

# RPL

## CANDIDATE APPLICATION KIT

**CHC50113**

## Diploma of 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

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The purpose of this kit is to assist you to determine whether RPL is an appropriate pathway for the units within CHC50113 Diploma of 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?

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RPL is a process that recognises the knowledge and skills you already have. It 'involves assessment of an individuals' 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?

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### 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.

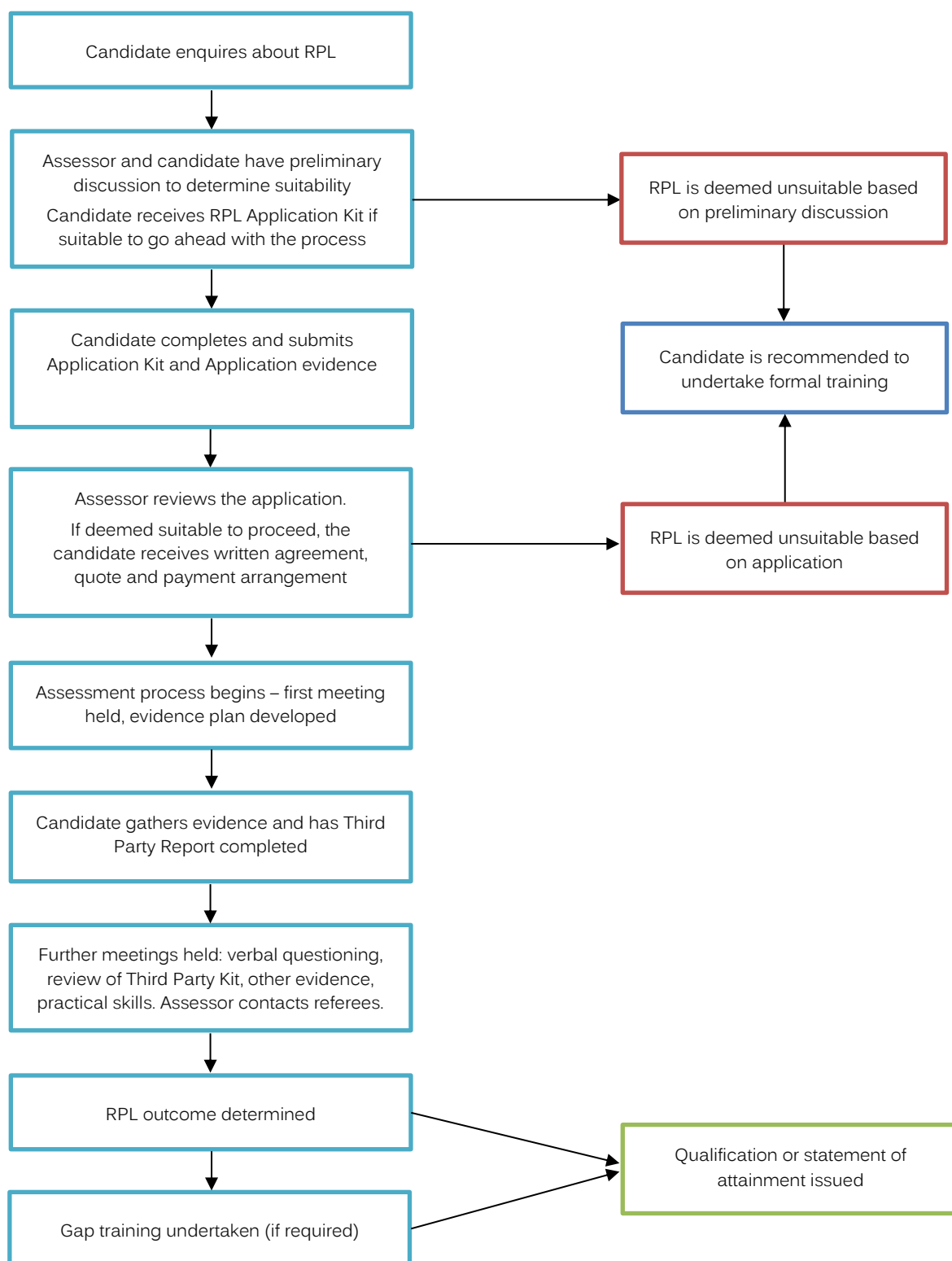
## **7. Gap Training**

- 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

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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

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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 13) provides an overview of the units available for this qualification in this kit. The Diploma of Early Childhood Education and Care requires 23 core units and 5 elective units.

To gain the Diploma of Early Childhood Education and Care you will need to complete 5 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 Diploma of Early Childhood Education and Care requires the completion of 28 units – 23 core units and 5 electives. The electives chosen must be relevant to your intended or current work outcome.

**Note:** the unit HLTAID004 Provide an emergency first aid response in an education and care setting is not covered by the RPL process.

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				
CHCECE004 Promote and provide healthy food and drinks				
CHCECE002 Ensure the health and safety of children				
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety				
CHCECE001 Develop cultural competence				
CHCDIV001 Work with diverse people				
CHCECE016 Establish and maintain a safe and healthy environment for children				
HLTWHS003 Maintain work health and safety				
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood				
CHCECE018 Nurture creativity in children				
CHCECE020 Establish and implement plans for developing cooperative behaviour				
CHCECE021 Implement strategies for the inclusion of all children				
CHCECE022 Promote children's agency				

Units	Complete through RPL		Training required	
	✓	✖	✓	✖
CHCECE023 Analyse information to inform learning				
CHCECE024 Design and implement the curriculum to foster children's learning and development				
CHCECE026 Work in partnership with families to provide appropriate education and care				
CHCECE019 Facilitate compliance in an education and care services				
CHCPOL002 Develop and implement policy				
CHCSAC005 Foster the holistic development and wellbeing of the child in school age care				
BSBLDR502 Lead and manage effective workplace relationships				
BSBINN502 Build and sustain an innovative work environment				
CHCPRP003 Reflect on and improve own professional practice				
CHCECE025 Embed sustainable practices in service operations				
BSBSUS501 Develop workplace policy and procedures for sustainability				
BSBLDR403 Lead team effectiveness				
<b>Summary:</b>				
Total number of units to be completed through RPL:				
Number of units to be completed through Training				

**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 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):

**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

**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"> <li>Qualification Summary</li> <li>Relevant Self-assessment Checklists</li> <li>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</li> </ul>	<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

### CHCLEG001 Work legally and ethically

#### Application of the unit

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

### CHCPRT001 Identify and respond to children and young people at risk

**Application of the unit:** 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			

**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
▪ obligations stipulated in my job description			
▪ codes of practice			

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

**CHCEE009 Use an approved learning framework to guide practice**

**Application of the unit:** 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 of the unit:** 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			

**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
▪ supporting children to make their own games and experiences			
7. I can assist children to deal with change, including:			
▪ preparing them for changes in a timely manner			
▪ being supportive			
▪ helping them to create meaningful routines (including those that help them deal with separation from family)			
▪ being open, appropriate and respectful when responding to their feelings about change			
▪ teaching children to be respectful of others when listening, communicating and interacting with others			
▪ encouraging children to express their feelings and emotions in appropriate ways			
8. I can help settle children who are new to the service, including:			
▪ recognising signs of distress/stress from both the child and their family			
▪ interacting with the child while their family is still at the service			
▪ encourage a relaxed and unhurried separation between family and child			
▪ 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 of the unit:** 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
16. I have provided safe and hygienic care to a minimum of three babies and toddlers of different ages.			
17. I have developed nurturing and securely attached relationships with a minimum of three babies and toddlers of different ages			
18. 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.			
19. I can promote safe sleep at the service, including:			
▪ working with families to agree on how sleep and rest will occur			
▪ ensuring cots, bedding and other equipment are compliant with standards			
▪ implementing safe sleep practices and quality sleeping environments			
▪ using clean bedding			
▪ using appropriate hygiene practices			
20. 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			
21. 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			
22. I can ensure the environment is a healthy and safe supporting environment including:			
▪ telling the families about food and drink experience and intake			

**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
▪ encouraging babies to practise rolling over, sitting, crawling and walking in safe areas			
▪ 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			
23. 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 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			
▪ 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
▪ acknowledging positive choices in regards to their own behaviour			
▪ ensuring gestures, facial expressions, tone of voice and language are positive when talking about their behaviour			
▪ remaining calm, gentle and reassuring at all times, even during strong outburst of anger, frustration or distress			
▪ promoting their self-esteem			
▪ getting children to help develop limits and consequences for inappropriate behaviour.			

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

**CHCEE004 Promote and provide healthy food and drinks**

**Application of the unit:** 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 of the unit:** 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			
▪ supervising people who enter the service when children are present			

**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
▪ 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? <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

#### Application of the unit

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 of the unit:** 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 identity and any biases, including:			
▪ events in my own life or family history that may be influencing my current opinions, interactions and relationships with people from other cultures			
▪ recognising any personal development regarding cultural competency.			
2. I understand the cultural identities 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:			
▪ learning about local cultural groups by talking to relevant people			
▪ supporting relevant cultural activities			
▪ demonstrating culturally sensitive practices			
▪ giving families the opportunity to share their context and cultural knowledge			
▪ giving children and families the opportunity to widen their knowledge of cultural diversity			
▪ respecting home languages and encouraging children to understand different dialects and languages			
6. I can create culturally safe environments, including:			
▪ implementing experiences that encourage positive inclusive practices			
▪ helping children to explore each other's culture, heritage, backgrounds and traditions			
▪ developing trusting relationships, having respectful interactions and celebrating diversity			
▪ role modelling culturally appropriate behaviour and communication			
▪ 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.			
8. I am able to broaden children's perspectives regarding diversity.			

**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
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? <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

**CHCDIV001 Work with diverse people****Application of the unit**

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

This unit applies to all workers.

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 identify the potential impact of cultural factors on service delivery to Aboriginal and/or Torres Strait Islander clients.			
2. I establish key aspects of cultural safety in consultation with Aboriginal and/or Torres Strait Islander people.			
3. I evaluate the extent to which cultural safety is integrated in own work and work of others.			
4. I identify critical issues that influence relationships and communication with Aboriginal and/or Torres Strait Islander people			
5. I reflect awareness of own and other cultures in work practices.			
6. I use communication techniques and work practices that show respect for the cultural differences of Aboriginal and/or Torres Strait Islander people			
7. I engage with Aboriginal and/or Torres Strait Islander interpreters and colleagues as cultural brokers, according to situation needs.			
8. I support the development of effective partnerships between staff, Aboriginal and/or Torres Strait Islander people and their communities.			
9. I identify and utilise resources to promote partnerships.			
10. I devise and document ways to support the delivery of services and programs that are culturally safe and encourage increased participation.			
11. I integrate strategies that encourage self-determination and community control in services and programs.			
12. I agree to outcomes against which cultural safety strategies can be measured.			
13. I involve Aboriginal and/or Torres Strait Islander people in evaluations.			
14. I evaluate programs and services against desired outcomes.			
15. I revise strategies based on evaluation with appropriate engagement of Aboriginal and/or Torres Strait Islander people.			
<b>Should I apply for RPL?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <b>If you are unsure, ask your assessor.</b>			
<b>Candidate signature:</b>			

**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

**CHCECE016 Establish and maintain a safe and healthy environment for children**

**Application of the unit:** The unit describes the skills and knowledge to establish and maintain a safe and healthy environment for children. 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 support each child's health needs including:			
▪ Discussing children's health needs and routines with families on enrolment and on a regular basis			
▪ Ensuring that concerns or questions about a child's health needs are discussed with the child's family			
▪ Ensuring that my knowledge on health, hygiene and safety information is current and consult with relevant health authorities when necessary			
▪ Ensuring that children's individual medical management plans are in place and ready available			
1. I provide for each child comfort including:			
▪ Grouping children in a way that minimises overcrowding			
▪ Ensuring that there are physical spaces available for children to rest and engage in quiet activities			
▪ Offering a range of active and restful experiences and allowing children to decide if they want to participate in the experiences			
2. I promote and implement effective hygiene practices during my day to day work practices including:			
▪ Maintaining written procedures and schedules to ensure children's toys and equipment are cleaned			
▪ Providing families with information to support them in following the services hygiene procedures			
▪ Ensuring that information about correct hand washing procedures is displayed in the relevant areas in the service			
3. I take steps to control the spread of infectious diseases including:			
▪ Configuring groups of children to minimise the risk of illness and injuries			
▪ Sourcing information about recognised health and safety guidelines			
▪ Following service procedures in relation to notifying families of illness or injuries that affect children while in education and care			
▪ Ensuring that children's immunisation records are up to date			
▪ Providing families and educators about child and adult immunisation recommendations			
4. I can adequately supervise children including:			
• Arranging equipment and furniture to ensure effective supervision whilst allowing children to access private and quiet spaces			

**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"> <li>Ensuring new or relief staff are aware of the supervision arrangements and what they are required to do in relation to supervision</li> </ul>			
<ul style="list-style-type: none"> <li>Undertaking risk assessments for each excursion including implications for supervision</li> </ul>			
5. During my day to day work practices I take precautions to protect children from harm including:			
<ul style="list-style-type: none"> <li>Ensuring that safety checks are implemented and action is taken as a result of the checks when necessary</li> </ul>			
<ul style="list-style-type: none"> <li>Check that risk minimisation plans are in place for children enrolled in the service who have a specific health care need, allergy or relevant medical condition</li> </ul>			
<ul style="list-style-type: none"> <li>Ensuring that simple warning signs are located where potentially dangerous products are stored</li> </ul>			
<ul style="list-style-type: none"> <li>Confirming the safety of drinks, food, cooking utensils and appliances used as part of the program</li> </ul>			
<ul style="list-style-type: none"> <li>Ensuring that basic training and testing on how to move and fit car seats, restraints and boosters is available to all educators</li> </ul>			
<ul style="list-style-type: none"> <li>Keeping records of pest/vermin inspections and/or eradications</li> </ul>			
<ul style="list-style-type: none"> <li>Developing and maintaining a written process for monitoring who enters and leaves the premises at all times</li> </ul>			
<ul style="list-style-type: none"> <li>Providing detailed information to families regarding excursions being undertaken</li> </ul>			
6. I can develop plans to effectively manage incidents and emergencies including:			
<ul style="list-style-type: none"> <li>Ensuring emergency procedures are displayed prominently through the premises</li> </ul>			
<ul style="list-style-type: none"> <li>Ensuring that all educators have access to a phone or similar means of communication</li> </ul>			
<ul style="list-style-type: none"> <li>Ensuring that emergency numbers are located near all phones</li> </ul>			
<ul style="list-style-type: none"> <li>Communicating information to families about the services emergency procedures and incident management plans</li> </ul>			
<ul style="list-style-type: none"> <li>Discussing and practicing emergency drills with children, educators and any other people on the premises</li> </ul>			
<ul style="list-style-type: none"> <li>Ensuring that emergency equipment is available and tested and all staff are trained in the use of it</li> </ul>			
<ul style="list-style-type: none"> <li>Maintaining a portable record of children's emergency contact in case of an emergency</li> </ul>			
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

**HLTWHS003 Maintain work health and safety**

**Application of the unit:** This unit describes the skills and knowledge required to implement and monitor work health and safety (WHS) policies, procedures and work practices as part of a small work team.

This unit applies to workers who have a key role in maintaining WHS in an organisation, including duty of care for other workers.

This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I contribute to Workplace Health and Safety by:			
▪ Identifying existing workplace hazards and recording them according to workplace procedures			
▪ Developing strategies for implementing risk controls according to workplace procedures			
▪ Implementing risk controls in line with the hierarchy of risk control			
▪ Identifying and reporting issues with risk controls in line with workplace procedures			
▪ Providing information about WHS policies and procedures to the work team			
▪ Providing information about identified hazards and the outcomes of risk controls to the work team			
▪ Monitoring housekeeping practices to ensure that WHS policies and procedures are being followed			
▪ Maintaining WHS incident reports in the work area according to policies and procedures			
2. I support WHS consultation, cooperation and communication by:			
▪ Encouraging the work team to participate in consultative activities			
▪ Reporting health and safety issues according to workplace policies and procedures			
▪ Encourage and assist work team members to contribute to WHS			
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

**CHCEE017 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			
2. 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			
3. 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			

**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
4. I foster children's cognitive development by:			
▪ Assessing and monitoring children's cognitive skills and development			
▪ Providing opportunities for children to participate in science, mathematics and technology experiences			
▪ Planning and providing opportunities for children to experience the consequences of their choices, actions and ideas through play			
▪ Creating learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning			
▪ Encouraging the involvement of children in experiences that support the investigation of ideas, complex concepts, concept development and thinking, reasoning and hypothesising			
▪ Making opportunities for children to construct and take apart as a strategy for learning			
▪ Providing children with a wide range of everyday materials that they can use to create patterns, sort, categorise and compare			
5. I foster children's communication development by :			
▪ Assessing and monitoring children's language skills and development			
▪ Planning and providing developmentally appropriate experiences and opportunities to foster language and literacy development through play			
▪ Creating opportunities for children to listen and respond to language			
▪ Valuing children's linguistic heritage and encouraging the use of home languages			
▪ Providing opportunities for children to engage with familiar and unfamiliar culturally constructed text			
▪ Creating a literacy enriched environment including displaying home languages and standard Australian English			
▪ Providing resources that encourage children to experiment with images and print			
6. I foster children's holistic learning and development by:			
▪ Supporting and initiating the enquiry process and encouraging children to try new ideas and take on challenges			
▪ Providing resources and materials that offer challenge, intrigue and surprise			
▪ Assisting to promote children's sense of belonging and connectedness			
▪ Engaging children in shared conversations to extend their thinking			
▪ Providing opportunities to scaffold learning and development			
▪ Assisting children to see their mistakes as opportunities to learn and grow			

**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
▪ Facilitating families diverse contributions to the children's learning			
▪ Sharing information with colleagues about child development and well being			
▪ Creating learning environments where children are able to immerse themselves in self-directed play			
▪ Recognising spontaneous teachable moments as they occur and use them to build on children's learning			
▪ Ensuring there is a balance between child-initiated and educator supported learning			
▪ Providing learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning			
▪ Facilitating team collaboration of assessments and evaluation in relation to child development			

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

**CHCECE018 Nurture creativity in children**

**Application of the unit:** This unit describes the skills and knowledge required to nurture creativity in children. The unit applies to educators who work with children 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 foster children's creativity through the physical environment by:			
▪ Selecting and promoting the use of open-ended, natural and found materials to encourage creative expression			
▪ Introducing children to a range of creative expression in art including architecture, inventions, music and dance			
2. I foster creativity through the human environment by:			
▪ Supporting children to feel a sense of ownership and responsibility for equipment and materials			
▪ Role-modelling creativity by improvising with equipment and materials			
▪ Encouraging children to pursue their own ideas, interpretations and expressions			
▪ Inviting children to ask questions and assisting them to find their own answers			
▪ Sharing enthusiasm for creative work and engaging children in talking about their creations and asking them open ended questions			
▪ Encouraging children to respect and appreciate the effort of their peers			
3. I foster children's creativity through the learning framework by:			
▪ Allowing time for children to be creative and encourage children's efforts to extend over days or weeks and designing a flexible framework that can respond to children's interests as they arise			
▪ Teaching children techniques when using materials and equipment			
▪ Planning and creating opportunities for children to collaborate creatively with each other			
▪ Involving children in critical reflection and solving real problems			
▪ Displaying children's artwork in meaningful ways			
4. I can identify and provide a range of experiences used to nurture creativity			
5. I provide children with opportunities to practice and develop skills in music, movement, construction, visual art and dramatic play in both the indoor and outdoor environments.			
6. I use a range of methods to evaluate children's learning from the creative experiences that have been implemented			
7. I reflect on evaluations and make modifications to the curriculum to stimulate children's interest and involvement in creative activities			
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

**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:			
▪ Initiating strategies which are consistent with children's abilities to support and manage their own behaviour			
▪ Establishing guidelines in consultation with families			
▪ Developing guidelines in collaboration with children according to their ability to do so			
▪ 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:			
▪ Gathering information from all those involved in caring for the children			
▪ Reflecting on the wide range of variables that can impact on children's behaviour			
▪ Observing and analysing behaviour to identify triggers which are maintaining the behaviour			
▪ Scanning the environment and the curriculum for possible influences on behaviour			
▪ Analysing children's behaviour with all those involved in caring for the child			
▪ Seeking advice from appropriate authorities as required			
▪ Discussing incidents causing concern and options for response with families and colleagues as appropriate			
▪ 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:			
▪ Identify long-term and short-term objectives and goals consistent with the child's age and abilities			
▪ Identify more acceptable alternative behaviours			
▪ Ensure that the plan is realistic and resources are available			
▪ Establish the plan in consultation with the child's family and colleagues involved in caring for the child			

**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"> <li>Ensure that the plan is relevant to the families cultural practices for responding to behaviour</li> </ul>			
<ul style="list-style-type: none"> <li>Liaise with appropriate authorities and referral bodies and necessary</li> </ul>			
4. I implement and monitor behaviour plans by:			
<ul style="list-style-type: none"> <li>Supporting the child to understand the expectations for behaviour</li> </ul>			
<ul style="list-style-type: none"> <li>Informing all those involved implementing the plan of its rationale, limits and strategies and supporting them to implement the plan effectively and consistently</li> </ul>			
<ul style="list-style-type: none"> <li>Minimising factors that may lead to or maintain inappropriate behaviour</li> </ul>			
<ul style="list-style-type: none"> <li>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</li> </ul>			
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.			
<b>Candidate signature:</b>			

**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

**CHCECE021 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"> <li>Ensuring the decisions I make regarding the curriculum are made with a view to promote the inclusion and participation of all children</li> </ul>			
<ul style="list-style-type: none"> <li>Demonstrating a belief in children's capacity to succeed in all interactions with families and children</li> </ul>			
<ul style="list-style-type: none"> <li>Reflecting upon practices to find equitable and effective ways to ensure that all children have opportunities to achieve learning outcomes</li> </ul>			
<ul style="list-style-type: none"> <li>Developing my professional knowledge and working in partnership with families, communities and other services and agencies</li> </ul>			
<ul style="list-style-type: none"> <li>Supporting, assisting and encouraging all children regardless of their background, gender, age or ability to fully participate as valued members of the group</li> </ul>			
<ul style="list-style-type: none"> <li>Identifying areas of the service's philosophy and policies that relate to inclusion, equity and diversity and reflecting on my related practices</li> </ul>			
2. I respect diversity by:			
<ul style="list-style-type: none"> <li>Valuing different capabilities and abilities and respect the differences in families home lives</li> </ul>			
<ul style="list-style-type: none"> <li>Recognising that diversity contributes to the richness of society and I provide children with opportunities to explore this richness</li> </ul>			
<ul style="list-style-type: none"> <li>Upholding all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued within the curriculum</li> </ul>			
<ul style="list-style-type: none"> <li>Drawing children's attention to issues of fairness relevant to them</li> </ul>			
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"> <li>Consider the child's abilities, goals, interests, expectations, culture and health status</li> </ul>			

**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
▪ Consult with other professionals and the family			
▪ Adapt the environment and routines to ensure the inclusion of all children			
▪ 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:			
▪ Support the child's entry to the service			
▪ Reflect on the level of support provided on a regular basis and adjust if necessary			
▪ Encourage others to adopt inclusive attitudes and practices and provide support to others to implement strategies			
▪ Investigate and trial strategies that may address barriers			
▪ 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:			
▪ Identify any issues of concern and share information the child's progress among all concerned			
▪ Establish and maintain a constant exchange of information with family and other appropriate community members about the child's needs and care strategies			
▪ Seek and gain family permission prior to consulting with other regarding the child			
▪ Ensure that I communicate within a culturally and linguistically responsive framework			
▪ Closely monitor new strategies and the impact of these on the child			
▪ Identify and respond to any barriers to the strategies being implemented			
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

**CHCEE022 Promote children's agency**

**Application of the unit:** This unit describes the skills and knowledge required to promote and encourage children's agency. 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. When establishing the learning environment I provide opportunities for children to plan and/or modify their indoor and outdoor environment.			
2. I design indoor and outdoor environments that are vibrant, flexible and support children's learning			
3. I ensure that the design of the indoor and outdoor is responsive to the interests and abilities of each child			
4. I provide natural, familiar materials for children to provoke their interest			
5. I allow children to direct their own play and leisure with peers and create possibilities for peer scaffolding			
6. I encourage children to develop skills and competence by persevering with developmentally significant activities			
7. I create opportunities for learning through play and intentional teaching			
8. I support play experiences initiated by children			
9. I organise routines in a way that maximise opportunities for each child's learning			
10. When designing learning experiences for children I:			
▪ Use children's observations and views to guide the program			
▪ Develop the curriculum in consultation with educators and stakeholders			
▪ Design the learning experiences to foster learning and development			
▪ Ensure that the program is flexible and can accommodate children's unplanned interests			
11. I assess and evaluate both planned and unplanned teaching and learning experiences			
12. I ensure that the program provides opportunities to follow up activities of high interest			
13. I consult with children about the experiences and materials to be made available			
14. I acknowledge each child's uniqueness in a positive way and support children's efforts through assistance and encouragement			
15. I am aware and responsive to children who require additional support or attention			
16. I encourage each child to participate in a variety of experiences and demonstrate respect for a child's choice not to participate			
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

**CHCECE023 Analyse information to inform learning**

**Application of the unit:** This unit describes the skills and knowledge required to gather and analyse information about children's learning, in order to inform practice. 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 undertake observations and gather detailed information about children's learning using a wide range of approaches over time and in a variety of spaces			
2. I ensure that the assessment methods and tools that I use to gather information consider assessment principles			
3. When documenting information I demonstrate inclusive practices and include the voices of educators, children, peers, families and other professionals where appropriate			
4. I use information and observations to analyse and monitor children's strengths, interests, relationships and learning			
5. I can identify children who may need additional support in order to achieve learning outcomes			
6. I use summative assessment to reflect on children's learning over a period of time			
7. I collaborate with families and colleagues to support children's learning			
8. I have developed a process to ensure that information and observations are gathered for all children and used to inform planning for all children			
9. I use evidence gathered to plan for children to learn through play, intentional teaching and the learning environment			
10. I reflect on and improve my own practices using evidence gathered			
11. I implement strategies to ensure that children's documentation can be shared with families			
12. I follow confidentiality practices and ensure that information is shared appropriately			
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

### *CHCEE024 Design and implement the curriculum to foster children's learning and development*

**Application of the unit:** This unit describes the skills and knowledge required by educators to design, implement and evaluate the curriculum to foster children's learning and development. 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 evaluate and modify the learning environment and materials to support all aspects of children's learning and to ensure that families and the community are respected			
2. I promote opportunities for sustained shared thinking and collaborative learning			
3. I promote an appreciation of the natural environment			
4. I consult with children and families to assist in reflecting on the curriculum and identifying current strengths and goals			
5. I design and implement a curriculum that reflects the philosophy of the service			
6. I collect and analyse data to identify each child's interests, strengths and goals in conjunction with the approved learning framework			
7. I can clarify specific objectives, learning environments, role of the educator and assessment and evaluation methods using the approved frameworks learning outcomes, principles and practices			
8. I design learning experiences to foster holistic learning and to provide continuity of learning and transitions			
9. I plan for ways to monitor and assess children's learning consistent with the principles and practices of the learning framework			
10. I ensure that both planned and unplanned experiences are considered for assessment			
11. When implementing learning experiences to foster children's learning and development I:			
▪ Ensure that the requires materials are available at the time of implementation			
▪ Set up the physical learning environment			
▪ Model and promote enabling learning dispositions			
▪ Monitor and reflect on children's learning and my own pedagogical practices			
12. When assessing and evaluating planned and unplanned learning I:			
▪ Establish opportunities to gather feedback from families and children			
▪ Collect data using a range of methods in order to assess and evaluate the teaching and learning using approved frameworks			
▪ I ensure that assessment and evaluation of the curriculum is regular and in accordance with service guidelines			

**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"><li>I use information gathered from assessment and evaluation to influence the design of future curriculums and learning experiences</li></ul>			
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

### *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? <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

**CHCECE019 Facilitate compliance in an education and care service**

**Application of the unit:** This unit describes the skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance within an education and care service. 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 interpret the National Quality Framework and analyse its components and their relevance to the service			
2. I seek advice from a higher authority if I require clarification or interpretation of any aspect of the framework			
3. I confirm that staff understand the NQF and other legislation and regulations			
4. I clarify details and requirements of the assessment and rating process and share information with all staff in the service			
5. I can facilitate an organisation self-assessment including:			
▪ Determining ways to collect information from staff, children and the community on an ongoing basis			
▪ Sharing ideas with colleagues and involving them in the collection of information to inform self-assessment			
▪ Recording the information collected during the self-assessment process against the standards and elements in the NQF			
▪ Ensuring the self-assessment is available at the service to inform discussion of the assessment and rating process			
6. I can facilitate the development of a quality improvement plan including:			
▪ Using the information gathered in the self-assessment process to create a quality improvement plan			
▪ Collaborate with others to decide upon the strengths and key improvements sought within the centre and focus on how key improvements sought will be reflected in the quality improvement plan			
▪ Recording all of the required information in the plan			
▪ Planning to collaborate with others on a regular basis to review the quality improvement plan			
7. I can co-ordinate the service for a site visit including:			
▪ Informing all stakeholders that the service has been selected for assessment and rating and that the process has commenced			
▪ Scheduling meetings with stakeholders and staff where appropriate			
▪ Checking for accuracy and completion of all documentation required for examination			
▪ Ensuring all staff understand what may be required of them during the assessment visit			
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

**CHCPOL002 Develop and implement policy****Application of the unit**

This unit describes the skills and knowledge required to research, develop and implement new policy initiatives.

This unit applies to workers who are directly responsible for driving new policy directives across a business unit, team or service.

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 evaluate existing policies to determine their currency and relevance.			
2. I evaluate current policy trends and their impact on policy development.			
3. I complete research and consultation in accordance with organisation policies and procedures.			
4. I facilitate open constructive discussions about policy issues and their possible resolution.			
5. I select and use policy formats and structures suited to policy users.			
6. I draft policies that reflect the culture, values and objectives of the organisation.			
7. I clearly and logically articulate policy requirements and other information that supports policy statements.			
8. I develop plans for policy resourcing, implementation and review.			
9. I develop and implement consultation mechanisms for draft policies.			
10. I identify policy implementation issues with key stakeholders.			
11. I modify draft policies according to outcomes of consultation.			
12. I give sufficient notice to those affected by policy changes.			
13. I prepare policy materials that support implementation and facilitate understanding and acceptance of changes.			
14. I present policy proposals to decision-makers according to organisation requirements.			
15. I seek and gain formal approval according to organisation requirements.			
16. I can develop a policy implementation plan that maximises impact of new and revised policies.			
17. I develop and use strategies that facilitate wide promotion and dissemination of policy information.			
18. I implement evaluation plans to ensure ongoing review of policies.			
19. I review policies in accordance with organisation policies and procedures.			
20. I obtain and respond to stakeholder feedback during marketing, promotion and implementation of policies and use learning to inform further review of policies.			
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**

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### *CHCSAC005 Foster the holistic development and wellbeing of the child in school age care*

**Application of the unit:** This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from 5 to 12 years of age. 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 foster school aged 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			
2. I foster school aged 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			
3. I foster school aged 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			
4. I foster school aged children's cognitive development by:			

**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"> <li>Assessing and monitoring children's cognitive skills and development</li> </ul>			
<ul style="list-style-type: none"> <li>Providing opportunities for children to participate in science, mathematics and technology experiences</li> </ul>			
<ul style="list-style-type: none"> <li>Planning and providing opportunities for children to experience the consequences of their choices, actions and ideas through play</li> </ul>			
<ul style="list-style-type: none"> <li>Creating learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks in their learning</li> </ul>			
<ul style="list-style-type: none"> <li>Encouraging the involvement of children in experiences that support the investigation of ideas, complex concepts, concept development and thinking, reasoning and hypothesising</li> </ul>			
<ul style="list-style-type: none"> <li>Making opportunities for children to construct and take apart as a strategy for learning</li> </ul>			
<ul style="list-style-type: none"> <li>Providing children with a wide range of everyday materials that they can use to create patterns, sort, categorise and compare</li> </ul>			
5. I foster school aged children's communication development by :			
<ul style="list-style-type: none"> <li>Assessing and monitoring children's language skills and development</li> </ul>			
<ul style="list-style-type: none"> <li>Planning and providing developmentally appropriate experiences and opportunities to foster language and literacy development through play</li> </ul>			
<ul style="list-style-type: none"> <li>Creating opportunities for children to listen and respond to language</li> </ul>			
<ul style="list-style-type: none"> <li>Valuing children's linguistic heritage and encouraging the use of home languages</li> </ul>			
<ul style="list-style-type: none"> <li>Providing opportunities for children to engage with familiar and unfamiliar culturally constructed text</li> </ul>			
<ul style="list-style-type: none"> <li>Creating a literacy enriched environment including displaying home languages and standard Australian English</li> </ul>			
<ul style="list-style-type: none"> <li>Providing resources that encourage children to experiment with images and print</li> </ul>			
6. I foster school aged children's holistic learning and development by:			
<ul style="list-style-type: none"> <li>Supporting and initiating the enquiry process and encourage children to try new ideas and take on challenges</li> </ul>			
<ul style="list-style-type: none"> <li>Providing resources and materials that offer challenge, intrigue and surprise</li> </ul>			
<ul style="list-style-type: none"> <li>Assisting to promote children's sense of belonging and connectedness</li> </ul>			
<ul style="list-style-type: none"> <li>Engaging children in shared conversations to extend their thinking</li> </ul>			
<ul style="list-style-type: none"> <li>Providing opportunities to scaffold learning and development</li> </ul>			
<ul style="list-style-type: none"> <li>Assisting children to see their mistakes as opportunities to learn and grow</li> </ul>			
<ul style="list-style-type: none"> <li>Facilitating families diverse contributions to the children's learning</li> </ul>			

**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
▪ Sharing information with colleagues about child development and well being			
▪ Creating learning environments where children are able to immerse themselves in self-directed play			
▪ Recognising spontaneous teachable moments as they occur and use them to build on children's learning			
▪ Ensuring there is a balance between child-initiated and educator supported learning			
▪ Providing learning environments with appropriate levels of challenge where children are encouraged to explore, experiment and take risks in their learning			
▪ Facilitating team collaboration of assessments and evaluation in relation to child development			
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**

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**BSBLDR502 Lead and manage effective workplace relationships****Application of the unit**

This unit describes the skills and knowledge required to lead and manage effective workplace relationships.

It applies to individuals in leadership or management who have a prominent role in establishing and managing processes and procedures to support workplace relationships taking into account the organisation's values, goals and cultural diversity.

At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication. This is an ELECTIVE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I ensure strategies and processes are in place to communicate information associated with the achievement of work responsibilities to all co-workers.			
2. I develop and implement consultation processes to ensure that employees have the opportunity to contribute to issues related to their work role.			
3. I facilitate feedback to employees on outcomes of the consultation processes.			
4. I develop and implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel.			
5. I establish and implement policies to ensure that the organisation's cultural diversity and ethical values are adhered to.			
6. I gain and maintain the trust and confidence of colleagues and external contacts through professional conduct.			
7. I adjust my own interpersonal communication styles to meet the organisation's cultural diversity and ethical environment and guide and support the work team in their personal adjustment process.			
8. I use networks to build workplace relationships providing identifiable outcomes for the team and the organisation.			
9. I conduct ongoing planning to ensure that effective internal and external workplace relationships are developed and maintained.			
10. I develop and implement strategies to ensure that difficulties in workplace relationships are identified and resolved.			
11. I establish processes and systems to ensure that conflict is identified and managed constructively in accordance with the organisation's policies and procedures.			
12. I provide guidance, counselling and support to assist co-workers in resolving their work difficulties.			
13. I develop and implement action plans to address any identified difficulties.			
<b>Should I apply for RPL?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <b>If you are unsure, ask your assessor.</b>			
Candidate signature:			

**Skill Rating Scale**

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**BBSINN502 Build and sustain an innovative work environment**

**Application of the unit:** This unit describes the performance outcomes, skills and knowledge required to create an environment that enables and supports the application of innovative practice.

This is an ELECTIVE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I can lead innovation by:			
▪ Making innovation an integral part of leadership and management activities			
▪ Demonstrating a positive reception to ideas from others and by providing constructive feedback			
▪ Establishing and maintaining relationships based on mutual respect and trust			
▪ Taking considered risks to open up opportunities for innovation			
▪ Regularly evaluating my own approaches for consistency			
2. I can establish work practices that support innovation, including:			
▪ Consulting on and establishing working conditions that reflect and encourage innovative practice			
▪ Introducing and maintaining workplace procedures that foster innovation and allow for rigorous evaluation of innovative ideas			
▪ Facilitating and participating in collaborative work arrangements to foster innovation			
▪ Building and leading teams to work in ways that maximise opportunities for innovation			
3. I can promote innovation by:			
▪ Acknowledging suggestions, improvements and innovations from all colleagues			
▪ Finding appropriate ways of celebrating and promoting innovation			
▪ Promoting and reinforcing the value of innovation according to the vision and objectives of the organisation or project			
▪ Promote and support the evaluation of innovative ideas within the wider organisational or project context			
4. I can create a physical environment which supports innovation by:			
▪ Evaluating the impact of the physical environment in relation to innovation			
▪ Collaborating with colleagues about ideas for enhancing the physical work environment before taking action			
▪ Considering potential for supporting innovation when selecting physical resources and equipment			



**Skill Rating Scale**

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**Candidate name:**

Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
<ul style="list-style-type: none"><li>▪ Design, fit-out and decorate workspaces to encourage creative mind sets, collaborative working and the development of positive workplace relationships</li></ul>			

Should I apply for RPL?      ☐ Yes      ☐ No      ☐ Not sure

If you are unsure, ask your assessor.

**Candidate signature:**

**Skill Rating Scale**

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

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**CHCEE025 Embed sustainable practices in service operations**

**Application of the unit:** This unit describes the skills and knowledge required to support children to connect with and contribute to their world and embed sustainable practice into service operations. This unit applies to work across a range of education and care service services. This is a CORE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I can develop a sustainable management plan including:			
▪ Identifying aspects of sustainability in the service			
▪ Considering areas of potential change in all aspects of the services delivery and environments			
▪ Ensuring that nature, waste, energy and toxins are considered			
▪ Identifying areas where change can be made to increase children's connection with nature in consultation with children			
▪ Implementing these strategies and evaluating outcomes			
1. I support children to develop an understanding and respect for the natural environment by:			
▪ Providing children with a wide range of natural and recycled materials in their indoor and outdoor environments			
▪ Creating opportunities to discuss the natural environment and the interdependence between people, plants, animals and the land with children			
▪ Role-modelling respect, care and appreciation for the natural and constructed environments			
▪ Sharing information and providing children with access to resources about the environment and the impact of human activities on the environment			
▪ Creating spaces that promote life skills, such as growing and preparing food, waste reduction and recycling			
▪ Encouraging children to exchange thoughts and ideas about sustainable practice through intentional teaching, learning experiences and projects			
2. I explore ethical dilemmas of waste disposal for sustainability with all stakeholders			
3. I engage with adults and children to encourage their participation in the services sustainability practices			
4. I review the service philosophy, policies and procedures in relation to sustainable practices and identify potential changes			
5. I discuss areas of potential change to service policies and procedures with and finalise these changes after agreement with appropriate stakeholders			
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**

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**BSBSUS501 Develop workplace policy and procedures for sustainability**

**Application of the unit:** This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances. This is an ELECTIVE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I can develop a sustainability policy and procedure, including the following topics:			
▪ Minimising resource use			
▪ Resource efficiency			
▪ Reducing toxic material and hazardous chemical use			
▪ Employing life cycle management approaches			
▪ Continuous improvement			
2. I can implement sustainability policy and procedure and work with others to:			
▪ Agreed outcomes			
▪ Performance indicators			
▪ Activities to be undertaken			
▪ Assigned responsibilities			
▪ Record keeping, review and improvement processes			
▪			
3. I can communicate with others, including management, to promote sustainability policy development, implementation and continuous improvement.			
4. I have reviewed and improved sustainability policies.			
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**

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**BSBLDR403 Lead team effectiveness**

**Application of the unit:** This unit defines the skills, knowledge and outcomes required to plan and supervise the performance of the team and develop team cohesion. This is an ELECTIVE unit.

Candidate name:			
Questions	Yes	No	Skill rating 0, 1, 2, 3, 4, 5
1. I can lead a team to identify, establish and document team purpose, roles, responsibilities, goals, plan and objectives			
2. I can develop a work plan and document how it was generated and how it will be monitored			
3. I can identify and incorporate innovation and productivity measures into a team work plan			
4. I communicate with team members and management to resolve identified problems			
5. I consult, encourage, support and provide feedback to team members			
6. I role model team leadership behaviours and approaches			
7. I liaise with management to develop the teamwork plan, resolve issues and ensure follow-up action is taken			
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

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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