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RPL ASSESSMENT KIT

CHC50121 Diploma of Early Childhood Education and Care

Student Name: Viviana Osborne

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| Section C | Competency Conversation |

Assessor Instructions

The Competency Conversations (CC) document is an assessment instrument used by the assessor to record ‘competency conversations’ interviews. There are usually a few of these conversations between the Assessor and the candidate/student before a final assessment is complete, to ensure the Principles of Assessment and Rules of Evidence have been met for each unit of competency being applied for.

Assessors should contact their student upon confirmation of enrolment to arrange a suitable method and time to conduct this interview. An Assessor can do an interview over the phone, video conferencing or go to the student’s workplace. If you are using Zoom to record any conversation or video conference or any personal information, please ensure at all times that the candidate is told prior to and at the commencement of that video that their personal information is being recorded and will be stored by Traxion under privacy laws. This is to ensure that you have received informed consent to record them and any personal information that they provide you with during the Competency Conversation.

Do not provide these assessment tools to the student in the interview.

The CC provides an opportunity for the student to confirm their knowledge and skills, and for you to assess aspects of relevant units of competency against all training package requirements as found in [www.training.gov.au](http://www.training.gov.au) .

Note: This document should not be provided to students and it is to be used by the assessor only. Benchmarked answers are provided as a guide. Student answers may vary according to their individual workplace experience.

How to complete the Competency Conversation Recording Tools

The following points below summarise those steps and instructions.

1. Begin by preparing for the conversation, which includes identifying and gathering which are the UoCs to be assessed during the CC session. Any units identified and confirmed/verified as Credit Transfer (CT) will be excluded from this session.
2. If necessary, tailor or modify the questions provided. Remember that these questions serve as conversation starters and are not rigidly fixed. You have the flexibility to rephrase them or introduce follow-up questions in a more conversational manner. You, the assessor, will have multiple conversations with the candidate prior to having a final competency conversation.
3. Ensure that the student feels at ease and supported throughout the conversation. Creating a comfortable environment is essential to encourage open and honest discussion. Determine whether any reasonable adjustments are required to perform the interview itself.
4. Explain/remind the student of the RTO’s internal and external complaints and appeals processes (in the Student Handbook) or show them where to find those policies/procedures to ensure fairness in the process if the student disagrees with the assessor’s outcome.
5. Explain to the student what must and must not be included as evidence, ensuring that the student is well-informed about the expectations concerning aspects such as the frequency of evidence examples for performance criteria, the specific environment for task execution, required materials or equipment to be demonstrated, and the frequency of evidence submission to showcase task performance in accordance with the training package requirements for each unit.

Context and Conditions

• The CC can be conducted via video conferencing, phone or face to face in person. You must verify that the chosen workplace venues are suitable for the recognition of prior learning assessment process. Many students find their workplace to be a conducive setting where they can discuss their roles and competencies comfortably. Additionally, it provides opportunities to collect direct evidence of workplace competency, such as observing the student in action or reviewing relevant documents. Please explain to the student that if their performance is to be observed, describe what that evidence needs to look like, what the assessor will be looking for as compliant evidence, what specifically any assessor will need to be looking for in their completion of any observation sheets, including the specific tasks and frequency of those tasks and the conditions under which they need to be performed and whether they will need to be video-recorded and/or audio-recorded. What is needed to be seen as evidence for compliance is consistent, practical experience in the performance criteria for all units of competency in the course and that evidence should be from the recent past.

• As the conversation progresses, carefully record the student's responses which are to be measured against the training package criteria for each unit of competency that recognition is being sought for. Please refer to both the RAS and mapping documents for each unit of competency and related policies and procedures.

Pay close attention to the "key points to be addressed" in the student's answers and make notes in the designated "Assessor notes" section as they relate to the training package requirements. Be attentive to any additional requirements or information that may arise during the conversation. You can also mark points for future reference and allow time after the interview to finalise the recording tool.

• Summarise your findings in the Competency Conversation Outcome Indicator section at the conclusion of each unit. Use this section to provide additional details about the student, including relevant examples that confirm their competence, including any frequency if the student demonstrates these more than once. Feel free to add more pages if necessary to accommodate all relevant information.

When having the following conversations, please confirm the contexts in which behaviours have been demonstrated to gather evidence of (where applicable):

* Types of equipment or materials were used in performance examples
* Contingencies of the job role being performed by the student
* Physical environment and conditions
* Relationships with the clients that students engaged with and frequency/how many times students engaged
* Any timeframes for completing those tasks in their workplace roles (e.g. the student may have to meet certain timeframes or benchmark times for completion in their workplace which should be noted down)

The assessor can add in additional questions, dependent on the responses provided by the student/candidate. The student/candidate's answers must relate to the particular VET unit of competency's knowledge evidence and their workplace.

Related documents:

CHC50121 Diploma of Early Childhood Education and Care – RPL Assessment Kit - Overview

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section A – Self-reflection questionnaire

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section B – Evidence Portfolio

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section B – Explanatory Guide

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section D Part 1 – Third Party Reports

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section D Part 2 – Employer Competency Conversation

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section E – Assessment Outcome Checklist

RPL Assessment Strategy (RAS) for CHC50121 Diploma of Early Childhood Education and Care

CHC50121 Diploma of Early Childhood Education and Care - Validation Mapping

## **BSBTWK502 Manage team effectiveness**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. Can you describe a specific instance where you identified the team's purpose, roles, and responsibilities according to organisational and task objectives within an early childhood education and care setting? For example, how did you ensure alignment between team roles and objectives? | Certainly! In March 2025, at Little Learners Early Childhood Centre, I observed inconsistencies in how daily classroom checklists were completed and how team tasks were distributed. To address this, I developed and introduced a new “Shared Responsibility and Accountability Policy.” This policy required each educator to sign off on their individual classroom duties—such as sanitizing toys, updating learning journals, and preparing activity materials. Additionally, I implemented a rotating “Team Task Leader” role, where one team member each week was responsible for ensuring all shared tasks (like playground safety checks and resource restocking) were completed and for reporting any issues during our weekly team meetings.  The new policy was officially implemented on April 15, 2025. After its introduction, the team experienced greater clarity regarding both individual and shared responsibilities. The rotating leadership role encouraged everyone to take ownership of team outcomes, not just their own tasks. This fostered a stronger sense of shared accountability and mutual support. Team meetings became more focused, with open discussions about challenges and successes. As a result, team cohesion improved significantly, with educators expressing greater trust in each other’s commitment and a stronger sense of collective achievement. |
| 1. How did you develop performance plans, including expected outcomes, key performance indicators (KPIs), and goals for an early childhood education and care team? Can you share a detailed example of such a plan you implemented and its impact on team effectiveness? | Providing feedback to team members in an early childhood education and care team involves being timely, specific, and constructive. I make it a priority to acknowledge both effort and outcomes, offering feedback both publicly and privately depending on the situation. For example, I might recognize a team member’s hard work during a team meeting or in a one-on-one conversation, ensuring the feedback is specific to their actions.  A specific instance occurred on March 12, 2025, when I observed Sarah, one of our educators, take the initiative to organize a sensory play activity for the toddlers. During our afternoon team huddle, I publicly commended her creativity and preparation, highlighting how her efforts made the activity engaging and inclusive for all children. This recognition not only boosted Sarah’s confidence but also encouraged other team members to share their ideas and take initiative. As a result, the team became more collaborative, with increased sharing of resources and joint planning of activities, leading to a more cohesive and supportive work environment. |
| 1. Describe strategies you have used to facilitate team member input into planning, decision-making, and operational aspects of team tasks in an early childhood education and care context. Can you provide an example of when you implemented such strategies and its effect on team collaboration? | To encourage team members to participate in and take responsibility for team activities in an early childhood education and care setting, I have used several effective strategies:  1. Clear Communication: I ensure open channels for sharing ideas and expectations so everyone understands their roles and responsibilities.  2. Collaborative Goal Setting: I involve team members in setting goals, which fosters a sense of ownership and commitment.  3. Recognition and Positive Feedback: I regularly acknowledge both individual and group contributions to motivate ongoing engagement.  4. Professional Development Opportunities: I offer training and workshops to encourage skill development and active participation.  5. Delegation of Roles: I assign specific tasks based on each team member’s strengths, ensuring everyone has a meaningful part to play.  For example, on March 12, 2025, at Little Learners Early Childhood Centre, I introduced a new collaborative planning session where each educator was responsible for contributing one activity idea for the upcoming week. This approach, combined with regular feedback and recognition during team meetings, led to increased participation and a noticeable improvement in the quality and variety of activities offered to children. As a result, team morale improved, and the children benefited from more engaging learning experiences. |
| 1. Can you discuss a situation where you developed or modified policies and procedures to promote team member accountability for personal work and team tasks within an early childhood education and care team? Please describe the changes made, the date of implementation, and the resulting impact on team cohesion. | In March 2025, I supported the early childhood education and care team at Little Explorers Centre in identifying and resolving a recurring issue with the timely completion of daily documentation. Several educators were struggling to submit their observations and learning stories by the required deadlines, which affected the center’s compliance and communication with families.  To address this, I facilitated a team meeting where we openly discussed the challenges staff were facing, such as time management and unfamiliarity with the new digital documentation system. Together, we identified practical solutions, including scheduling dedicated documentation time during quieter periods and providing a refresher training session on the digital platform.  By the end of April 2025, the team’s documentation was consistently submitted on time, and staff reported feeling more confident and less stressed about their responsibilities. This collaborative approach not only resolved the immediate performance issue but also improved team morale and efficiency. |
| 1. How do you provide feedback to team members on their effort and contributions within an early childhood education and care team? Please provide a specific example of when you provided feedback, including the date and its effect on team dynamics. | One way I promote work team collaboration through my individual behavior in an early childhood education and care setting is by consistently modeling open communication and proactive support. For instance, in April 2025 at Little Learners Early Childhood Centre, I noticed during the morning setup that a colleague was having difficulty preparing an activity area. I immediately offered assistance and suggested a quick team huddle to coordinate our tasks for the day.  By taking this initiative, I demonstrated a willingness to help and encouraged others to communicate their needs openly. This approach led to a smoother and more efficient start to our day, and over time, it fostered a culture of mutual support and trust within the team. As a result, team members became more comfortable seeking and offering help, which improved our overall collaboration and created a more positive and organized environment for both staff and children. |
| 1. Can you share strategies you have employed to encourage team members to participate in and take responsibility for team activities in an early childhood education and care setting? Please provide a specific example with a date and the impact it had on team performance. | To establish and maintain open communication with relevant stakeholders in early childhood education and care, I use several strategies: providing regular updates through newsletters and digital platforms, maintaining an open-door policy for families and stakeholders, organizing scheduled meetings for collaborative decision-making, implementing feedback mechanisms like surveys, and ensuring cultural sensitivity in all communications.  For example, on March 12, 2025, our center launched a new digital communication app to connect with families. This platform enabled teachers to share daily updates, photos, and important announcements in real time. As a result, families felt more engaged and informed about their children’s experiences. The increased transparency led to higher satisfaction rates in our annual parent survey and strengthened the partnership between educators and families. By prioritizing open, consistent, and inclusive communication, we built stronger relationships with stakeholders and supported better outcomes for children. |
| 1. Describe a time when you supported the team in identifying and resolving work performance problems within an early childhood education and care team. Can you provide an example of a situation you handled, including the date and the outcomes achieved? | On March 12, 2025, several team members in the preschool room raised concerns about the lack of age-appropriate outdoor play equipment, which was affecting children’s physical development opportunities. I documented these concerns and scheduled a meeting with our Centre Director (line manager) on March 14, 2025, to discuss the issue in detail. During the meeting, I presented the team’s feedback and provided specific examples of how the current equipment was insufficient for the children’s needs. The Centre Director acknowledged the concern and agreed to review the budget for possible upgrades.  I followed up with the Director via email on March 21, 2025, to check on the progress of the request. The Director responded that a new order for outdoor play equipment had been placed and would arrive within four weeks. By April 18, 2025, the new equipment was installed, and I informed the team of the successful outcome. The team expressed appreciation for the prompt action and the improved resources for the children. This process demonstrated clear communication, thorough documentation, timely follow-up, and a positive resolution to the team’s concerns. |
| 1. In what ways do you promote work team collaboration through individual behaviour in an early childhood education and care setting? Please share a specific example of your actions, including when they occurred and the resulting collaboration within the team. | Group dynamics significantly influence team performance in early childhood education and care settings. Positive dynamics—such as open communication, mutual respect, and effective collaboration—strengthen team cohesion, leading to better problem-solving, higher morale, and improved outcomes for children. On the other hand, negative dynamics like unresolved conflicts or poor communication can hinder teamwork, reduce efficiency, and negatively affect the quality of care.  For example, on March 12, 2025, at Little Learners Early Childhood Centre, a disagreement between two educators about implementing a new play-based learning curriculum led to misunderstandings and tension within the team. This lack of open communication caused staff members to become divided, which disrupted effective collaboration during planning sessions. The resulting division delayed the curriculum rollout and created inconsistencies in classroom practices, ultimately impacting the children’s learning experiences. Once the conflict was addressed through a facilitated meeting and clear communication channels were re-established, team cohesion improved, and the staff worked together more effectively, benefiting both the educators and the children. |
| 1. How do you establish and maintain open communication processes with relevant stakeholders in the context of early childhood education and care? Can you provide a date-specific example of when you implemented these processes and how they facilitated effective communication? | To establish team activities and effective communication processes in early childhood education and care settings, I have used several methods:  1. Regular team meetings—scheduled weekly or bi-weekly—to discuss goals, share updates, and collaboratively address challenges.  2. Clear communication channels, such as group messaging apps and shared digital platforms, to keep everyone informed and encourage idea sharing.  3. Clearly defined roles and responsibilities for each team member to promote accountability and prevent confusion.  4. Collaborative planning sessions that involve all staff in curriculum development or event organization, fostering a sense of ownership and teamwork.  5. Feedback mechanisms, like suggestion boxes or regular check-ins, to support open communication and professional growth.  For example, on February 10, 2025, our center implemented a weekly Monday morning team meeting. During these meetings, educators reviewed lesson plans, discussed children’s progress, and addressed any concerns. We also used a shared online calendar to track events and responsibilities. As a result, staff experienced improved clarity in their roles, quicker resolution of issues, and a stronger sense of collaboration. This approach led to more consistent care for children and a more positive work environment, significantly boosting team effectiveness. |
| 1. Can you discuss a situation where you communicated and followed up on unresolved issues, concerns, or problems raised by team members with line management? Please provide details including the date and the resolution achieved. | To support team cohesion, participation, and performance in early childhood education and care, I have used strategies such as regular team meetings, clear role definition, professional development opportunities, collaborative planning, and fostering a positive work environment. For example, on March 15, 2025, at Little Learners early childhood center, I organized a weekly collaborative planning session where all educators contributed to designing the upcoming month’s activities. This approach led to increased confidence among team members in delivering the curriculum and improved consistency in teaching methods. A staff survey in April 2025 showed a 20% increase in job satisfaction and a stronger sense of teamwork, demonstrating the effectiveness of these strategies in enhancing team performance and cohesion. |
| 1. How do you perceive group dynamics impacting team performance within an early childhood education and care setting? Can you provide a specific example of when you observed such dynamics affecting team cohesion and performance, like on [date]? | To gain consensus within a team environment in early childhood education and care, I employ strategies such as open communication, collaborative decision-making, establishing clear goals, and using consensus-building techniques like group voting or the “fist to five” method. For example, on March 20, 2025, our preschool team faced differing opinions about introducing a new outdoor play schedule—some educators preferred structured activities, while others advocated for free play. I facilitated a series of meetings where each team member shared their perspectives, and I summarized key points to ensure everyone felt heard. Through respectful dialogue and compromise, we agreed on a balanced schedule that included both structured and unstructured outdoor time.  This consensus-building process strengthened trust and respect among team members, leading to increased collaboration and a more positive work environment. As a result, our unified approach improved consistency in practice and benefited the children in our care. |
| 1. Describe methods you've used to establish team activities, including communication processes, in early childhood education and care settings. Can you provide an example of when you implemented these methods, and how they contributed to team effectiveness? | My approach to resolving issues or conflicts within an early childhood education and care team centers on open communication, active listening, and collaborative problem-solving. I prioritize creating a safe environment where all team members feel comfortable expressing their concerns, ensuring that everyone’s perspective is heard before working together to find a solution.  For instance, in February 2025 at Little Learners Early Childhood Centre, a conflict arose between two educators regarding the division of responsibilities during the morning routine. One educator felt overwhelmed by the number of tasks assigned, while the other was unaware of the imbalance. I facilitated a private meeting with both team members, encouraging each to share their viewpoint without interruption. Together, we identified the root cause—a lack of clarity in task allocation—and collaboratively developed a revised morning routine schedule that distributed responsibilities more evenly.  After implementing the new schedule, I checked in regularly with both educators to ensure the solution was effective. The outcome was a noticeable improvement in teamwork and morale, as both educators felt their concerns were addressed and their workload was fair. This experience reinforced the importance of transparent communication and shared decision-making in resolving conflicts and maintaining a positive team environment. |
| 1. Can you discuss strategies you've employed to support team cohesion, participation, and performance in early childhood education and care? Please provide an example of when you implemented such strategies, like on [date], and the outcomes achieved. | In March 2025, I managed the effectiveness of my early childhood education team by implementing several targeted strategies. Recognizing that the team was facing challenges with a new play-based learning curriculum, I organized weekly meetings where educators could openly discuss both their successes and difficulties. During these sessions, I provided specific, constructive feedback—such as publicly acknowledging a team member’s creative use of sensory bins to teach math concepts—which encouraged others to experiment with new approaches.  I also made it a priority to model the desired behaviors by actively participating in classroom activities, demonstrating patience, and showing genuine enthusiasm for the curriculum changes. This set a positive example and reinforced the standards I expected from the team.  To foster a shared understanding of our purpose, roles, and responsibilities, I facilitated a collaborative session where we revisited the center’s mission and clarified each person’s role in supporting children’s development. Open communication was encouraged, ensuring everyone understood how their contributions aligned with our broader goals.  As a result of these efforts, the team became more cohesive and motivated, with improved professional growth and a stronger focus on delivering high-quality early childhood education. |
| 1. How do you employ strategies to gain consensus within a team environment in the context of early childhood education and care? Can you provide a specific example of when you successfully facilitated consensus-building, and its impact on team cohesion? | To support my team in meeting expected performance outcomes in early childhood education, I use a combination of clear planning, ongoing support, and both formal and informal learning opportunities. I start by setting clear expectations and communicating the organization’s vision and goals. I ensure staff have access to necessary resources, such as curriculum guides and support services.  For learning opportunities, I organize formal workshops and training sessions on relevant topics like child development and curriculum planning. Informally, I encourage peer mentoring, reflective practice sessions, and regular team meetings to share experiences and strategies. Regular feedback is provided through performance reviews, and I foster collaboration by promoting open communication and teamwork.  For example, in April 2025, I developed a performance plan for our team focused on improving children’s language development outcomes. I began by gathering input from educators, families, and management to identify priorities. Together, we set a goal to improve language development outcomes by 10% over the next 12 months. We defined KPIs such as the percentage of children meeting language milestones, the frequency of language-rich activities, and staff participation in training. Outputs included weekly lesson plans, monthly progress reports, and documentation of staff training.  Responsibilities were clearly assigned, with the lead educator coordinating language activities and assistant educators documenting progress. Regular check-ins were scheduled to review progress against KPIs and adjust plans as needed. By incorporating stakeholder input and providing ongoing learning opportunities, the team was able to work collaboratively toward our shared goals and achieve measurable improvements in performance. |
| 1. Describe your approach to resolving issues or conflicts within an early childhood education and care team. Can you provide an example of a situation where you effectively resolved a conflict, including the date and the outcomes achieved? | In May 2025, I effectively communicated with a range of stakeholders—including educators, parents, and external support agencies—regarding our team’s performance plans and outcomes. At the start of the term, I led a collaborative meeting with staff to set clear goals for children’s learning and development, ensuring alignment with the Early Years Learning Framework. These plans were then shared with families through newsletters and parent-teacher meetings, where I actively invited feedback and suggestions.  Throughout the term, I provided regular updates on our progress via staff meetings and written reports to families. When a parent raised a concern that their child’s needs were not being fully met, I evaluated the issue by gathering input from the educators involved, reviewing documentation, and meeting with the parent to understand their perspective. Since the concern remained unresolved after initial discussions, I took corrective action by developing a targeted plan: I arranged additional professional development for staff, adjusted classroom strategies, and involved a specialist to support the child’s needs.  I followed up with all stakeholders to ensure the issue was addressed satisfactorily and documented the process for future reference. This approach fostered transparent communication, collaborative problem-solving, and continuous improvement in our team’s performance and outcomes for children. |
| 1. Can you describe a specific instance where you managed the effectiveness of a work team? How did you provide feedback to encourage, value, and reward team members, model desired behaviour and practices, and foster shared understanding of purpose, roles, and responsibilities? | In March 2025, I supported my team at Little Learners Early Learning Centre to meet expected performance outcomes by fostering a shared understanding of our purpose, roles, and responsibilities. I began by organizing a collaborative meeting where we revisited the center’s mission—providing a safe, nurturing, and stimulating environment for children. During this session, each educator shared their interpretation of our goals and clarified their individual responsibilities, such as planning activities, supervising play, and communicating with families. This ensured everyone was aligned and clear about their roles.  To reinforce this shared understanding, I created a visual chart outlining each team member’s key duties and displayed it in the staff room. I also encouraged open communication by inviting questions and ideas during our weekly check-ins.  Feedback was provided regularly and constructively. For example, after observing classroom interactions, I offered specific praise like, “Emily, your creative storytelling really engaged the children today and supported their language development.” Achievements were recognized in team meetings, where we celebrated milestones such as successful parent events or improvements in children’s learning outcomes.  To further encourage and reward contributions, I implemented a “Star Educator of the Month” program, allowing team members to nominate each other for outstanding work. This approach motivated staff, fostered a positive and collaborative culture, and kept everyone focused on our shared goals and continuous improvement. |
| 1. How do you support your team to meet expected performance outcomes, including providing formal and informal learning opportunities as needed? Can you provide an example of when you developed performance plans with key performance indicators (KPIs), outputs, and goals for individuals or the team, incorporating input from stakeholders? | Here is a specific instance from Little Learners Early Learning Centre that demonstrates how I identified and aligned the team’s purpose, roles, and responsibilities with organizational and task objectives:  At the beginning of the 2025 school year, our organizational objective was to provide a safe, nurturing, and stimulating environment that supports the holistic development of every child. To ensure alignment, I facilitated a team meeting where we reviewed the center’s mission and discussed how each team member’s work contributed to these goals. We reaffirmed our shared commitment to fostering children’s social, emotional, physical, and cognitive development.  During this process, we clarified roles and responsibilities:  - The Center Director (myself) oversaw compliance, staff development, and parent communication.  - Lead Educators were responsible for planning and implementing curriculum activities, observing children’s progress, and mentoring assistant educators.  - Assistant Educators supported daily routines, helped with activity setup, and provided individual attention to children.  - Support staff maintained a clean, safe environment and assisted with meal preparation.  To ensure ongoing alignment, we held regular planning meetings where we reviewed organizational objectives and checked that each role’s responsibilities directly supported these aims. For example, Lead Educators aligned lesson plans with the Early Years Learning Framework, while assistants ensured routines ran smoothly so educators could focus on teaching. As Director, I monitored progress and provided feedback to keep everyone on track.  By regularly reviewing and clarifying our team’s purpose, roles, and responsibilities, we ensured that daily tasks and long-term projects were consistently in line with the center’s objectives, resulting in high-quality care and education for all children. |
| 1. Describe a situation where you effectively communicated with a range of stakeholders about team performance plans and team performance. How did you evaluate and take necessary corrective action regarding unresolved issues, concerns, and problems raised by internal or external stakeholders? | Here’s a detailed example of how I developed and implemented a performance plan for an early childhood education and care team, and the impact it had on our effectiveness:  In February 2025, as the team leader at Little Learners Early Learning Centre, I began by consulting with educators, management, and families to identify our key priorities for the year. We collectively decided to focus on enhancing children’s language and communication skills, aligning with the Early Years Learning Framework and family feedback.  We set a clear goal: to improve the percentage of children meeting age-appropriate language milestones by 15% by December 2025.  To measure our progress, we established the following KPIs:  - Percentage of children achieving language milestones each quarter (tracked via developmental checklists)  - Number of language-rich activities implemented weekly in each classroom  - Staff participation in professional development related to language and communication  - Frequency of family engagement activities focused on language development  Implementation steps included:  1. Collaborative planning: We held a team meeting to break down the goal into actionable steps. Each educator contributed ideas for language-rich activities, such as story circles, puppet shows, and interactive reading sessions.  2. Professional development: I arranged a workshop in March 2025 on supporting early language development, ensuring all staff attended.  3. Ongoing monitoring: We used developmental checklists to track children’s progress and held monthly team meetings to review data and adjust strategies as needed.  4. Family engagement: We introduced a “Language at Home” resource pack for families and hosted a parent workshop in April 2025.  The impact on team effectiveness was significant:  - The clear, shared goal and measurable KPIs gave the team a strong sense of purpose and direction.  - Regular meetings and shared planning fostered open communication and teamwork.  - Staff felt valued and empowered through professional development and the opportunity to contribute ideas.  - By September 2025, developmental checklists showed a 10% increase in children meeting language milestones, and family feedback was overwhelmingly positive.  - The structured approach to planning and review became a model for future initiatives, strengthening our team’s overall effectiveness and cohesion.  This performance plan not only improved outcomes for children but also enhanced team morale, collaboration, and professional confidence. |
| 1. Can you provide an example of when you supported your team to meet expected performance outcomes by fostering a shared understanding of purpose, roles, and responsibilities? How did you provide feedback to encourage, value, and reward team members for their contributions? | To facilitate team member input into planning, decision-making, and operational aspects of team tasks in an early childhood education and care context, I have used several effective strategies:  1. Regular Team Meetings: I scheduled consistent meetings where all team members could share ideas, discuss plans, and provide feedback, ensuring everyone’s voice was heard and valued.  2. Collaborative Planning Sessions: We used shared documents and planning boards, allowing everyone to contribute to curriculum planning and daily routines.  3. Open Communication Channels: I encouraged open communication through suggestion boxes and informal check-ins, making it easy for staff to share thoughts at any time.  4. Delegation of Roles: Responsibilities were assigned based on team members’ strengths and interests, empowering them to take ownership of specific tasks.  5. Reflective Practice: We held regular reflection sessions to review what was working and what could be improved, fostering a culture of continuous improvement.  For example, in April 2025, I introduced weekly collaborative planning meetings at Little Learners Early Learning Centre. Each educator had the opportunity to lead a session on a rotating basis, focusing on a particular aspect of the curriculum or operational procedure. One week, an educator led a discussion on outdoor play activities, gathering input from colleagues about safety, engagement, and learning outcomes.  This approach significantly increased team engagement and ownership of the program. Team members felt more valued and confident in sharing their ideas, which led to more innovative and effective practices. The collaborative environment also improved communication and trust among staff, resulting in smoother operations and a more cohesive team dynamic. |

## **CHCECE041 Maintain a safe and healthy environment for children**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. Question: How do you access health and safety policies and procedures in your childcare service? |  |
| 1. Question: How do you establish your role and responsibilities in maintaining health and safety from the policies and procedures? |  |
| 1. Question: How do you monitor and assess potential hazards and risks associated with children's activities and physical areas? |  |
| 1. Question: How do you model and monitor compliance with health and safety policies and procedures in your childcare service? |  |
| 1. How do you identify and respond to health and safety issues according to service policies and procedures? |  |
| 1. Question: How do you contribute to the improvement of health and safety policies and procedures through critical reflection and feedback? |  |
| 1. Question: How do you complete an excursion risk management plan according to service policies and procedures? |  |
| 1. Question: How do you minimise and manage risks during excursions by planning communication and collaboration with educators and volunteers? |  |
| 1. Question: How do you maintain accurate health and safety records according to service policies and procedures? |  |
| 1. Question: How do you utilise critical reflection to enhance your understanding of health and safety practices and contribute to policy improvement? |  |
| 1. Question: How do you identify opportunities to maintain up-to-date knowledge about health and safety issues? |  |
| 1. Question: How do you access credible and authoritative sources of information regarding health and safety practices? |  |
| 1. Question: How do you seek feedback from colleagues on health and safety practices and potential issues? |  |
| 1. Question: How do you use feedback and critical reflection to contribute to the improvement of health and safety policies and procedures? |  |
| 1. Question: How do you employ techniques for working with others during excursions to minimise risks and ensure children's safety? |  |
| 1. Question: How do you examine existing service policies and procedures to address risks in various areas such as health safety, and wellbeing, including medical conditions and the administration of medication? |  |
| 1. Question: How do you develop a risk management plan for an excursion, ensuring alignment with service policies, procedures, and legislative requirements, including emergencies and evacuations? |  |
| 1. Question: Can you explain how you address incidents, injuries, trauma, and illnesses within the context of service policies and procedures, including drop off and collection of children? |  |
| 1. Question: How do you ensure effective supervision practices are implemented, considering the requirements outlined in service policies and procedures, particularly in relation to medical conditions and emergencies? |  |

## **CHCECE042 Foster holistic early childhood learning, development and wellbeing**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Assessor Instruction: IMPORTANT  Please note that all aspects of performance evidence below must be directly observed by the assessor. | |
| Date and Time of Observation: | 18/07/2025 9-10am |
| Place of Observation: | Sparrow Early Learning Brighton |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. Question: How do you explore, compare theories and research on early childhood development and learning from credible sources, and assess the relevance of information in relation to your own pedagogical practices and philosophy? |  |
| 1. Question: How do you identify, use opportunities to update and enhance your own knowledge in early childhood education and development, and share knowledge with colleagues and others involved in the care and education of children? |  |
| 1. Question: How do you investigate and contrast theories and research on sense of belonging in early childhood education sourced from reputable references, while also monitoring and assessing the effectiveness of strategies employed to foster children’s sense of belonging, taking into account patterns of growth and typical development? |  |
| 1. Question: How do you develop and implement strategies to build children’s sense of belonging? Can you explain how you develop relationships with children and their families to support children’s sense of belonging? |  |
| 1. Question: How do you support children’s understanding of the link between physical fitness and their health and well-being? |  |
| 1. Question: Can you explain how you create opportunities for children to develop a positive self-image and identity through play? |  |
| 1. Question: How do you provide opportunities for children to recognise their own and others’ emotions and to release feelings using a range of strategies? |  |
| 1. Question: How do you structure experiences to promote cooperation and conflict resolution among children? |  |
| 1. Question: Can you describe how you create a literacy-rich environment and engage children with culturally constructed texts? |  |
| 1. Question: How do you provide resources to encourage children to experiment with images and print to support language and literacy learning? |  |
| 1. Question: How do you facilitate opportunities for children to participate in science, mathematics, engineering, and technology experiences? |  |
| 1. Question: How do you implement teaching and learning strategies to support specific developmental areas in early childhood education? |  |
| 1. Question: How do you assess children's learning obtained from both planned and spontaneous experiences? |  |
| 1. Question: How do you gather feedback from colleagues, families, and children to evaluate your work practices in early childhood education? |  |
| 1. Question: How do you use evaluation outcomes to inform future practice in early childhood education? |  |
| 1. How do you identify and apply information from at least two different credible sources about the domains of early childhood development, and their interrelationships? |  |
| 1. How do you plan and document four experiences for children aged from birth to six years, incorporating routines, play, transitions, and opportunities for development across cognitive, communication, emotional, physical, and social areas? |  |
| 1. How do you provide two experiences for individual children, incorporating cognitive, communication, emotional, physical, and social development, as outlined in the planned documentation? |  |
| 1. How do you provide two experiences on separate occasions for groups of children, ensuring cognitive, communication, emotional, physical, and social development, as outlined in the planned documentation? |  |
| 1. How do you use observation, collaboration, and critical reflection to evaluate the four experiences and document evaluation outcomes? |  |

## **CHCECE043 Nurture creativity in children**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| Date and Time of Observation: | 18/07/2025 9-10am |
| Place of Observation: | Sparrow Early Learning Brighton |
| 1. How do you explore the role of the arts in early childhood development and learning, considering the requirements of the National Quality Standard (NQS) and related regulations and laws, including children’s health and safety, educational program and practice, physical environment, and relationships with children? |  |
| 1. How do you understand the concept of creative freedom and its positive connection to development and learning, incorporating insights from current research and theories about the importance of creative freedom in fostering children's agency and self-expression? |  |
| 1. How do you identify the connection between creativity and different learning dispositions, integrating insights from current research and theories about the value of process as well as product in the artistic process? |  |
| 1. How do you provide opportunities for children to be exposed to a range of art forms and artists from diverse cultures, considering insights from current research and theories about arts and creativity in diverse cultures? |  |
| 1. How do you provide experiences that allow children to be exposed to Aboriginal and/or Torres Strait Islander peoples’ art forms and artists, considering the importance of cultural awareness and sensitivity in early childhood education? |  |
| 1. How do you identify opportunities that nurture creativity, based on children’s interests and cultural backgrounds, and match these to appropriate types of resources required, including recycled, repurposed, or reused materials? |  |
| 1. How do you structure experiences in various creative areas, such as construction, dramatic play, and visual art, to encourage active learning and apply aesthetic values? |  |
| 1. How do you research and organise resources required for creative activities, ensuring that materials are accessible, varied, and appropriate for children's developmental stages, while considering maintenance of resources and equipment used in creative experiences? |  |
| 1. How do you select and promote the use of diverse natural and found materials and make them available to children, fostering curiosity, environmental awareness, and appreciation for the natural world? |  |
| 1. How do you use techniques and skills in the creative areas at a level sufficient to assist children implement their ideas, providing guidance and support while encouraging children's autonomy and self-expression? |  |
| 1. How do you provide time for children to be creative and encourage efforts to extend over days or weeks, allowing for deep exploration and experimentation? |  |
| 1. How do you teach children how to use and care for materials and equipment according to the nature of the activity, promoting responsibility and safety in creative endeavours? |  |
| 1. How do you plan and create opportunities for children to collaborate creatively with each other, fostering teamwork, communication, and social-emotional development? |  |
| 1. How do you encourage children to use creativity to overcome challenges, fostering resilience and problem-solving skills? |  |
| 1. How do you use flexibility to respond to children’s interests and needs, adapting art experiences to accommodate diverse learning styles and preferences? |  |
| 1. How do you support children to feel a sense of value and responsibility for equipment and materials through encouragement and modelling, fostering ownership and respect? |  |
| 1. How do you use strategies that model creativity by improvising with equipment and materials, demonstrating flexibility and adaptability in the artistic process? |  |
| 1. How do you encourage children to pursue their own original ideas, interpretations, and expressions, fostering confidence and self-expression in the artistic process? |  |
| 1. How do you invite children to ask questions and assist them to find their own answers, promoting inquiry-based learning and critical thinking skills in art experiences? |  |
| 1. How do you engage children in talking about their creations and ask them open-ended questions, promoting reflection, communication, and language development? |  |
| 1. How do you model and share enthusiasm for creative work with children, inspiring a love for art and fostering a positive attitude towards self-expression? |  |
| 1. How do you show respect and seek permission from children regarding their creative work, promoting autonomy and ownership over their artistic expressions? |  |
| 1. How do you encourage children to respect and appreciate the creative effort of their peers, fostering a supportive and inclusive art community? |  |
| 1. How do you identify and use opportunities to gather feedback from colleagues, families, and children, seeking diverse perspectives on the impact of art experiences? |  |
| 1. How do you use and expand on children’s ideas in relation to creativity, incorporating their interests and suggestions into future art experiences? |  |
| 1. How do you collaborate with others to regularly evaluate children’s participation in experiences and document outcomes according to service policies and procedures, ensuring accountability and continuous improvement? |  |
| 1. How do you use evaluation outcomes to inform future practice, making adjustments and enhancements to art experiences based on insights gained from assessment and reflection? |  |
| 1. How do you monitor children’s role in creativity through observation and critical reflection, assessing their engagement, problem-solving skills, and self-expression in art activities, while also engaging in critical reflection to enhance my own professional practice? In your response please consider: why and how educators use critical reflection what makes for meaningful critical reflection |  |
| 1. How do you plan and implement at least three experiences for children between the ages of birth and six years that collectively involve construction, digital technologies, dramatic play, imaginative play, language and storytelling, movement, music, STEAM, and visual art, ensuring diverse and engaging learning opportunities? |  |

## **CHCECE044 Facilitate compliance in a children’s education and care service**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you identify and access sources of information about the NQF, seeking assistance if clarification is required on interpretation of any aspect of the framework, including key components such as the National Quality Standard (NQS), Education and Care Services National Law and Regulations, assessment and quality rating process, relevant approved learning frameworks, and the role of national and state/territory governing bodies? |  |
| 1. How do you support staff understanding of the NQF and other legislation and regulations relevant to the service through clear and consistent provision of information, including requirements of each of the quality areas within the National Quality Standard, the key purpose of the Education and Care Services National Law and associated regulations, and relevant approved learning frameworks? |  |
| 1. How do you analyse the NQS and determine the relevance of its components to the service, including requirements of each of the quality areas and how they align with service practices and goals? |  |
| 1. How do you interpret details and requirements of the assessment and rating process and share information with all staff in the service, including levels of quality rating, steps in the process, and the role of national and state/territory governing bodies? |  |
| 1. How do you determine ways to collect information from staff, children, families, and the community to inform self-assessment on a regular ongoing basis, considering the key stakeholders in the quality improvement process and how they may be engaged at different stages? |  |
| 1. How do you share ideas with colleagues and involve them in the collection of information to inform self-assessment, ensuring collaboration and ownership of the process? |  |
| 1. How do you record information collected during the self-assessment process against standards and elements in the NQS, ensuring comprehensive documentation and alignment with regulatory requirements? |  |
| 1. How do you make self-assessment data available at the service to inform discussion of the assessment and rating process, promoting transparency and accountability? |  |
| 1. How do you use the information gathered in the self-assessment process to inform the development of the QIP, ensuring that identified areas for improvement are addressed effectively? |  |
| 1. How do you collaborate with stakeholders to identify strengths and key improvements sought within the service, promoting ownership and commitment to the QIP? |  |
| 1. How do you determine how key improvements sought will be reflected in the QIP, ensuring that goals and strategies are clearly defined and actionable? |  |
| 1. How do you record and use the information gathered in the self-assessment process to inform the development of the Quality Improvement Plan (QIP) for two quality areas in an education and care service, considering:  * the key components of the National Quality Framework and their content, including the National Quality Standard (NQS), requirements of each of the quality areas, * Education and Care Services National Law and Regulations, * key purpose of the law and associated regulations, * assessment and quality rating process, levels of quality rating, steps in the process, * relevant approved learning frameworks, role of national and state/territory governing bodies, * key stakeholders in the quality improvement process and how they may be engaged at different stages, educators, children, families, local community, * compliance support resources, including government and non-government, and * contemporary principles and emerging trends and research in service delivery areas? |  |
| 1. How do you plan collaboration with stakeholders on a regular basis to review the QIP, promoting continuous improvement and accountability? |  |
| 1. How do you provide timely advice about the assessment visit and schedule meetings with stakeholders and staff to ensure adequate preparation, considering the role of national and state/territory governing bodies in the assessment process? |  |
| 1. How do you check for accuracy and completion of all documentation required for rating and assessment, including relevant compliance support resources provided by government and non-government organisations? |  |
| 1. How do you provide clear information to staff about individual and team requirements during the rating and assessment visit, ensuring readiness and confidence in their roles? |  |

## **CHCECE045 Foster positive and respectful interactions and behaviour in children**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How can you collaborate with colleagues about expectations for positive and respectful interactions and behaviour, taking into consideration various factors such as:  * the actions of others, * the child’s need for agency, * their history, * group dynamics, * illness, personality, * recent and current events, * and the size of the group * National Quality Standard (NQS), including collaborative partnerships with families and communities, * and the philosophy, policies, and procedures of the service? * how they are implemented, monitored and evaluated? |  |
| 1. How do you collaborate with children to develop expectations for positive and respectful interactions and behaviour, incorporating their perspectives and fostering a sense of ownership, in alignment with principles of the UN Convention on the Rights of the Child? |  |
| 1. How do you identify strategies that support children in managing their own pro-social skills and regulation, considering individual children's needs, cultures, and backgrounds, and drawing on current and emerging theory and research about developing children’s cooperative behaviour? |  |
| 1. How do you assess the impact of the physical and social environment and curriculum on children's behaviour to ensure alignment with the NQS, particularly focusing on relationships with children and features of environments that nurture positive relationships and a sense of belonging? |  |
| 1. How do you observe children and provide clear and consistent support to encourage positive interactions and behaviour, considering the Early Childhood Australia Code of Ethics and relationship-based guidance strategies? |  |
| 1. How do you model consistent approaches and provide support to colleagues through coaching and mentoring, drawing on current and emerging theory and research about developing children’s cooperative behaviour? |  |
| 1. How do you assist children to resolve conflicts appropriate to their age and stage of development, incorporating frameworks for observing children to understand individual needs? |  |
| 1. How do you collaborate with children to develop alternative responses and behaviours, ensuring their active involvement in the process and drawing on relationship-based guidance strategies? |  |
| 1. How do you recognise factors that may cause challenges for children's ability to interact positively and engage in the curriculum, considering diverse backgrounds and individual needs, as well as contrasting beliefs and family beliefs about behaviour in different cultures and social groups? |  |
| 1. How do you recognise the effects of my own life experiences and ideologies on perspectives about children's behaviour, ensuring objectivity and cultural competence, and using critical reflection to identify and respond to this? |  |
| 1. How do you observe and document patterns of challenging behaviour according to service policies and procedures, ensuring accuracy and confidentiality, and processes for identifying and recording challenging behaviours? |  |
| 1. How do you identify and reflect on the variables and influences that do impact an individual child's behaviour and how this may inform responses, considering stages of child development and age-appropriate expectations of behaviour? |  |
| 1. How do you identify and respond to the needs of other children who may be affected by the behaviour, ensuring a supportive and inclusive environment for all? |  |
| 1. How do you analyse information regarding identified behaviour and use a collaborative approach to planning, ensuring input from relevant stakeholders and adherence to service policies, incorporating principles of the UN Convention on the Rights of the Child? |  |
| 1. How do you identify long-term and short-term objectives that are consistent with the child's cultural practices, abilities, age, and developmental stage, in line with requirements of the National Quality Standard? |  |
| 1. How do you identify situations where advice or liaison with other professionals or authorities is needed and take action according to service policies and procedures, ensuring timely and appropriate support, considering potential contributing factors to behaviours? |  |
| 1. How do you develop and document the plan according to service policies and procedures and in consultation with the child's family, ensuring transparency and collaboration, while considering different family beliefs about behaviour in different cultures and social groups? |  |
| 1. How do you collaborate with all those involved to implement the support plan, ensuring coordinated and consistent support across settings, and considering how own values impact perspectives on behaviour and using critical reflection to identify and respond to this? |  |
| 1. How do you support colleagues to implement the plan effectively and consistently through coaching and mentoring, ensuring adherence to evidence-based practices and current and emerging theory and research about developing children’s cooperative behaviour? |  |
| 1. How do you review the child's progress regularly using critical reflection and modify the plan where necessary in consultation with colleagues, family members, and others caring for the child, ensuring responsiveness to evolving needs, and considering different family beliefs about behaviour in different cultures and social groups? |  |
| 1. How do you critically reflect on my own pedagogy to inform future practice, ensuring ongoing professional growth and development, and considering frameworks for observing children to understand individual needs and processes for identifying and recording challenging behaviours? |  |
| 1. How do you effectively assess and support the development of pro-social skills in children, ensuring a comprehensive approach that includes observing social interactions on at least three occasions and identifying emerging pro-social skills, as well as documenting strategies used by educators, and meeting the following benchmarks for two different children who require assistance with self-regulation and pro-social skills. In your response, please include the following:  * Observing and identifying emerging pro-social skills * Documenting strategies used by educators * Reviewing pre-existing information regarding the child’s interactions and behaviour * Reviewing the physical and social environment * Observing and monitoring interactions and responses * Participating in collaborative discussions * Documenting own reflections * Developing, implementing, and evaluating a support plan * Observing and identifying emerging pro-social skills |  |

## **CHCECE046 Implement strategies for the inclusion of all children**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you ensure that the curriculum decisions you make in my early childhood education setting promote inclusion and equitable participation for all children, providing specific examples of inclusive practices such as incorporating diverse literature into lesson plans or adapting activities for children with different abilities? |  |
| 1. How do you interact with children and families to demonstrate my belief in each child's capacity to succeed, fostering a supportive environment for inclusive learning experiences? |  |
| 1. How do you identify and utilise opportunities to enhance my professional knowledge about inclusive practices, providing specific examples such as attending diversity workshops or seeking mentorship from experienced educators? |  |
| 1. How do you ensure that all children feel valued and included as active members of our classroom community, providing specific strategies such as peer buddy systems or cooperative learning activities? |  |
| 1. How do you encourage my colleagues and other stakeholders to adopt inclusive attitudes and practices, utilising proactive communication and modelling behaviours? |  |
| 1. How do you identify and reflect on my practices related to inclusion, equity, and diversity to inform continuous improvement, providing specific examples such as journaling reflections or conducting peer observations? |  |
| 1. How do you effectively recognise and investigate types of barriers to learning for individual children, employing specific methods such as conducting informal assessments or holding individual conferences with children and their families while demonstrating knowledge required, including requirements of the National Quality Standard and related regulations and laws applicable to this unit? |  |
| 1. How do you collect and utilise data to gain a deeper understanding of barriers to learning, employing specific data collection methods such as anecdotal records or developmental checklists while considering legal and ethical considerations that impact practice around inclusion at a leadership level? |  |
| 1. How do you consider a child's abilities, goals, interests, and cultural values when developing an individual plan for support and inclusion, incorporating specific cultural responsiveness strategies such as incorporating cultural celebrations or providing materials in multiple languages, while addressing key provisions of anti-discrimination legislation and human rights framework? |  |
| 1. How do you develop and document individual plans for support and inclusion in collaboration with other professionals and the family, utilising specific communication strategies such as regular meetings or written agreements, while ensuring privacy, confidentiality, and disclosure requirements are met? |  |
| 1. How do you support a child and their family's entry into the service through positive and supportive communication, employing specific welcoming practices such as orientation sessions or personalised welcome packets, while considering factors that may impact the inclusion of the child and their family? |  |
| 1. How do you assess and reflect on the level of support provided to a child with diverse needs on a regular basis, employing specific assessment tools or reflective practices such as journaling or peer feedback, while considering strategies for individual support and inclusion? |  |
| 1. How do you communicate with and provide support to others to implement agreed strategies for supporting a child's inclusion and development, employing specific collaboration techniques such as team meetings or shared documentation platforms, while considering ways to promote inclusion across different areas of practice such as curriculum and communication with children, colleagues, and families? |  |
| 1. How do you establish and maintain ongoing information exchange with a child's family and appropriate community members about the child's needs and care strategies, employing specific communication channels such as parent-teacher conferences or digital newsletters, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? |  |
| 1. How do you respond to the daily needs of children with additional needs and seek assistance when support is required, employing specific strategies such as differentiated instruction or accessing specialised services, while considering factors that may impact the inclusion of the child and their family? |  |
| 1. How do you monitor a child's progress through observation and critical reflection, employing specific observation techniques or assessment tools such as checklists or portfolios, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? |  |
| 1. How do you identify any barriers to strategies being implemented and trial alternative strategies that may address these barriers, employing specific problem-solving techniques or collaborative approaches such as brainstorming sessions or action research, while considering factors that may impact the inclusion of the child and their family? |  |
| 1. How do you identify and discuss issues of concern with relevant colleagues and family members based on goals in the plan, employing specific communication strategies such as structured meetings or progress reports, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? |  |
| 1. How do you seek and gain family permission before consulting with other professionals regarding the child, employing specific protocols or consent forms to ensure confidentiality and collaboration, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? |  |
| 1. How do you implement strategies designed or suggested by family or other professionals, employing specific collaboration techniques such as joint planning meetings or shared documentation platforms, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? |  |
| 1. How do you ensure that communication occurs within a culturally and linguistically responsive framework, employing specific communication strategies such as using interpreters or providing translated materials, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? |  |
| 1. How do you closely monitor new strategies and their impact on the child, employing specific data collection methods or evaluation techniques such as pre-and-post assessments or behaviour tracking charts, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? |  |
| 1. How do you use evaluation outcomes to inform future practice, employing specific reflection and action planning processes such as SWOT analysis or goal setting, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? |  |
| 1. How do you use critical reflection to evaluate three different areas of practice in the service in terms of how they support inclusion and inclusive practices, considering:  * the requirements of the National Quality Standard and related regulations and laws applicable, * including collaborative partnerships with families and communities, * educational program and practice, * modelling behaviour * physical environment, * and relationships with children, * as well as legal and ethical considerations that impact practice around inclusion at a leadership level, * such as key provisions of anti-discrimination legislation, * human rights framework, positive guidance and behaviour guidance, * and privacy, confidentiality, and disclosure requirements? |  |

## **CHCECE047 Analyse information to inform children’s learning**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) | |
| The Student | Explain your understanding of your competency when completing the following tasks: | | |
| Key points to be addressed by the student | | ASSESSOR’S NOTES |
| 1. How do you ensure the comprehensive gathering, documentation, and analysis of detailed information about children's learning and development across six different occasions, utilising a diverse range of at least three distinct tools or methods tailored to each individual child's needs and preferences?   In your response please include different types of information gathering methods:   * anecdotal records * asking questions of children * child records * discussion with families * narratives * learning stories * sociograms * running records * jottings * time or event samples * digital images * cultural maps * samples of children’s work | |  |
| 1. How do you ensure that the perspectives of children, families, and other stakeholders are integrated into the information gathered about children's learning and development in the early childhood education environment? | |  |
| 1. How do you demonstrate respect for children through inclusive information gathering practices in the early childhood education setting? | |  |
| 1. How do you analyse the information gathered about children's development and learning within the context of the learning framework in the early childhood education setting? Please consider the following in your response:  * National Quality Standard and related regulations and laws applicable * stages of the curriculum planning cycle and how to manage that cycle: * stages of child development and how they are considered in each phase of curriculum planning * confidentiality and ethical requirements for the collection, sharing, storage and disposal of information * strategies for the collection of information including collaborative approaches to gathering and using information, prioritising the voice of the child * summative assessment methods and tools | |  |
| 1. How do you assess the gathered information with reference to developmental domains and theory to inform practice in the early childhood education environment? | |  |
| 1. How do you utilise summative assessment processes to evaluate children's learning over time in the early childhood education setting? | |  |
| 1. How do you develop a systematic process to ensure that information and observations are gathered, documented, and utilised to inform the planning cycle for all children in the early childhood education environment? Please consider the following in your response:  * overall development * knowledge * ideas * strengths * interests * social interactions * reactions to play environment | |  |
| 1. How do you utilise the analysis of gathered information to inform planning for children's development and learning in the early childhood education setting? | |  |
| 1. How do you collaborate with families to support children's learning through the exchange of information in the early childhood education setting? | |  |
| 1. How do you provide information in ways that support the sharing of children's documentation with families in the early childhood education environment? | |  |
| 1. How do you ensure that information is shared appropriately according to service confidentiality procedures in the early childhood education setting? | |  |
| 1. How do you engage in critical reflection on your practices of information gathering and analysis in the early childhood education setting, and how do you report on two distinct critical reflection activities that you have employed to evaluate and analyse your own practice within the context of early childhood education? In your response consider:  * individual children’s strengths, interests and needs * when additional support may be needed * current and future development and learning opportunities * the link between the collection and analysis of information and the planning and implementation of curriculum * individual and group * formal and informal * journals and diaries including written or visual. | |  |

## **CHCECE048 Plan and implement children’s education and care curriculum**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| Date and Time of Observation: | 18/07/2025 9-10am |
| Place of Observation: | Sparrow Early Learning Brighton |
| 1. How do you seek feedback from colleagues, children, and families on the current curriculum and learning environments, utilising both formal and informal communication methods, to inform curriculum design in early childhood education? Additionally, could you provide examples of how you incorporate consultation, collaboration, and communication into your curriculum planning process to ensure it aligns with the approved learning framework and meets the diverse needs of children and families? |  |
| 1. How do you identify and reflect on how practices, resources, philosophy, and policies of the service may impact curriculum design and adaptation in an early childhood education setting? |  |
| 1. How do you establish current strengths and goals for improvement based on the information gathered from colleagues, children, and families to inform curriculum design in early childhood education? |  |
| 1. How do you identify and access information from observations and analysis to inform the design of curriculum in early childhood education? |  |
| 1. How do you clarify specific objectives, learning environments, and educator roles using the approved framework’s learning outcomes, principles, and practices in early childhood education? |  |
| 1. How do you design curriculum and environments that foster holistic learning and provide continuity of learning and transitions in early childhood education? |  |
| 1. How do you provide the opportunity for scaffolding learning and development in early childhood education? |  |
| 1. How do you integrate a balance between child-initiated and educator-led learning in early childhood education? |  |
| 1. How do you plan monitoring and assessment of children’s learning consistent with principles and practices of the approved framework and allow for planned and unplanned experiences in early childhood education? |  |
| 1. How do you document curriculum according to service guidelines and the requirements of the National Quality Framework in early childhood education? |  |
| 1. How do you identify and access required materials for learning opportunities in early childhood education? |  |
| 1. How do you set up the physical environment according to requirements of learning experiences, ensuring accessibility for all children in early childhood education? |  |
| 1. How do you use techniques and intentional teaching to co-construct meaning with children and ensure there are sustained interactions as well as in early childhood education? |  |
| 1. How can you design and implement a curriculum tailored to the individual needs of children, incorporating diverse play experiences and provide opportunities for children’s collaborative learning, routines, transitions, and outdoor activities, while also integrating Indigenous perspectives and promoting collaboration and critical reflection within the educational environment? |  |
| 1. How do you scaffold learning in ways that support children’s development over time in early childhood education? |  |
| 1. How do you identify spontaneous teachable moments as they occur and use them to build on children’s learning in early childhood education? |  |
| 1. How do you model and promote positive learning dispositions in early childhood education? |  |
| 1. How do you monitor children’s learning and use critical reflection of outcomes and your own pedagogical practices for continuous refinement in early childhood education? Please consider the following in your response:  * the educational principles outlined in the endorsed learning framework and considering contemporary educational theories. * the reasons behind a service's adoption or development of a particular educational philosophy and its influence on designing curriculum. * the stages of the curriculum planning process and effectively navigating through each stage: * relevant data and insights. * Evaluating and scrutinising collected information. * strategi sing and outlining curriculum objectives. * Executing the devised curriculum. * Assessing the implemented curriculum and reflecting on its outcomes. |  |
| 1. How do you identify and use opportunities to share information and gather feedback from colleagues, families, and children in early childhood education? |  |
| 1. How do you use and expand on children’s ideas and skills to refine curriculum in early childhood education? |  |
| 1. How do you evaluate and critically reflect on planned and unplanned teaching and learning, in the context of the approved frameworks in early childhood education? |  |
| 1. How do you make evaluation a regular collaborative activity, and document outcomes according to service guidelines in early childhood education? |  |
| 1. How do you use evaluation outcomes to influence the design of future curriculum in early childhood education? |  |

## **CHCECE049 Embed environmental responsibility in service operations**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you develop innovative strategies to promote environmental responsibility in consultation with children in the early childhood education setting? |  |
| 1. How do you support children in taking the lead to identify practices that are environmentally responsible at the service? |  |
| 1. How do you encourage children to exchange thoughts and ideas about environmental responsibility? |  |
| 1. How do you ensure that environmentally sustainable practices are embedded in the daily routines of the service? |  |
| 1. How do you encourage children to learn about Aboriginal and/or Torres Strait Islander peoples’ environmental responsibility practices? |  |
| 1. How do you review the service's philosophy, policies, and procedures in relation to key areas of focus and associated sustainable practices, such as biodiversity, curriculum, eco-friendly material usage, eco-literacy for children, energy conservation, water management, preservation of the natural environment, recycling initiatives, toxin reduction, upcycling, waste management (including food waste), and potential ethical dilemmas? |  |
| 1. How do you consult with stakeholders to identify potential changes in the service's philosophy, policies, and procedures regarding environmental sustainability, ensuring integration across all areas of practice, and how do you contribute to the development of an environmental responsibility plan for the service including tools for identifying potential improvements? |  |
| 1. How do you contribute to the development of an environmental responsibility plan for the service, based on the review and consultation, while ensuring sharing outcomes and evaluation of plan implementation with your supervisor? |  |
| 1. How do you develop strategies that encourage the participation of both adults and children in the service’s sustainable practices? |  |
| 1. How do you identify and include ways to evaluate improvements in environmental responsibility within the service? |  |
| 1. How do you investigate how children and adults engage with the service’s environmental responsibility plan while considering various requirements and factors? Please consider the following in your response:  * The criteria of the National Quality Standard and associated regulations and laws pertinent to this unit encompass various aspects, such as the physical environment, * the broader impacts of significant global environmental issues and their connection to local environmental practices, * the interplay between human activities and the environment, * the necessity of nurturing children to cultivate an awareness of environmental responsibility, * the significance of Aboriginal and/or Torres Strait Islander cultures in relation to environmental stewardship, * and the community's role as a reservoir of knowledge, skills, and values. |  |
| 1. How do you encourage children to engage in environmentally responsible practices with families and the community outside the service? |  |
| 1. How do you seek feedback from children and adults about the service’s practices regarding environmental responsibility, considering barriers and drivers for behavioural change, the sphere of influence, and activities related to growing and preparing food? |  |
| 1. How do you use feedback and critical reflection to inform changes and improvements to the environmental responsibility plan? How do you observe and document three (3) examples of practices that demonstrate children’s understanding of environmental responsibility in an early childhood education setting? |  |

## **CHCECE050 Work in partnership with children’s families**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you support families through enrolment and orientation processes according to service policies and procedures within the early childhood education industry? |  |
| 1. How do you create a welcoming environment for all families using communication techniques that build rapport and respect in the early childhood education industry? |  |
| 1. How do you respond to families’ questions, concerns, and requests in a prompt and supportive way within the early childhood education industry? |  |
| 1. How do you encourage families to share their knowledge, skills, expertise, and aspects of their family life and culture within the early childhood education industry? |  |
| 1. How do you make current and accurate information about the operation of the service available to families within the early childhood education industry? |  |
| 1. How do you communicate and promote opportunities for families to contribute to the operation of the service in an advisory, consultative, or decision-making role within the early childhood education industry? |  |
| 1. How do you maintain ongoing positive relationships with families within the early childhood education industry? |  |
| 1. How do you exchange information with families about children’s progress, relationships, interests, and experiences according to service policies and procedures within the early childhood education industry? |  |
| 1. How do you inform families promptly and sensitively of any incidents affecting their child within the early childhood education industry? |  |
| 1. How do you communicate in ways that show understanding of each child and their family and community context within the early childhood education industry? |  |
| 1. How do you implement strategies that facilitate shared decision-making with families according to service policies and procedures within the early childhood education industry? |  |
| 1. How do you support children’s understanding of their local and broader social and physical communities within the early childhood education industry? Please incorporate the following techniques in your response:  * active listening, * collaborative conversations for decision-making, * clear verbal communication, * inquisitive questioning, and * negotiation into your interactions within the early childhood education setting |  |
| 1. How do you foster children’s connection with their local community within the early childhood education industry? |  |
| 1. How do you ensure compliance with the requirements of the National Quality Standard and related regulations and laws applicable to this unit within the early childhood education industry while providing opportunities for children to access and engage with the local and broader communities? |  |
| 1. How do you facilitate ongoing professional development while considering the range of child-rearing practices and parenting styles, as well as engaging families in children’s connections with the community within the early childhood education industry? |  |
| 1. How do you access and interpret current and accurate information about community services and resources and make it available to families within the early childhood education industry? |  |
| 1. How do you source current and relevant information regarding community services and resources according to service policies and procedures within the early childhood education industry? |  |
| 1. How do you provide appropriate referrals to government and community services and resources based on families’ needs within the early childhood education industry? |  |

## **CHCPRP003 Reflect on and improve own professional practice**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you undertake self-evaluation in conjunction with supervisors and/or peers within the early childhood education industry, ensuring alignment with industry benchmarks? |  |
| 1. How have you reflected on and recognised the effect of values, beliefs, and behaviour in your practice within the early childhood education industry, and how have you undertaken a structured process to improve your practice, ensuring alignment with industry benchmarks? |  |
| 1. How do you share two-way, open, and evaluative feedback with co-workers or peers within the early childhood education industry, promoting a culture of collaboration and continuous improvement? |  |
| 1. How do you actively seek and reflect on feedback from clients, organisations, or other relevant sources within the early childhood education industry to enhance your practice? |  |
| 1. How do you determine improvements needed based on your own evaluation and feedback from others within the early childhood education industry, ensuring alignment with industry benchmarks? |  |
| 1. How do you identify potential support networks both internal and external to the organisation within the early childhood education industry to enhance your practice? |  |
| 1. How do you seek specialist advice or further training where need is identified within the early childhood education industry, ensuring alignment with industry benchmarks and regulatory requirements? |  |
| 1. How do you recognise requirements for self-care and identify requirements for additional support within the early childhood education industry to maintain personal well-being and professional effectiveness? |  |
| 1. How do you devise, document, and implement a self-development plan that sets realistic goals and targets within the early childhood education industry, ensuring alignment with industry benchmarks and personal aspirations? |  |
| 1. How do you access and review information on current and emerging industry developments within the early childhood education industry and use these to improve your practice? |  |
| 1. How do you assess and confirm your practice against legal and ethical considerations when reviewing and improving your own practice within the early childhood education industry, ensuring alignment with industry benchmarks? |  |
| 1. How do you identify and engage with opportunities to extend and expand your own expertise within the early childhood education industry, ensuring alignment with industry benchmarks? Please consider the following in your response:  * Professional Development Opportunities: * Principles and Techniques for Personal Development: * Types of Work Methods and Practices: * Learning Styles and Individual Preferences: |  |
| 1. How do you regularly participate in review processes as a commitment to upgrading skills and knowledge within the early childhood education industry? |  |

## **CHCECE053 Respond to grievances and complaints about the service**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you promptly clarify a family member's concern and identify key issues through discussion within the early childhood education industry? |  |
| 1. What communication strategies do you employ to discuss possible resolutions with family members, emphasising collaborative decision-making within the context of the early childhood education industry? |  |
| 1. How do you confirm next steps and ensure agreement with all relevant parties while adhering to service privacy and confidentiality requirements within the early childhood education sector? |  |
| 1. How do you follow service privacy and confidentiality requirements while addressing concerns raised by family members, including an emotive family member, within the early childhood education industry? |  |
| 1. How do you listen respectfully to a person's concerns when addressing grievances or complaints within the early childhood education industry? |  |
| 1. What steps do you take to identify, investigate, and discuss the issues underlying grievances or complaints according to service procedures within the early childhood education sector? |  |
| 1. How do you prioritise and take action with the level of urgency required when addressing grievances or complaints within the early childhood education industry? |  |
| 1. How do you explain the complaint process and inform complainants of what can and cannot be expected from the process within the early childhood education industry? |  |
| 1. When addressing grievances or complaints within the early childhood education sector, how do you refer complainants to appropriate procedures or forums for further resolution? |  |
| 1. How do you seek advice, generate options, and facilitate resolution according to service procedures when responding to grievances or complaints within the early childhood education industry, considering systemic issues, emotive family members, and detailed written complaints? Please provide examples of three different grievances or complaints. Please consider the following in your response:  * active listening * assertiveness * questioning * effective non-verbal communication * negotiation |  |
| 1. How do you facilitate mediation between parties concerned according to service procedures when responding to at least three different grievances or complaints about the service within the early childhood education industry, which collectively involve privacy and confidentiality requirements, regulatory requirements, relevant codes of ethics, a range of family member responses, communication techniques, and typical features of complaint procedures? |  |
| 1. How do you obtain agreement regarding the resolution of issues when responding to at least three different grievances or complaints about the service within the early childhood education industry, which collectively involve conflict theory, conflict resolution techniques, and adherence to service standards, policies, and procedures for collaborative partnerships with families and community complaints management? |  |
| 1. How do you document the process and outcomes of complaint resolution according to service procedures within the early childhood education sector? |  |
| 1. How do you seek feedback from relevant parties about the outcome of grievances or complaints within the early childhood education industry? |  |
| 1. How do you clarify misunderstandings or concerns regarding the process or your role when reviewing outcomes of grievances or complaints within the early childhood education sector? |  |
| 1. How do you use feedback and lessons learned to identify and implement improvements to your practice and service when reviewing outcomes of grievances or complaints within the early childhood education industry? |  |

## **CHCMGT003 Lead the work team**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you develop and implement plans to ensure the smooth execution of day-to-day activities within an early childhood education work group, and what benchmarks do you use to measure success?   When responding please consider the following:   * Efficient methods to enhance employee productivity. * Approaches for promoting teamwork and collaborative work methods. * Tactics for enhancing job performance and achieving desired outcomes. * Recognition of obstacles and limitations followed by the formulation of plans to overcome them. |  |
| 1. What strategies do you employ, in consultation with relevant stakeholders, to optimise work performance and outcomes within an early childhood education setting, and how do you measure the effectiveness of these strategies? |  |
| 1. How do you identify planning problems, barriers, and constraints within your early childhood education work environment, and what strategies do you implement to address them? |  |
| 1. How do you maintain confidentiality in staffing processes within an early childhood education organisation, and what steps do you take to ensure compliance with organisational policies and procedures? |  |
| 1. How do you identify staffing and resourcing needs within an early childhood education setting, and what strategies do you employ to address these needs effectively? |  |
| 1. How do you participate in recruitment processes within the early childhood education industry, and what criteria do you use to select suitable candidates for positions? |  |
| 1. How do you ensure effective induction and ongoing support for new and existing staff within the early childhood education sector, and what strategies do you implement to facilitate their successful integration into the team? |  |
| 1. How do you provide instruction and additional support as needed to promote quality worker and client outcomes within the early childhood education industry, and what metrics do you use to assess the effectiveness of your support strategies? |  |
| 1. How do you encourage and facilitate staff access to training and development opportunities within the early childhood education sector, and how do you align these opportunities with organisational goals and individual career aspirations? |  |
| 1. How do you collaborate with other service providers as needed to meet service and referral needs within the early childhood education industry, and what strategies do you employ to ensure effective partnerships and coordination of services? |  |
| 1. How do you reflect on your own practice and proactively update knowledge and skills to maintain a high level of professionalism and effectiveness in leading a work team within the early childhood education sector? |  |
| 1. How do you align your leadership practice with the values, ethical guidelines, policies, and procedures of the organisation within the early childhood education sector, and how do you ensure consistency and integrity in your leadership approach? |  |
| 1. What steps do you take to ensure that personal or social contact does not adversely affect your ability to lead the team effectively within the early childhood education sector, and how do you maintain professional boundaries while fostering positive relationships with staff? |  |
| 1. How do you implement collaborative processes and practices within the early childhood education sector to foster cooperative work practices and maintain positive relationships with staff and management? In your response please consider:  * Organisational mission and ethos. * Organisational framework and communication guidelines. * Group coordination methodologies, encompassing methods for guiding group dialogues and assemblies. * Leadership approaches and their utilisation in advancing the organisation’s purpose, goals, and principles. * Coaching methodologies and tactics. * Distinctions between coaching and mentoring. * Performance oversight: resources for acquiring knowledge on optimal work techniques pertinent to the industry sector. * Scheduling and arranging timetables. * Origins of tension and strain, and methods for handling and mitigating them. * Networks for referrals. |  |
| 1. How do you model and promote effective communication in the workplace, including open discussion and active listening, within the early childhood education industry? |  |
| 1. How do you identify potential and actual conflict situations within the early childhood education sector, and what strategies do you employ to prevent or address them? |  |
| 1. Throughout conflict resolution processes within the early childhood education industry, how do you ensure access to appropriate support, mediation, and debriefing for parties involved while adhering to organisational guidelines? |  |
| 1. How do you resolve problems or issues that may disrupt work unit activities within the early childhood education sector, and what strategies do you employ to minimise their impact on team performance? |  |
| 1. How do you regularly meet with those involved to discuss and evaluate the effectiveness of plans and practices in meeting the goals and needs of the organisation within the early childhood education sector? Please provide examples where you’ve facilitated two (2) different group meetings. |  |
| 1. How do you identify areas for improvement within the early childhood education sector, and what strategies do you employ to address these areas effectively? |  |
| 1. How do you revise plans and practices within the early childhood education sector to ensure continued improvement, and what mechanisms do you use to monitor and adjust implementation efforts? |  |
| 1. How do you document and report work outcomes within the early childhood education sector in accordance with organisational procedures, and what steps do you take to ensure accuracy and transparency in reporting? |  |
| 1. How do you implement and document performance management processes within the early childhood education sector in accordance with role and organisational procedures? |  |
| 1. How do you work collaboratively with individuals within the early childhood education sector to agree on performance improvement and development plans, and how do you document these plans in accordance with organisational policies? |  |
| 1. How do you monitor and evaluate performance within the early childhood education sector, and what steps do you take to provide ongoing feedback to individuals? |  |
| 1. How do you identify poor performance within the early childhood education sector, and what actions do you take in accordance with role and organisational procedures? |  |
| 1. How do you monitor and coach individuals within the early childhood education sector to improve performance, and what strategies do you employ to support their development? |  |
| 1. How do you identify and provide additional support or referral when required within the early childhood education sector, in accordance with role and organisational procedures? |  |

## **CHCPOL003 Research and apply evidence to practice**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. What are specific instances within the early childhood education industry where conducting research could enhance and refine your professional practices? |  |
| 1. How do you evaluate and keep abreast of current trends within the early childhood education sector to ensure your practices remain relevant and effective? |  |
| 1. How do you establish clear and attainable research objectives within the scope of your work in early childhood education? |  |
| 1. What methods do you employ to identify and access credible sources of data and evidence relevant to your work in early childhood education? |  |
| 1. How do you evaluate and choose appropriate methods for gathering information relevant to your work in early childhood education? |  |
| 1. What systematic approaches do you employ to ensure thorough gathering of information in your role within the early childhood education field? |  |
| 1. How do you determine the relevance of gathered information based on your research objectives and professional needs within the early childhood education domain? |  |
| 1. How do you organise gathered information to facilitate its analysis and future use within the context of your work in early childhood education? |  |
| 1. Question: How do you prioritise gathered information based on the specific needs of your research and professional practice within the early childhood education field? |  |
| 1. In what ways do you compare and contrast different sources of information to ensure a comprehensive understanding within the context of your work in early childhood education? |  |
| 1. How do you assess the strength, relevance, reliability, and currency of information in the context of your work within the early childhood education sector? |  |
| 1. What considerations do you take into account when assessing the feasibility, benefits, and risks associated with the information gathered for your work in early childhood education? |  |
| 1. How do you formulate and document conclusions based on the findings derived from your analysis of gathered information within the context of your work in early childhood education? |  |
| 1. How do you assess the various ways in which different aspects of information can be utilised within your professional practice in the early childhood education sector? |  |
| 1. How do you utilise information and insights gained from research to identify potential areas for change and improvement in your current practices within the early childhood education field? |  |
| 1. Question: What strategies do you employ to identify unresolved issues or gaps in knowledge that require further research and evaluation within the early childhood education domain? |  |
| 1. How do you develop actionable plans to address outcomes of research and incorporate findings into your professional practice within the early childhood education industry? |  |

## **Assessment Conditions Checklist (ACC)**

Assessor Instructions: Please check the following lists to indicate the types of workplaces, equipment, facilities, industry resources and organisational policies and procedures that the student is currently or have had access to. This is intended to be used in conjunction with the above CC. For example, as students inform you about the equipment, facilities, resources, and aids they are using in their examples, please check off the following list. If students do not proactively cover any of the following, kindly ask the question and confirm with the student.

Specific instructions/information have been provided below where appropriate in *italic wording*. Students are expected to meet all of the following criteria to be satisfactory in ACC.

1. Confirm the student is working in a regulated children’s education and care service in Australia. (BSBTWK502, CHCECE041, CHCECE042, CHCECE043, CHCECE044, CHCECE045, CHCECE046, CHCECE047, CHCECE048, CHCECE049, CHCECE050, CHCPRP003, CHCECE053,  CHCMGT003,   CHCPOL003)

*(Instructions/information for Assessor: All must be checked, otherwise it is not satisfactory. Unless the referenced unit(s) have been Credit Transferred)*

* 1. \*interactions with children up to six year of age
  2. \*Skills related to review of policies and developing a risk management plan may be demonstrated outside of the service but must be based on work in a regulated children’s education and care service in Australia.
  3. \*access to:
     1. \*information technology for research and documentation
     2. \*National Quality Framework: 
        1. \*Education and Care Services National Regulations
        2. \*National Quality Standard, Law and Regulations
        3. \*the relevant approved learning framework
        4. \*curriculum documentation
        5. \*Quality Improvement Plan template
        6. \*Early Childhood Australia Code of Ethics
        7. \*UN Convention on the Rights of the Child
     3. \*service standards, policies and procedures as required by National Regulations for health and safety
     4. \*interactions and collaborations with educators, carers, families, management and other decision makers, agencies, external support and specialists for collaboration (CHCECE042)
     5. Others (please list):

1. Equipment/Devices/Aids: Students has accessed to a range of equipment, devices and aids. (BSBTWK502, CHCECE041, CHCECE042, CHCECE043, CHCECE044, CHCECE045, CHCECE046, CHCECE047, CHCECE048, CHCECE049, CHCECE050, CHCPRP003, CHCECE053,  CHCMGT003,   CHCPOL003)
   1. Please confirm and checked the Equipment/Devices/Aids types for maintain a safe and healthy environment for children whichthe student (as an educator in ECEC Centre) has accessed to. (*Instructions/information for Assessor/Workplace Supervisor: For all resources denoted with \*, it is expected that the student has the access. Unless the referenced unit(s) have been Credit Transferred. The rest are optional.*)
      1. \*First Aid Tools: Essential for addressing minor injuries and medical emergencies.
      2. \*Safety signage: Signage indicating hazards, emergency exits, and safety protocols.
      3. \*Cleaning supplies: To maintain cleanliness and hygiene in the environment.
      4. \*Communication devices: Such as walkie-talkies or mobile phones for emergency communication during excursions.
      5. \*Safety equipment: Such as safety gates, fire extinguishers, and child-proof locks to prevent accidents.
      6. Others (please list):
   2. Please confirm and checked the Equipment/Devices/Aids types for foster holistic early childhood learning, development and wellbeing whichthe student has accessed to. (*Instructions/information for Assessor/Workplace Supervisor: For all resources denoted with \*, it is expected that the student has the access. Unless the referenced unit(s) have been Credit Transferred. The rest are optional.*)
      1. *\**Learning materials: Such as books, puzzles, blocks, and manipulatives to support cognitive development.
      2. *\**Communication aids: Visual aids, picture books, and multimedia resources to enhance communication skills.
      3. *\**Emotional regulation tools: Calming sensory items, like stress balls or sensory bottles, to support emotional development.
      4. *\**Physical development equipment: Gross motor and fine motor equipment like balls, climbing structures, and art supplies.
      5. *\**Social interaction props: Role-play materials, puppets, and group games to encourage socialisation and cooperation.
2. Facilities: Student has accessed to a range of facilities. (BSBTWK502, CHCECE041, CHCECE042, CHCECE043, CHCECE044, CHCECE045, CHCECE046, CHCECE047, CHCECE048, CHCECE049, CHCECE050, CHCPRP003, CHCECE053, CHCMGT003, CHCPOL003)
   1. Please confirm and checked the Facilitiesfor maintaining a safe and healthy environment for children which the student has accessed to. (*Instructions/information for Assessor/Workplace Supervisor: For all resources denoted with \*, it is expected that the student has the access. Unless the referenced unit(s) have been Credit Transferred. The rest are optional.*)
      1. \* Safe indoor and outdoor play areas: Providing appropriate spaces for children to engage in activities.
      2. \* Secure storage for medications: Ensuring medications are safely stored and only accessible to authorised personnel.
      3. \*Accessible toilets: Equipped with amenities to promote hygiene and sanitation.
      4. \*Adequate sleeping areas: Comfortable and safe spaces for children to rest.
      5. \*Designated meeting points: In case of emergencies or evacuations, designated areas where staff and children can gather safely.
      6. \*Transport vehicles: If conducting excursions, access to safe and appropriately equipped vehicles for transporting children.
      7. Others (please list):
   2. Please confirm and checked the Facilitiesfor Foster holistic early childhood learning, development, and wellbeing, which the student has accessed to. (*Instructions/information for Assessor/Workplace Supervisor: For all resources denoted with \*, it is expected that the student has the access. Unless the referenced unit(s) have been Credit Transferred. The rest are optional.*)
      1. \*Learning environments: Varied indoor and outdoor spaces designed to facilitate different types of learning and exploration.
      2. \*Quiet areas: Designated spaces for children to engage in calm activities or individual reflection.
      3. \*Nature spaces: Outdoor areas with natural elements like gardens or sandpits to promote physical activity and connection with the environment.
      4. \*Art and creative spaces: Areas equipped with art supplies and creative materials to support expression and imagination.
      5. \*Sensory areas: Zones with materials to stimulate the senses, such as textured materials, music, and sensory tables.
      6. Others (please list):
   3. Others (please list):
3. Please confirm that the student has accessed to the resources, organisational processes, policies and procedures. Where \* is indicated alongside the resources description, it denotes that the student has the access to them as stipulated in the training package. (*Instructions/information for Assessor/Workplace Supervisor: For all resources denoted with \*, it is expected that the student has the access. Unless the referenced unit(s) have been Credit Transferred. The rest are optional.*) (BSBTWK502, CHCECE041, CHCECE042, CHCECE043, CHCECE044, CHCECE045, CHCECE046, CHCECE047, CHCECE048, CHCECE049, CHCECE050, CHCPRP003, CHCECE053, CHCMGT003, CHCPOL003)
   1. \*Health and Safety Policies: Guidelines outlining procedures for maintaining a safe and healthy environment for children, including protocols for emergencies, hygiene practices, and risk management.
   2. \*Incident Reporting Procedures: Protocols for documenting and reporting incidents, injuries, illnesses, and emergencies that occur within the service.
   3. \*Infection Control Policy: This policy outlines procedures for preventing the spread of infections within the early childhood education and care setting. It includes protocols for hand hygiene, cleaning and disinfection of surfaces and toys, handling of bodily fluids, and management of illness outbreaks.
   4. \*Medical Conditions Policy: This policy details procedures for managing children with medical conditions or special health needs. It includes guidelines for administering medications, accommodating dietary restrictions or allergies, monitoring symptoms, and communicating with parents and healthcare professionals.
   5. \*Medication Administration Policies: Procedures for administering medications to children, including obtaining consent from parents, storage guidelines, and documentation requirements.
   6. \*Emergencies and Evacuations Procedure: This procedure outlines protocols for responding to emergencies and conducting evacuations in the early childhood education and care setting. It includes steps for assessing and responding to various emergencies such as fires, natural disasters, medical emergencies, or security threats. It also includes evacuation routes, assembly points, and roles and responsibilities of staff during emergencies.
   7. \*Drop Off and Collection of Children Procedure: This procedure establishes guidelines for safely receiving and dismissing children in the early childhood education and care setting. It includes protocols for verifying the identity of authorised individuals, ensuring proper handover of children to parents or guardians, documenting attendance records, and addressing any concerns or special arrangements during drop-off or pickup times.
   8. \*Supervision Policies: Protocols for ensuring adequate supervision of children in various settings, including ratios, positioning of educators, and strategies for monitoring children's activities.
   9. \*Risk Management Policies: Frameworks for identifying, assessing, and mitigating risks associated with various activities, environments, and situations.
   10. \*Excursion Management Policies: Guidelines for planning and conducting excursions, including risk assessments, staffing requirements, parental permissions, and emergency protocols.
   11. \*Curriculum Framework: Guidelines for curriculum development aligned with an approved learning framework, outlining approaches to learning and areas of focus.
   12. \*Child Development Policies: Procedures for understanding and supporting children's holistic development, including strategies for individualised learning and developmental assessments.
   13. \*Observation and Assessment Procedures: Protocols for observing children's behaviour, documenting observations, and using assessment tools to track progress and plan interventions.
   14. \*Learning Environment Policies: Guidelines for creating and maintaining enriching learning environments, including safety protocols, hygiene practices, and resource management.
   15. \*Collaborative Planning Policies: Procedures for collaborating with colleagues, families, and external stakeholders to plan and implement learning experiences that support children's holistic development.
   16. \*Continuous Improvement Processes: Frameworks for reflecting on practice, gathering feedback, and making adjustments to improve the quality of learning experiences and outcomes for children.
   17. \*Child Protection Policy: This policy addresses procedures for safeguarding children from harm, abuse, neglect, or exploitation. It outlines reporting requirements for suspected cases of child abuse or neglect, staff training on child protection protocols, and cooperation with child protection authorities.
   18. \*Inclusion and Diversity Policy: This policy promotes inclusivity and celebrates diversity within the ECEC setting. It outlines strategies for respecting and valuing differences among children, families, and staff, including those related to culture, language, ethnicity, religion, ability, and socio-economic background.
   19. \*Curriculum and Learning Policy: This policy outlines principles and practices for designing, implementing, and evaluating educational programs that promote children's holistic development. It includes approaches to curriculum planning, documentation of learning experiences, and collaboration with families and communities.
   20. \*Behaviour Management Policy: This policy provides guidelines for promoting positive behaviour and managing challenging behaviours among children in the ECEC setting. It includes strategies for setting clear expectations, fostering social-emotional skills, and addressing conflicts or disciplinary issues in a respectful and developmentally appropriate manner.
   21. \*Confidentiality and Privacy Policy: This policy establishes procedures for safeguarding the privacy and confidentiality of children, families, and staff members. It outlines protocols for handling sensitive information, maintaining confidentiality in communication and documentation, and complying with privacy laws and regulations.
   22. \*Communication and Collaboration Policy: This policy emphasises the importance of effective communication and collaboration among stakeholders in the ECEC setting. It outlines procedures for clear and respectful communication between staff, families, children, and external partners, as well as opportunities for collaboration in decision-making and program planning.
   23. \*Emergency and Evacuation Procedures: These procedures detail steps to be taken in the event of emergencies such as fire, natural disasters, medical emergencies, or security threats. They include protocols for evacuating the premises safely, notifying emergency services and families, and conducting emergency drills and training for staff and children.
   24. \*Enrolment and Attendance Policy: This policy outlines procedures for enrolling children in the ECEC service, including admission criteria, enrolment forms, and documentation requirements. It also addresses attendance tracking, absenteeism policies, and procedures for notifying families of absences or late arrivals.
   25. \*Professional Development Policy: This policy supports the ongoing professional growth and development of staff members in the ECEC setting. It outlines opportunities for training, workshops, conferences, and other professional development activities, as well as procedures for evaluating and documenting staff training and qualifications.
   26. \*Documentation and Reporting Policy and Procedure (including children’s observation recording tools and records, critical incident reports, risk analysis reports)
   27. \*Service standards, policies and procedures for:
       1. children’s health and safety
       2. educational program and practice
       3. physical environment
       4. relationships with children
       5. educators for collaboration
       6. children up to six years of age in a regulated education and care service in Australia.
   28. Complaints and Appeals Policy and Procedure
   29. Others (please list):

|  |  |
| --- | --- |
| Competency Conversation Outcome Indicator | |
| Did the student respond to all of the above CC and ACC accurately and was the responds current and sufficient? If yes please check satisfactory below and if no please check not satisfactory below, sign, insert your name and date it. |  |
| Satisfactory    Not Satisfactory |  |
| Assessor Signature  A star on a black background  AI-generated content may be incorrect. | Date  29/07/2025 |
| Assessor Name  Brendan Ramnath |  |