

RPL

CANDIDATE APPLICATION KIT

CHC30113

Certificate III in Early Childhood Education
and Care

Candidate name: _____



This kit is an RPL Candidate 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 CHC30113 Certificate III in Early Childhood Education and Care.

Provided in this kit is:

1. A Qualification 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 the kit.
- If RPL is suitable for you, complete the Qualification 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 Support Guide. Evidence may also be record on the Evidence register at the end of this Candidate Kit.

- 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.

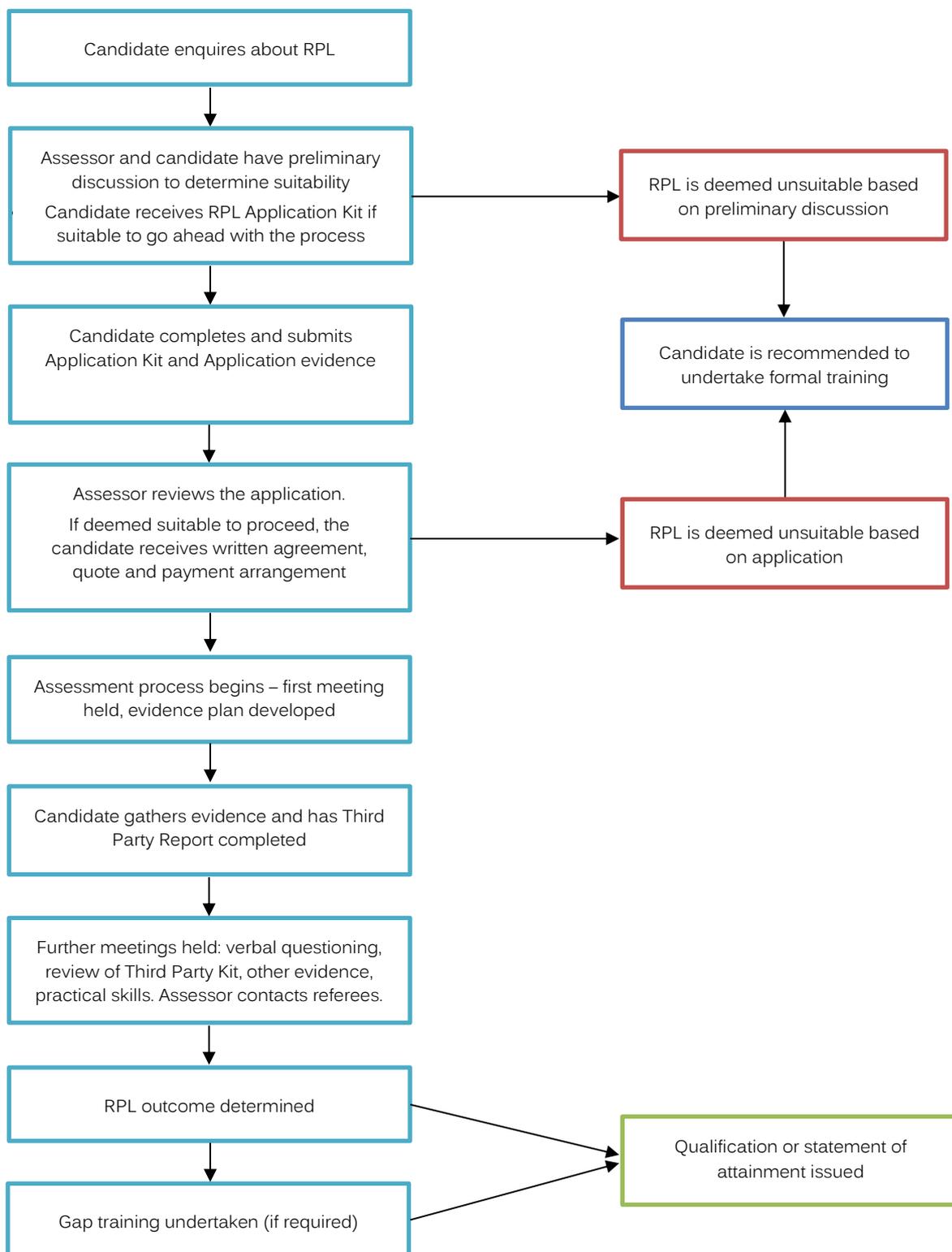
7. Gap Training

- 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.

Choosing your electives

The Qualification Summary (see page 14) provides an overview of the units available for this qualification in this kit. The Certificate III in Early Childhood Education and Care requires 15 core units and 3 elective units.

To gain the Certificate III in Early Childhood Education and Care you will need to complete 3 elective units. You may know from the Qualification Summary which units you would like to complete as your electives; however, if you're unsure, the Self-Assessment Checklists may help you to decide which units are most suitable for RPL for you.

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.

Skill Rating Scale

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.
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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 the kit there is an Evidence Register where you can 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. Your assessor can assist you to formulate how to present your supporting evidence.

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 Qualification Summary

Once you know which units you want to complete as your electives, record these on the Qualification 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.

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

Qualification Summary

Qualification rules for electives

The Certificate III in Early Childhood Education and Care requires the completion of 18 units – 15 core units and 3 electives. The electives chosen must be relevant to your intended or current work outcome.

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	
	✓	✗	✓	✗
CHCLEG001 Work legally and ethically				
CHCPRT001 Identify and respond to children and young people at risk				
CHCECE009 Use an approved learning framework to guide practice				
CHCECE003 Provide care for children				
CHCECE005 Provide care for babies and toddlers				
CHCECE007 Develop positive and respectful relationships with children				
CHCECE013 Use information about children to inform practice				
CHCECE006 Support behaviour of children and young people				
CHCECE011 Provide experiences to support children's play and learning				
CHCECE010 Support the holistic development of children in early childhood				
CHCECE004 Promote and provide healthy food and drinks				
CHCECE002 Ensure the health and safety of children				
HLTWHS001 Participate in work health and safety				
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety				
CHCECE001 Develop cultural competence				
CHCPRP003 Reflect on and improve professional practice				
CHCECE014 Comply with family care administration requirements				

Units	Complete through RPL		Training required	
	✓	*	✓	*
CHCECE012 Support children to connect with their world				
Summary:				
Total number of units to be completed through RPL:				
Number of units to be completed through Training				

Note: Candidates are provided with a choice of electives between CHCECE014 Comply with family day care administration requirements and CHCECE012 Support children to connect with their world.

Note: The unit HLTAID004 Provide an emergency first aid response in an education and care setting is not included in this kit.

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? Certificate III in 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:

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

CHCLEG001 Work legally and ethically

This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role.

This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

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 a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I can identify, access and interpret sources of information about the legal requirements that apply to my work role.			
2. I can identify the scope and nature of my own legal rights and responsibilities relating to my work role.			
3. I adhere to the legal requirements, policies and procedures during my work practice within the scope of my role.			
4. I can recognise potential and actual breaches and report appropriately, according to organisational procedures.			
5. I can identify, access and interpret sources of information about the legal and ethical responsibilities that apply to my work role.			
6. I can identify the scope and nature of my own ethical responsibilities in relation to my work role.			
7. I meet my ethical responsibilities according to workplace policies and protocol, within the scope of my work role.			
8. I can recognise potential ethical issues and dilemmas and discuss these with an appropriate person.			
9. I can recognise my own personal values and attitudes and take into account to ensure that my work practice is non-judgmental.			
10. I use effective problem solving techniques when exposed to competing value systems.			
11. I can recognise unethical conduct and report to an appropriate person.			
12. I can recognise potential and actual conflicts of interests and take appropriate action.			
13. I can identify situations where work practices could be improved to meet legal responsibilities.			
14. I pro-actively share feedback with colleagues and supervisors.			
15. I identify and take opportunities to contribute to the review and development of organisational policies and protocols.			
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:			

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

CHCPR001 Identify and respond to children and young people at risk

Application: This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility. This unit applies to workers in a range of job roles providing services to children and young people including in community services and health contexts. This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. My day-to-day work practices support the protection of children and young people, including:			
▪ observing signs and symptoms of abuse and neglect			
▪ using appropriate communication strategies and information-gathering techniques with children			
▪ remaining aware of protective issues			
▪ implementing child protection procedures where required			
▪ responding to disclosure as per legal responsibilities			
▪ upholding the rights of the child and encouraging age-appropriate decision making			
▪ working within own level of responsibility, work role, legislation and procedures.			
2. I can record indications of possible risk of harm, including:			
▪ recording accurately and promptly in line with legislative, policies and procedures and ethics			
▪ remaining non-judgmental			
▪ working with other agencies to ensure report's effectiveness is maximised			
3. I work with children and young people in an ethical and nurturing manner, including:			
▪ protecting their rights in regards to services being provided			
▪ seeking supervision support in regards to ethical issues			
▪ observing professional boundaries			
▪ reporting indicators for ethical concerns.			
4. I can describe how the following impacts on my work with children and young people at risk:			
▪ United Nations Convention on the Rights of the Child			
▪ duty of care			
▪ ethical considerations			
▪ the legal system			
▪ workplace policies and procedures			
▪ obligations stipulated in my job description			
▪ codes of practice			
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:			

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

CHCEE009 Use an approved learning framework to guide practice

Application: This unit describes the skills and knowledge required to enable educators to provide children with opportunities to maximise their potential and develop a foundation for future success. 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. I have worked with at least one educator to implement an approved learning framework.			
2. I am able to recognise the learning framework relevant to my service.			
3. I can describe differences between the relevant framework and others.			
4. I can discuss with educators and others the relevance of the framework and how it relates to other aspects of relevant laws and regulations.			
5. I can apply the framework by:			
▪ learning how it is used to support learning			
▪ understanding its principles and practices			
▪ applying these principles and practices in collaboration with others to the educator role			
▪ implementing learning outcomes in collaboration with others			
▪ considering my own practices and talking to my supervisor about them.			
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:			

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

CHCEE003 Provide care for children

Application: This unit describes the skills and knowledge required to ensure children's physical and emotional wellbeing is maintained and their self-sufficiency is nurtured. This unit applies to people who work with children in a range of early education and care services.

This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I have provided care and responded in an appropriate manner to at least three children of different ages.			
2. 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.			
3. I can provide physical care to children at the service, including:			
▪ privately dealing with toileting accidents and in a way that ensures the child is not embarrassed			
▪ helping children with their eating and drinking			
▪ assisting with individual clothing preferences, ensuring this is in line with health and safety requirements			
4. I can promote physical activity to children, including:			
▪ using movement and physical experiences at part of the program			
▪ joining in with children			
▪ using appropriate planned and spontaneous experiences			
▪ encouraging the children to join in with physical activities, noting their level of comfort and abilities			
▪ getting children to play outdoors			
▪ teaching children about how their bodies work			
▪ explaining how physical activity is important to health and well being			
6. I can make adaptations to facilities to encourage access and participation, including:			
▪ ensuring challenging elements of outdoor and indoor environments			
▪ experiences that scaffold learning and development			
▪ experiences that give opportunity for appropriate risk taking			
▪ experiences that stimulate and relate to children's interests			
▪ promoting sun protection to meet recognised guidelines			
▪ ensuring a balance of natural and artificial lighting, fresh air and good ventilation			
▪ ensuring indoor and outdoor spaces give children the opportunity to be less reliant on adults			
▪ supporting children to make their own games and experiences			
7. I can assist children to deal with change, including:			

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

Candidate name:

Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
<ul style="list-style-type: none"> ▪ preparing them for changes in a timely manner 			
<ul style="list-style-type: none"> ▪ being supportive 			
<ul style="list-style-type: none"> ▪ helping them to create meaningful routines (including those that help them deal with separation from family) 			
<ul style="list-style-type: none"> ▪ being open, appropriate and respectful when responding to their feelings about change 			
<ul style="list-style-type: none"> ▪ teaching children to be respectful of others when listening, communicating and interacting with others 			
<ul style="list-style-type: none"> ▪ encouraging children to express their feelings and emotions in appropriate ways 			
8. I can help settle children who are new to the service, including:			
<ul style="list-style-type: none"> ▪ recognising signs of distress/stress from both the child and their family 			
<ul style="list-style-type: none"> ▪ interacting with the child while their family is still at the service 			
<ul style="list-style-type: none"> ▪ encourage a relaxed and unhurried separation between family and child 			
<ul style="list-style-type: none"> ▪ being calm and reassuring if the child shows signs of distress when their family leaves the service. 			
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:			

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

CHCEE005 Provide care for babies and toddlers

Application: This unit describes the skills and knowledge required by educators working with babies and toddlers to ensure that the children's physical and emotional wellbeing is maintained. This unit applies to work with babies and toddlers from birth to 24 months in a range of early education and care contexts.

This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I have provided safe and hygienic care to a minimum of three babies and toddlers of different ages.			
2. I have developed nurturing and securely attached relationships with a minimum of three babies and toddlers of different ages			
3. I have supported the learning of a minimum of three babies and toddlers of different ages			
5. 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.			
4. I can promote safe sleep at the service, including:			
▪ working with families to agree on how sleep and rest will occur			
▪ ensuing cots, bedding and other equipment are compliant with standards			
▪ implementing safe sleep practices and quality sleeping environments			
▪ using clean bedding			
▪ using appropriate hygiene practices			
5. I can provide positive nappy changing and toileting experiences, including:			
▪ using appropriate hygiene practices			
▪ changing experiences to meet each child's routines			
▪ being sensitive when helping children with toilet learning			
▪ helping families to support toilet learning			
6. I can ensure mealtime environments are positive, including:			
▪ feeding babies individually			
▪ adapting them to meet each child's routines and needs			
▪ using hygienic practices for formula and breast milk			
▪ using hygienic practices for cleaning equipment and utensils			
▪ preparing formula as per food safety standards			
7. I can ensure the environment is a healthy and safe supporting environment including:			
▪ felling the families about food and drink experience and intake			
▪ encouraging babies to practise rolling over, sitting, crawling and walking in safe areas			

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

Candidate name:

Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
▪ closely supervising babies and toddlers in higher risk situations			
▪ talking about routine events with babies and toddlers			
▪ describing objects and events			
▪ using daily routines to initiate one-to-one interactions with babies and toddlers			
▪ comforting babies and toddlers with favourite toys or comfort items from home			
▪ giving babies and toddlers opportunities to experience relaxed and physical contact			
▪ responding to exploratory behaviour			
▪ observing babies and toddlers for signs of distress, hunger, pain and tiredness and providing appropriate comfort			
8. I can develop relationship with families, including:			
▪ getting information from families that can help with the transition to care at the service			
▪ helping with the transition from home to care			
▪ communicating daily with families about their 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:			

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

CHCEE007 Develop positive and respectful relationships with children

Application: 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			
▪ monitoring play			
▪ support interactions in the case of conflict			

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

Candidate name:

Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
<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. 			
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:			

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

CHCECE013 Use information about children to inform practice

Application: This unit describes the skills and knowledge required to gather information about children through observation and other sources as a basis to inform program-planning cycles and to share with children and their families. 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. I have observed, documented and analysed information regarding at least three children of varying ages.			
2. I can listen, talk and observe children for prolonged periods in order to gather information, paying close attention to what is being said and what is happening.			
3. I can recognise children's interests, ideas, knowledge and skills.			
4. I can gather information about each child by using their records.			
5. I can work with families and other educators to gather information about needs, interests, skills and cultural practices.			
6. I can record information gathered in line with service requirements.			
7. I can discuss information gathered with the relevant personnel.			
8. The information I record is not biased and does not negatively label children.			
9. I can use the information gathered to plan programs that promote learning and development.			
10. I can use the information to have responsive and respectful interactions with children.			
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:			

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

CHCEE006 Support behaviour of children and young people

This unit describes the skills and knowledge to apply strategies to guide responsible behaviour of children and young people in a safe and supportive environment. The unit applies to workers in a range of community service contexts.

This is an ELECTIVE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I am able to help ensure a safe and support environment for students, including:			
▪ ensuring practices are appropriate for developmental stages and needs			
▪ identifying developmental challenges or mental health issues that could affect behaviour.			
2. I can use positive support techniques and strategies when working with students, including:			
▪ establishing expectations for behaviour			
▪ ensuring instructions are appropriate to students' needs and context			
▪ using positive reinforcement to acknowledge responsible behaviour			
▪ ensuring verbal and non-communication is clear and effective			
▪ redirecting behaviour			
▪ defusing situations.			
3. I can gather data and make observations to understand the behaviour of students.			
4. I can support students who need additional support, including:			
▪ applying strategies in line with supervisor or specialist guidance			
▪ recognising areas of concern			
▪ assisting to put in place personalised support plans.			
5. I can monitor and review support strategies, including:			
▪ recording student responses			
▪ changing support levels required after consultation with the teacher/supervisor			
▪ recording observations			
▪ providing feedback to supervisor/teacher.			
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:			

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

CHCECE011 Provide experiences to support children's play and learning

Application: This unit describes the skills and knowledge required to support children's play and learning. 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. I have set up safe environments on at least three occasions (one indoor and one outdoor).			
2. I can create environments for play, including;			
▪ providing areas that are non-threatening, challenging, stimulating and promote a sense of belonging			
▪ providing materials and resources for different kinds of play			
▪ ensuring opportunities and play activities are unhurried			
3. I can support learning and play, including:			
▪ talking to children about their play and learning experiences			
▪ using routines for intentional learning			
▪ seeking spontaneous learning experiences			
▪ ensuring flexible use of materials, resources and experiences to meet needs			
▪ getting children to participate in different experiences			
▪ getting children to choose experiences that support competency and confidence			
▪ encouraging participation in new or unknown experiences			
▪ understanding when children may not want to participate and respecting their choice			
4. I can facilitate play, learning and physical activity, including:			
▪ following their lead			
▪ joining in when invited to do so			
▪ being enthusiastic, playful and showing my enjoyment			
▪ encouraging children to ensure they are interested and challenged			
▪ establishing routines to help them remain safe.			
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:			

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

CHCECE010 Support the holistic development of children in early childhood

Application: This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from birth to 6 years of age. This unit applies to educators working in a range of early childhood education and care services.

This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I have supported the development of children of different ages and with different abilities in at least three different situations/activities.			
2. I have performed the activities outlined 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.			
3. I can support children's physical development, including:			
▪ using daily routines to help them practise and gain new skills and new opportunities to support emerging skills			
▪ ensuring equipment develops fine and gross motor skills			
▪ challenging and encouraging choice in physically active play			
▪ helping children to take responsibility for their health and wellbeing			
4. I can support social development, including:			
▪ helping children to understand how to take responsibility for their actions			
▪ developing opportunities for one-on-one interactions and joining in on play and social experiences			
▪ demonstrating care, respect and empathy for others			
▪ helping children when they have difficulties with understanding or communication			
▪ demonstrating language that children can use to express ideas and roles			
▪ helping children to demonstrate trusting relationships with educators and adults			
▪ encouraging respect for others' differences			
▪ offering play choices			
▪ respecting when children may want to just watch rather than join in			
5. I can support emotional development, including:			
▪ supporting and encouraging their efforts, and getting them to persevere when challenged			
▪ acknowledging and supporting children with frustration			
▪ sharing successes with their family			
▪ making sure they feel pride and confidence when they experience achievements			
6. I can support cognitive development, including:			

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

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
▪ scaffolding learning			
▪ ensuring a range of materials, resources, technologies and experiences for problem solving and exploration			
7. I can support communication development, including			
▪ encouraging the use of home languages			
▪ ensuring stories read are developmentally appropriate, and asking and answer questions during this time			
▪ using props and other toys			
▪ using questions and listening to encourage two-way communication			
▪ encouraging exploration of symbols and patterns			
▪ encouraging group discussions and exchange of ideas			
▪ encouraging expression through appropriate language			
8. I can create environments for holistic learning and development, including:			
▪ supporting children to take on new challenges and ideas			
▪ ensuring resources and materials will offer challenges, intrigue and surprise			
▪ promoting sense of belonging and connectedness			
▪ prolonging conversations to extend thinking			
▪ scaffolding learning and development			
▪ helping children understand that mistakes can be a way to learn and grow			
▪ assist families' diverse contributions			
▪ sharing information with my co-workers about child development and wellbeing.			
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:			

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

CHCEE004 Promote and provide healthy food and drinks

Application: This unit describes the skills and knowledge required to promote healthy eating and ensure that food and drinks provided are nutritious, appropriate for each child and prepared in a safe and hygienic manner. 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. I have planned and provided food and drink for children on at least three occasions.			
2. I can promote healthy eating, including:			
▪ ensuring mealtime experiences, conversations and routines are relaxed and enjoyable			
▪ promoting healthy lifestyle and good nutrition			
▪ modelling healthy eating and nutrition			
▪ supporting children to make healthy food choices			
▪ ensuring use of suitable furniture and utensils			
3. I can ensure food and drinks are nutritious and appropriate for children, including:			
▪ food and drinks provided are in line with healthy eating guidelines			
▪ meeting children's individual needs as per family advice and cultural requirements			
▪ checking food labels for food contents			
▪ educating and supporting families about healthy eating			
▪ developing and displaying menus			
4. I adhere to food safety requirements when preparing food, including:			
▪ developing and adhering to procedures			
▪ ensuring food preparation, handling and storage are in line with procedures and regulations.			
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:			

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

CHCEE002 Ensure the health and safety of children

Application: This unit describes the skills and knowledge to ensure the health and safety of children. 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 can support the health needs of children at my service, including:			
▪ discussing needs with the family			
▪ adhering to confidentiality requirements			
▪ helping others to administering medication appropriately			
▪ checking that parents have authorised in writing that their child can be given medication			
▪ checking the medication to ensure it is in date, in its original, untempered packaging and is prescribed to the child			
▪ sorting medication correctly.			
2. I can help meet children's needs to sleep, rest and relax, including:			
▪ ensuring practices are consistent with standards and meet their needs			
▪ having quiet play for those who aren't sleeping or resting			
▪ respecting privacy in regards to toileting and dressing/ undressing			
▪ respecting families' and children's needs and preferences regarding clothing			
▪ sharing sleep and rest information with families when appropriate			
3. I demonstrate hygienic and healthy practices, including:			
▪ following relevant regulations and service procedures			
▪ teaching children about personal hygiene and health issues			
▪ ensuring cleanliness is maintained			
▪ responding to injuries and illness as per procedures, including recording and reporting to families, and the exclusion of sick children			
4. I can supervise children to ensure their safety, including:			
▪ making sure they are visible and can be heard at all times			
▪ changing level of supervision as appropriate			
▪ sharing supervision information with co-workers			
▪ undertaking safety checks, including condition of buildings and equipment			
▪ following procedures regarding dangerous products (ie storage and labelling)			
▪ making sure children leave the service with the authorised people			

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

Candidate name:

Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
▪ supervising people who enter the service when children are present			
▪ implementing sun safety procedures			
▪ checking toys and equipment are safe for use			
▪ removing hazards or securing unsafe areas immediately			
5. I can contribute to the management of allergies and asthma, including:			
▪ being able to recognise signs and symptoms and characteristics of anaphylaxis, allergies and asthma			
▪ applying risk management strategies for children who have severe allergies			
▪ knowing which children at the service have asthma			
▪ following asthma management plans			
▪ following procedures and legislative requirements related to medication for anaphylaxis and asthma.			

Should I apply for RPL? Yes No Not sure

If you are unsure, ask your assessor.

Candidate signature:

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

HLTWHS001 Participate in work health and safety

Application: This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others. The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.

This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I can work safely at all times.			
2. I can recognise and report existing and potential hazards.			
3. I can document hazards by following workplace procedure.			
4. I know what to do in an emergency.			
5. I follow WHS instructions and procedures.			
6. I can report accidents, incidents and injuries as per procedure.			
7. I can undertake housekeeping activities to ensure the workplace is safe.			
8. I can contribute to WHS activities, including raising issues with relevant people, attending safety meetings and taking part in inspections and other safety-related activities.			
9. I can participate in creating and putting in place WHS policies and procedures.			
10. I regularly reflect on safe work practices, including monitoring my own stress and fatigue and reporting it to my supervisor.			
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:			

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

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety.

This unit applies to people working in a broad range of roles including those involved in direct client service, program planning, development and evaluation contexts.

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 a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I can identify the potential impacts of cultural factors on the delivery of services to Aboriginal and Torres Strait Islanders.			
2. I can identify the critical issues that influence relationships and communication with Aboriginal and Torres Strait Islander people.			
3. I consult with Aboriginal and Torres Strait Islander clients to establish key aspects of cultural safety.			
4. I evaluate the extent to which cultural safety is integrated into my work practices and workplace.			
5. I reflect awareness of my own culture and other cultures in all of my work practices.			
6. I use communication techniques and work practices that show respect for the cultural differences of Aboriginal and Torres Strait Islander people.			
7. I engage with Aboriginal and Torres Strait Islander interpreters and colleagues as required.			
8. I support the development of effective partnerships between staff, Aboriginal and Torres Strait Islanders and their communities.			
9. I devise and document ways to increase participation and deliver culturally safe services and programs.			
10. I integrate strategies that encourage self-determination and community control into services and programs.			
11. I agree on outcomes against which cultural safety strategies can be measured.			
12. I involve Aboriginal and Torres Strait Islanders in the process of evaluating programs and services and desired outcomes.			
13. I engage with Aboriginal and Torres Strait Islander people to revise strategies based on evaluations.			
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:			

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

CHCEE001 Develop cultural competence

Application: This unit describes the skills and knowledge required to work towards cultural competency and to support participation of all children and families in children's services. This support includes contributing to children's understanding and acceptance of all cultures. 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. I can reflect on my cultural identify and any biases, including:			
<ul style="list-style-type: none"> ▪ events in my own life or family history that may be influencing my current opinions , interactions and relationships with people from other cultures 			
<ul style="list-style-type: none"> ▪ recognising any personal development regarding cultural competency. 			
2. I understand the cultural identifies of children at my service and their families and local community.			
3. I can recognise historical issues relating to Aboriginal and/or Torres Strait Islander people and the land on which my service is located.			
4. I understand the impact of historical issues, including those related to Aboriginal and/or Torres Strait Islander people.			
5. I can support individual cultural identities, including:			
<ul style="list-style-type: none"> ▪ learning about local cultural groups by talking to relevant people 			
<ul style="list-style-type: none"> ▪ supporting relevant cultural activities 			
<ul style="list-style-type: none"> ▪ demonstrating culturally sensitive practices 			
<ul style="list-style-type: none"> ▪ giving families the opportunity to share their context and cultural knowledge 			
<ul style="list-style-type: none"> ▪ giving children and families the opportunity to widen their knowledge of cultural diversity 			
<ul style="list-style-type: none"> ▪ respecting home languages and encouraging children to understand different dialects and languages 			
6. I can create culturally safe environments, including:			
<ul style="list-style-type: none"> ▪ implementing experiences that encourage positive inclusive practices 			
<ul style="list-style-type: none"> ▪ helping children to explore each other's culture, heritage, backgrounds and traditions 			
<ul style="list-style-type: none"> ▪ developing trusting relationships, having respectful interactions and celebrating diversity 			
<ul style="list-style-type: none"> ▪ role modelling culturally appropriate behaviour and communication 			
<ul style="list-style-type: none"> ▪ recognising when there is a need to provide more cultural support and understanding 			
7. I can put in place experiences that relate to diverse backgrounds of children at the service.			

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

Candidate name:

Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
8. I am able to broaden children's perspectives regarding diversity.			
9. I have put in place experiences that celebrate events, customs and beliefs from children's cultures.			
10. I can help children become more confident with their cultural and personal diversity.			
11. I can put in place group activities that encourage children to solve problems by working together.			
12. I can work with other relevant personnel to help children with specific needs related to their culture.			
13. I follow relevant protocols when interacting with community members from different cultures.			

Should I apply for RPL? Yes No Not sure

If you are unsure, ask your assessor.

Candidate signature:

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

CHCPR003 Reflect on and improve professional practice

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

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

CHCECE014 Comply with family day care administration requirements

Application: This unit describes the skills and knowledge required to comply with the administrative tasks established for family day care operations. This unit applies to educators working in a family day care context.

This is an ELECTIVE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I can perform administration activities in line with legislative and organisational requirements, including:			
▪ identifying the administration practices and requirements of the coordination unit			
▪ following the organisational processes to update the coordination unit regarding changes to families contact details and care requirements			
▪ providing administrative, policy and procedural information to parents in line with organisational requirements			
▪ communicating leave requirements and alternative care arrangements to families			
▪ monitoring the number of children in care in line with legislative limits			
▪ maintaining records in a secure and confidential manner.			
2. I can clearly and accurately communicate service costs, availability and care arrangements for families in line with legislative requirements.			
3. I can record required information using appropriate forms, including:			
▪ correctly using receipts and timesheets			
▪ accurately completing attendance records and practices for the arrival and departure of children			
▪ accurately recording information by using standard forms to record all contact details, parent/carer consents, emergency information, child health information and other required documentation			
4. I can follow organisational requirements for taxation and insurance, including:			
▪ keeping receipts and record details to meet audit and taxation requirements			
▪ planning a schedule to ensure timely taxation payments			
▪ providing details of insurance coverage required for home-based child care as defined by legislation and regulations.			
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:			

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

CHCECE012 Support children to connect with their world

Application: This unit describes the skills and knowledge required to support and encourage children's connection with their environment. This unit applies to educators working in a range of education and care services.

This is an ELECTIVE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I support children to develop an understanding and respect for the natural environment, including:			
▪ using opportunities to discuss with children the natural environment and the interdependence between people, plants animals and the land			
▪ role-modelling respect, care and appreciation for both natural and constructed environments			
▪ assisting in providing children with information and access to resources about the environment and the impact of human activities on the environment			
▪ assisting in creating spaces that promote the development of life skills in areas including growing and preparing food, waste reduction and recycling.			
2. I can identify aspects of sustainability in the service and areas for change, including:			
▪ recognising opportunities for change to current practices and principles to ensure they are sustainable			
▪ developing and implementing strategies to address these areas of sustainable change in consultation with my supervisor			
▪ evaluating strategies in consultation with my supervisor.			
3. I support others in implementing sustainable practices, including:			
▪ encouraging children to participate in discussions and learning experiences about sustainable practices			
▪ encouraging adults and children to participate in the sustainable practices of the service			
▪ identifying and encouraging opportunities for families and the community to get involved.			
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:			

Evidence Register

Document number	Name	Stage/unit this evidence is related to
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Document number	Name	Stage/unit this evidence is related to
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Document number	Name	Stage/unit this evidence is related to
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