



CHCECE055

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

LEARNING ACTIVITY BOOKLET



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Table of Contents

Table of Contents	3
Overview.....	4
Learner Instructions	5
Learner Information	5
Trainer Information	5
Resources Required	6
Work Health and Safety.....	6
Reasonable Adjustment.....	7
Formative Activities.....	8
I. Identify Legal and Ethical Obligations	8
Activity 1.1	8
Activity 1.2	9
Activity 1.3	10
II. Meet Legal and Ethical Obligations	11
Activity 2.1	11
Activity 2.2	12
Activity 2.3	13
III. Contribute to Workplace Improvements	14
Activity 3.1	14
Activity 3.2	15

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>

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.

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.

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

Activity 1.2

True or False

Review the statements below about the National Quality Framework. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. The National Quality Framework was established in 2010 and applies to most early years learning centres in Australia.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. The Australian Children's Education and Care Quality Authority oversees the National Quality Framework and ensures its consistent and effective implementation.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Each quality area of the National Quality Standard is underpinned by regulations specified under the Education and Care Services National Law.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Education and care services are assessed and rated against the seven quality areas of the National Quality Standard and the National Regulations.
<input type="checkbox"/> TRUE <input type="checkbox"/> 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.

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.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Information is prescribed when it is legally protected so that it does not have to be given to the public.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Part 4.7 Division 3 of the National Regulations specifies information and record-keeping requirements for education and care services.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Confidential information may be divulged when written consent is presented from the person who provided the information.
<input type="checkbox"/> TRUE <input type="checkbox"/> 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.
<input type="checkbox"/> TRUE <input type="checkbox"/> 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

Fill in the blanks

The following are statements about staffing arrangements and qualifications in early childhood education and care. Review each and complete the statement by filling in the missing words/phrases.

i.	_____ 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.	_____ are responsible for selecting who the responsible person in their service is. When appointed, a _____ must be signed by the nominated supervisor.
iii.	At least _____ 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 _____ education and care qualification.
iv.	Staff records must include the full name, _____, and date of birth of nominated supervisors, staff members, and _____.
v.	_____ 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.

Conflict of Interest	Description
i. Real	
ii. Perceived	

III. Contribute to Workplace Improvements

Activity 3.1

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.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. The National Quality Standards require educators to engage in critical reflection.
<input type="checkbox"/> TRUE <input type="checkbox"/> 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.
<input type="checkbox"/> TRUE <input type="checkbox"/> 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.
<input type="checkbox"/> TRUE <input type="checkbox"/> 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.'
<input type="checkbox"/> TRUE <input type="checkbox"/> 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.

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