CHCECE055

Meet legal and ethical obligations in children's education and care

LEARNING ACTIVITY BOOKLET

(Trainer Copy)

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Version Control & Document History

Date	Summary of Modifications	Version
24 June 2021	Version 1.0 released for publishing	1.0
26 November 2021	Version 1.1 released for publishing Release number updated to match TGA.	1.1
1 March 2024	Version 1.2 endorsed for use	1.2

Table of Contents

Overview

CHCECE055 - Meet legal and ethical obligations in children's education and care (Release 2)

This unit describes the performance outcomes, skills and knowledge required to identify and meet legal and ethical obligations. This includes the ability to recognise potential and actual examples of non-compliance with regulatory requirements and contribute to the continuous improvement of practice.

The unit applies to educators who work according to established policies and procedures in regulated children's education and care services in Australia.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

https://training.gov.au/Training/Details/CHCECE055

Trainer Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

These formative assessments are used by trainers to complement both the learning and training processes, and to evaluate how learners are progressing throughout these processes.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook <u>DOES NOT</u> lead to a Qualification or a Statement of Attainment (SOA).

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	
Phone	
Email	

Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

'Reasonable adjustment' in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner's competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs

- Your RTO's training and assessment processes

- The work and industry context in which you operate

Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.

- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

Formative Activities

I. Identify Legal and Ethical Obligations

Activity 1.1

Matching Type

Listed below are the learning outcomes of the Early Years Learning Framework.

    a. Children have a strong sense of identity

    b. Children are connected with and contribute to their world

    c. Children have a strong sense of wellbeing

    d. Children are confident and involved learners

    e. Children are effective communicators

Match each to their key component described below by writing the letter that corresponds to your answer in the space provided.

Mapping: CHCECE055 PC1.2 (p)

Learner guide reference: CHCECE055 Learner Guide, Chapter 1, Section 1.2.1

		Key Component
a	i.	Children develop their emerging autonomy, inter-dependence, resilience, and sense of urgency.
c	ii.	Children take increasing responsibility for their own health and physical wellbeing.
e	iii.	Children express ideas and make meaning using a range of media.
d	iv.	Children transfer and adapt what they have learned from one context to another.
b	v.	Children respond to diversity with respect.
a	vi.	Children feel safe, secure, and supported.
e	vii.	Children use information and communication technologies to access information, investigate ideas, and represent their thinking.

Activity 1.2

☐ TRUE ☒ FALSE	i.	The National Quality Framework was established in 2010 and applies to most early years learning centres in Australia.
☒ TRUE ☐ FALSE	ii.	The Australian Children's Education and Care Quality Authority oversees the National Quality Framework and ensures its consistent and effective implementation.
☐ TRUE ☒ FALSE	iii.	Each quality area of the National Quality Standard is underpinned by regulations specified under the Education and Care Services National Law.
☒ TRUE ☐ FALSE	iv.	Education and care services are assessed and rated against the seven quality areas of the National Quality Standard and the National Regulations.
☐ TRUE ☒ FALSE	v.	Western Australia follows an Application Act based on the Education and Care Services National Law Act of Victoria.

Activity 1.3

Identify four core principles of the Early Childhood Australia Code of Ethics.

Mapping: CHCECE055 PC1.1 (p), KE6.2

Learner guide reference: CHCECE055 Learner Guide, Chapter 1, Section 1.1.3

Marking guide

The learner must identify four core principles of the Early Childhood Australia Code of Ethics.

For a satisfactory performance, although the wording may slightly vary, their response must include four of the following:

- Each child has unique interests and strengths and the capacity to contribute to their communities

- Children are citizens from birth with civil, cultural, linguistic, social and economic rights

- Effective learning and teaching are characterised by professional decisions that draw on specialised knowledge and multiple perspectives

- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing

- Democratic, fair and inclusive practices promote equity and a strong sense of belonging

- Respectful, responsive and reciprocal relationships are central to children's education and care

- Play and leisure are essential for children's learning, development and wellbeing

- Research, inquiry and practice-based evidence inform quality education and care

i.	
ii.	
iii.	
iv.	

II. Meet Legal and Ethical Obligations

Activity 2.1

True or False

Review the statements below about information management in early childhood education and care services. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE055 PC2.1 (p), KE4.5.1, KE4.5.2, KE4.5.3, KE4.5.4. KE4.5.5 *Learner guide reference: CHCECE055 Learner Guide, Chapter 2, Section 2.1.2*		
☐ TRUE ☒ FALSE	i.	Information is prescribed when it is legally protected so that it does not have to be given to the public.
☒ TRUE ☐ FALSE	ii.	Part 4.7 Division 3 of the National Regulations specifies information and record-keeping requirements for education and care services.
☒ TRUE ☐ FALSE	iii.	Confidential information may be divulged when written consent is presented from the person who provided the information.
☒ TRUE ☐ FALSE	iv.	Policies and procedures currently followed by a service must be made readily available to nominated supervisors, staff members, volunteers, and family day care educators engaged by or registered with the service.
☐ TRUE ☒ FALSE	v.	Records that relate to an incident, injury, or trauma suffered by a child while being educated and cared for by the education and care service must be kept until the child is aged 21 years old.

Activity 2.2

i.	Quality Area 4 of the National Quality Standard seeks to ensure the availability of trained and experienced educators, coordinators, and nominated supervisors who can establish warm, respectful relationships with children.
ii.	Approved providers are responsible for selecting who the responsible person in their service is. When appointed, a written consent must be signed by the nominated supervisor.
iii.	At least 50 per cent of educators at a centre-based service required to meet the educator to child ratios for the service must have (or be actively working towards) at least an approved diploma level education and care qualification.
iv.	Staff records must include the full name, address, and date of birth of nominated supervisors, staff members, and volunteers.
v.	Part 4.4 Division 6 of the National Regulations establishes the first aid qualifications for early childhood education and care services.

Activity 2.3

Define real and perceived conflicts of interest.

Marking guide

The learner must define real and perceived conflicts of interest.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answers below.

Conflict of Interest	Description
i. Real	Real conflicts of interest are situations where there is an actual conflict of interest. There is a conflict between two social values, usually professional duties and personal values.
ii. Perceived	Perceived conflicts of interest are situations where there may be no actual conflict of interest, but others may believe there is due to their perception of the situation.

III. Contribute to Workplace Improvements

Activity 3.1

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True or False

Review the statements below about identifying situations where work practices could be improved to meet legal and ethical responsibilities. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

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Mapping: CHCECE055 PC3.1 *Learner guide reference: CHCECE055 Learner Guide, Chapter 3, Subchapter 3.1*		
☒ TRUE ☐ FALSE	i.	The National Quality Standards require educators to engage in critical reflection.
☐ TRUE ☒ FALSE	ii.	The Education and Care Services National Law describes the intention of reflection as information gathering with the purpose of gaining insights that support, inform, and enrich the decision-making process in relation to children's learning.
☐ TRUE ☒ FALSE	iii.	New staff members are bad sources of information on how work practices are done because they have not worked in the service long enough.
☒ TRUE ☐ FALSE	iv.	Work practices that can be improved can be noticed through regular reflective practice of examining 'what happened' and 'what could be changed or improved.'
☒ TRUE ☐ FALSE	v.	Children and their families, as well as your colleagues, supervisor, the wider community and other professionals, are excellent sources of information for identifying what work practices can be improved in a service.

Activity 3.2

Briefly explain the importance of using constructive communication when feedback sharing.

Mapping: CHCECE055 PC3.2, KE11.0 (p)

Learner guide reference: CHCECE055 Learner Guide, Chapter 3, Subchapter 3.2

Marking guide

The learner must briefly explain the importance of using constructive communication when feedback sharing.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

When constructive communication is utilised in feedback sharing, positive relationships can be preserved while addressing problems. On the other hand, a poor approach to communication can make problems worse instead of solving them.

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