing resources and materials that offer challenge, intrigue and surprise 			
<ul style="list-style-type: none"> Assisting to promote children's sense of belonging and connectedness 			
<ul style="list-style-type: none"> Engaging children in shared conversations to extend their thinking 			
<ul style="list-style-type: none"> Providing opportunities to scaffold learning and development 			
<ul style="list-style-type: none"> Assisting children to see their mistakes as opportunities to learn and grow 			
<ul style="list-style-type: none"> Facilitating families diverse contributions to the children's learning 			
<ul style="list-style-type: none"> Sharing information with colleagues about child development and well being 			
<ul style="list-style-type: none"> Creating learning environments where children are able to immerse themselves in self-directed play 			

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
<ul style="list-style-type: none"> Recognising spontaneous teachable moments as they occur and use them to build on children's learning 			
<ul style="list-style-type: none"> Ensuring there is a balance between child-initiated and educator supported learning 			
<ul style="list-style-type: none"> Providing learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning 			
<ul style="list-style-type: none"> Facilitating team collaboration of assessments and evaluation in relation to child development 			

<p>Should I apply for RPL? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure</p> <p>If you are unsure, ask your assessor.</p>
<p>Candidate signature:</p>

CHCEE020 Establish and implement plans for developing cooperative behaviour

Application of the unit: This unit describes the skills and knowledge required to support both individual and group plans for developing cooperative behaviour.

This unit applies to educators working in a range of education and care services.

This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. In my work role, I establish and apply limits and guidelines for children's behaviour by:			
<ul style="list-style-type: none"> ▪ Initiating strategies which are consistent with children's abilities to support and manage their own behaviour 			
<ul style="list-style-type: none"> ▪ Establishing guidelines in consultation with families 			
<ul style="list-style-type: none"> ▪ Developing guidelines in collaboration with children according to their ability to do so 			
<ul style="list-style-type: none"> ▪ Responding to incidents in a timely manner and respond clearly, consistently and calmly 			
2. In my work role I identify and review children's behaviour by:			
<ul style="list-style-type: none"> ▪ Gathering information from all those involved in caring for the children 			
<ul style="list-style-type: none"> ▪ Reflecting on the wide range of variables that can impact on children's behaviour 			
<ul style="list-style-type: none"> ▪ Observing and analysing behaviour to identify triggers which are maintaining the behaviour 			
<ul style="list-style-type: none"> ▪ Scanning the environment and the curriculum for possible influences on behaviour 			
<ul style="list-style-type: none"> ▪ Analysing children's behaviour with all those involved in caring for the child 			
<ul style="list-style-type: none"> ▪ Seeking advice from appropriate authorities as required 			
<ul style="list-style-type: none"> ▪ Discussing incidents causing concern and options for response with families and colleagues as appropriate 			
<ul style="list-style-type: none"> ▪ Discussing the needs and concerns of other children who may be affected by the behaviour 			
3. When required, I develop a plan to guide a particular child's behaviour. In the behaviour plan I:			
<ul style="list-style-type: none"> ▪ Identify long-term and short-term objectives and goals consistent with the child's age and abilities 			
<ul style="list-style-type: none"> ▪ Identify more acceptable alternative behaviours 			
<ul style="list-style-type: none"> ▪ Ensure that the plan is realistic and resources are available 			
<ul style="list-style-type: none"> ▪ Establish the plan in consultation with the child's family and colleagues involved in caring for the child 			
<ul style="list-style-type: none"> ▪ Ensure that the plan is relevant to the families cultural practices for responding to behaviour 			

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
<ul style="list-style-type: none"> ▪ Liaise with appropriate authorities and referral bodies and necessary 			
4. I implement and monitor behaviour plans by:			
<ul style="list-style-type: none"> ▪ Supporting the child to understand the expectations for behaviour 			
<ul style="list-style-type: none"> ▪ Informing all those involved implementing the plan of its rationale, limits and strategies and supporting them to implement the plan effectively and consistently 			
<ul style="list-style-type: none"> ▪ Minimising factors that may lead to or maintain inappropriate behaviour 			
<ul style="list-style-type: none"> ▪ Reviewing the child's behaviour and modifying the plan when necessary in consultation with the child's family all those involved with caring for the child 			

Should I apply for RPL? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure If you are unsure, ask your assessor.
Candidate signature:

CHCEE021 Implement strategies for the inclusion of all children

Application of the unit: This unit describes the skills and knowledge required to support the inclusion of all children and to work with relevant others to plan and implement support strategies where required. This unit applies to educators working in a range of education and care services.

This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. In my work role I promote inclusion by:			
<ul style="list-style-type: none"> Ensuring the decisions I make regarding the curriculum are made with a view to promote the inclusion and participation of all children 			
<ul style="list-style-type: none"> Demonstrating a belief in children's capacity to succeed in all interactions with families and children 			
<ul style="list-style-type: none"> Reflecting upon practices to find equitable and effective ways to ensure that all children have opportunities to achieve learning outcomes 			
<ul style="list-style-type: none"> Developing my professional knowledge and working in partnership with families, communities and other services and agencies 			
<ul style="list-style-type: none"> Supporting, assisting and encouraging all children regardless of their background, gender, age or ability to fully participate as valued members of the group 			
<ul style="list-style-type: none"> Identifying areas of the service's philosophy and policies that relate to inclusion, equity and diversity and reflecting on my related practices 			
2. I respect diversity by:			
<ul style="list-style-type: none"> Valuing different capabilities and abilities and respect the differences in families home lives 			
<ul style="list-style-type: none"> Recognising that diversity contributes to the richness of society and I provide children with opportunities to explore this richness 			
<ul style="list-style-type: none"> Upholding all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued within the curriculum 			
<ul style="list-style-type: none"> Drawing children's attention to issues of fairness relevant to them 			
3. I provide children with opportunities to learn about similarities and differences, interdependence and how we can learn to live together			
4. I engage children in discussions about respectful and equal relations			
5. I can identify children with barriers to learning by investigating, collecting data and use the data to form an accurate understanding of the child's barrier to learning			
6. I discuss my concerns regarding children with barriers to learning with others to develop a holistic understanding of the child's needs and use this information to inform actions			
7. When developing an action plan for support and conclusion I:			
<ul style="list-style-type: none"> Consider the child's abilities, goals, interests, expectations, culture and health status 			
<ul style="list-style-type: none"> Consult with other professionals and the family 			

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
<ul style="list-style-type: none"> Adapt the environment and routines to ensure the inclusion of all children 			
<ul style="list-style-type: none"> Constantly reflect on the effectiveness of the plan and its impact on the child 			
8. When implementing strategies to meet children's additional needs I:			
<ul style="list-style-type: none"> Support the child's entry to the service 			
<ul style="list-style-type: none"> Reflect on the level of support provided on a regular basis and adjust if necessary 			
<ul style="list-style-type: none"> Encourage others to adopt inclusive attitudes and practices and provide support to others to implement strategies 			
<ul style="list-style-type: none"> Investigate and trial strategies that may address barriers 			
<ul style="list-style-type: none"> Implement strategies suggested by family or other professionals 			
9. I respond to the daily needs of children with additional needs and seek assistance as required			
10. When monitoring and reviewing strategies I:			
<ul style="list-style-type: none"> Identify any issues of concern and share information the child's progress among all concerned 			
<ul style="list-style-type: none"> Establish and maintain a constant exchange of information with family and other appropriate community members about the child's needs and care strategies 			
<ul style="list-style-type: none"> Seek and gain family permission prior to consulting with other regarding the child 			
<ul style="list-style-type: none"> Ensure that I communicate within a culturally and linguistically responsive framework 			
<ul style="list-style-type: none"> Closely monitor new strategies and the impact of these on the child 			
<ul style="list-style-type: none"> Identify and respond to any barriers to the strategies being implemented 			

<p>Should I apply for RPL? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure</p> <p>If you are unsure, ask your assessor.</p>
<p>Candidate signature:</p>

CHCEE026 Work in partnership with families to provide appropriate education and care for children

Application of the unit: This unit describes the skills and knowledge required to work in partnership with families to provide appropriate education and care for the child. This unit applies to educators working in a variety of education and care services.

This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I create a welcoming environment for all families using the service			
2. I respond to families questions, concerns and requests in a prompt, courteous way			
3. I encourage families to share their knowledge, skills, expertise and aspects of their family life and culture			
4. I create and inform families of opportunities to contribute to the operation of the service in an advisory, consultative or decision making role			
5. I share information with families about children's progress, relationships, interests and experiences both in and outside the service and			
6. I inform families promptly and sensitively of any incidents affecting their child			
7. I demonstrate an understanding of each child and their family and community context			
8. I implement strategies that facilitate shared decision making with families			
9. I make information about the operation of the service available to families			
10. I provide information about the service in the main languages used in the community			
11. I make information available to families about community services and resources and assist families to locate and/or contact community services and resources as required			
12. I ensure that there is a process in place to maintain current contact details of community services and resources			

Should I apply for RPL? Yes No Not sure

If you are unsure, ask your assessor.

Candidate signature:

CHCPRP003 Reflect on and improve own professional practice

Application of the unit

This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.

This unit applies to workers in all industry sectors who take pro-active responsibility for their own professional development.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

This is an ELECTIVE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I undertake self-evaluations in conjunction with supervisors and/or peers.			
2. I reflect on and recognise the effect of values, beliefs and behaviour in practice.			
3. I share two-way, open and evaluative feedback with co-workers or peers.			
4. I actively seek and reflect on feedback from clients, organisations and other relevant sources.			
5. I determine improvements needed based on evaluation and feedback from others.			
6. I can identify potential support networks both internal and external to the organisation.			
7. I seek specialist advice or further training where need is identified.			
8. I recognise requirements for self-care and identify requirements for additional support.			
9. I devise, document and implement self-development plans that set realistic goals and targets.			
10. I access and review information on current and emerging industry developments and use these to improve practice.			
11. I assess and confirm own practice against ethical and legal requirements and opportunities.			
12. I regularly participate in review processes as a commitment to upgrading skills and knowledge.			

Should I apply for RPL? Yes No Not sure

If you are unsure, ask your assessor.

Candidate signature:

Evidence Register

Use this register to record all the evidence that you gather as part of the RPL process. Note you will not need to complete this until you meet with your assessor and decide what evidence you need to collect.

Document number	Name	Unit/Cluster this evidence is related to
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