

CHC30121 Certificate III in Early Childhood Education and  
Care

Portfolio of Evidence

### Assessment 4 - Practical Assessment


<p><b>Overview</b></p>	<p>In this practical assessment you are required to demonstrate a series of work based practical tasks and answer questions for each of the 17 Units of Competency you are being assessed.</p> <p>The Assessments may occur at one time or over a period of time.</p> <p>All tasks are to be undertaken with the same performance expectations and to the same standard as if you were employed in the workplace meeting regulatory requirements, workplace policies and procedures as per your job description.</p> <p>The specific tasks to be undertaken must be applied to the described task outlined in each section. These tasks and the observable behaviours which comprise the tasks are detailed further in the body of this guide.</p>
<p><b>Unit(s) of Competency for</b></p>	<p>CHCECE030 Support inclusion and diversity                  CHCECE031 Support children’s health, safety and wellbeing                  CHCECE032 Nurture babies and toddlers                  CHCECE033 Develop positive and respectful relationships with children                  CHCECE034 Use an approved learning framework to guide practice                  CHCECE035 Support the holistic learning and development of children                  CHCECE036 Provide experiences to support children’s play and learning                  CHCECE037 Support children to connect with the natural environment                  CHCECE038 Observe children to inform practice                  CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures                  CHCECE055 Meet legal and ethical obligations in children’s education and care                  CHCECE056 Work effectively in children’s education and care                  CHCPRT001 Identify and respond to children and young people at risk                  HLTAID012 Provide First Aid in an education and care setting                  HLTWHS001 Participate in workplace health and safety                  BSBPEF301 Organise personal work priorities                  CHCDIV001 Work with diverse people</p>
<p><b>Grading</b></p>	<p>This is an ungraded, competency-based assessment. Undertaking all tasks and answering all questions to a satisfactory standard will result in an overall assessment determination of satisfactory. Satisfactorily completing all assessment required by a unit of competency will result in the candidate receiving a final result of competent for that unit.</p>
<p><b>Marking Criteria</b></p>	<p>You are to be assessed against the responses provided in the exemplar marking guide. You are not required to produce exactly the same responses as are detailed in the exemplar, however you do need to have covered any mandatory points which are indicated, and you need to have provided a response which is similar enough in content to the exemplar to be considered satisfactory.</p> <p>You are required to achieve satisfactory performance across each question in order to be deemed to have satisfactorily completed the examination as a whole.</p>

### Assessment 4 - Practical Assessment


<p>Context for Assessment</p>	<p>This assessment will be undertaken in a childcare service or in a simulated workplace environment and will be undertaken following a period of theoretical and practical instructions toward the skills and knowledge described by the unit(s) of competency. If the assessment tasks are conducted in a simulated environment, the assessor will ensure that all resources are provided in order to successfully complete the tasks.</p>
<p>Submission</p>	<p>You will undertake the assessment in the workplace or simulated environment on a specified day or over a period of time. You are required to prepare for this assessment as indicated in the tasks and your assessor will record when you have demonstrated each observable behaviour and answered each question satisfactorily.</p>
<p>Feedback</p>	<p>You will be provided with feedback immediately. The feedback will outline both which tasks and questions you completed satisfactorily and which you did not and will explain which specific observable behaviours or responses led to a result of unsatisfactory in a task.</p> <p>If you require feedback that is more detailed, you are encouraged to request to see the completed checklist during a one-on-one interview with your assessor.</p>
<p>Reassessment</p>	<p>If you have not completed all tasks and questions to a satisfactory standard, you will be given the opportunity for reassessment. This opportunity may be immediate however, all reassessments must be conducted in accordance with AIWT's <i>Re-assessment Policy and Procedures</i>.</p> <p>Reassessment either will require you to complete the entire simulated practical assessment again or will require you to complete a specific task or question. This will depend on your overall level of performance and the number of observable behaviours against which you were assessed as not having performed satisfactorily.</p> <p>If you require a re-assessment at a later date, your assessor will discuss the requirements with you and will set a new due date for the reassessment. All information are documented in the re-assessment form.</p> <p>AIWT has a Reasonable Adjustment Policy under which modifications to the assessment process can be made if you have specific needs. Reasonable adjustment cannot be used to compromise the requirements of the unit(s) of competency.</p>
<p>Reasonable Adjustment</p>	<p>Where it is determined appropriate for the purposes of reasonable adjustment, a verbal competency conversation can occur to cover these areas with the permission of the course coordinator. Where this occurs, all additional evidence must be documented and maintained with the original assessment documentation.</p>

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CHCECE034 Use an approved learning framework to guide practice


Instructions to the candidate	<p>Performance:</p> <p>This unit describes the performance outcomes, skills and knowledge required to source and use an approved childhood learning framework.</p> <p>This unit applies to educators who support children’s learning according to established curriculum under the guidance of others in regulated children’s education and care services in Australia.</p>
	<p>Portfolio of Evidence:</p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"><li>• Sample of a Philosophy from the service</li><li>• EYLF</li><li>• Copy of the Regio Amelia Philosophy</li><li>• Template A</li></ul>

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CHCECE033 Develop positive and respectful relationships with children	
<p>Instructions to the candidate</p>	<p>Performance:</p> <p>This unit describes the performance outcomes, skills and knowledge required to communicate and interact respectfully with children and to guide their behaviours in ways that support their agency, positive sense of self and self-regulation.</p>
	<p>Tips for the Portfolio of Evidence:</p> <ul style="list-style-type: none"><li>• United Nations Convention on the rights of the child.</li><li>• Policy relating to relationships with children</li><li>• Behaviour management policy</li></ul>

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CHCECE035 Support the holistic learning and development of children

Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the performance outcomes, skills and knowledge to recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of children.</p> <p>This unit applies to educators who support children’s learning and development according to established curriculum under the guidance of others in regulated children’s education and care services in Australia.</p>
	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"> <li>• Document samples of all the development experiences for two children of different age group which must include the following domains for each child:             <ul style="list-style-type: none"> <li>○ Physical</li> <li>○ Social</li> <li>○ Emotional</li> <li>○ Cognitive</li> <li>○ Communication</li> </ul> </li> </ul> <p>Using Template A, please include photos of each experience</p> <ul style="list-style-type: none"> <li>• Sample of creation for activity 2.22</li> </ul>

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CHCECE038 Observe children to inform practice
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Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to identify and gather information about children from observation and other sources as part of a collaborative process and as a basis for curriculum planning.</p> <p>This unit applies to educators who contribute to the curriculum planning process under the guidance of others in regulated children’s education and care services in Australia.</p>
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	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"> <li>• Observations of three children one of each following age groups:             <ul style="list-style-type: none"> <li>○ 0-2</li> <li>○ 2-3</li> <li>○ 3-5</li> </ul> </li> <li>• Each child must have the following:             <ul style="list-style-type: none"> <li>○ 3 different observation techniques. Template Q, R and S</li> <li>○ Must include 2 secondary sources including an “All about me” form as per activity 3.5</li> </ul> </li> </ul>
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CHCECE036 Provide experiences to support children's play and learning
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Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to set up, support and review experiences for children’s play and learning.</p> <p>This unit applies to educators who support children’s learning according to established curriculum under the guidance of others in regulated children’s education and care services in Australia.</p>
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	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"> <li>• Show evidence of 1 indoor experience for each age group (0-2, 2-3 and 3-5) and 1 outdoor experience for each age group (0-2, 2-3 and 3-5) which needs to be completed using template A             <ul style="list-style-type: none"> <li>◦ <i>Include photo's</i></li> </ul> </li> <li>• Out of the above experiences, one must be a group and one must be an individual experience</li> <li>• You must include one experience using template A, including reflections on how the experience has developed/evolved over one week, photos and documentation must be included to reflect this.</li> </ul>
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HLTWHS001 Participate in workplace health and safety
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Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.</p> <p>The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.</p>
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	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be in your portfolio:</i></p> <ul style="list-style-type: none"> <li>Emergency Evacuation Plan (Child Care Service)</li> <li>Outdoor Checklist (Template C)</li> <li>Hazard Reporting policy/procedure</li> <li>Risk Assessment (Template D)</li> <li>First Aid kit inspection (Template B)</li> <li>Documentation stating you have participated in an emergency evacuation</li> <li>Stress policy</li> <li>Minutes of staff meeting relating to WHS which you have participated in</li> </ul>
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CHCECE031 Support children’s health safety and wellbeing
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Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the performance outcomes, skills and knowledge to support and promote children’s health, safety and wellbeing in relation to physical activity, healthy eating, sleep, rest and relaxation and individual medical requirements.</p> <p>This unit applies to educators who work according to established policies and procedures and under the guidance of others in regulated children’s education and care services in Australia.</p>
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	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be in your portfolio:</i></p> <ul style="list-style-type: none"> <li>• Policy on:             <ul style="list-style-type: none"> <li>○ Illness and exclusion</li> <li>○ Medication forms including administration of medications</li> <li>○ Sun safety</li> <li>○ Storing linen and bedding</li> <li>○ Reporting incidents/accidents</li> <li>○ Supervision</li> <li>○ Rest and sleep</li> <li>○ Nappy change</li> <li>○ Toileting</li> <li>○ WHS policies</li> <li>○ Confidentiality and privacy including sharing of information</li> <li>○ Cleaning and roster</li> <li>○ Food and nutrition</li> <li>○ Safe food handling</li> <li>○ Handwashing</li> </ul> </li> <li>• Action plans:             <ul style="list-style-type: none"> <li>○ Asthma</li> <li>○ Anaphylaxis</li> <li>○ Other medical issues (Example epilepsy)</li> </ul> </li> <li>• Photos of you setting up beds</li> </ul>
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CHCPRT001 Identify and respond to children and young people at risk	
Instructions to the candidate	<p>Performance:</p> <p>This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.</p> <p>This unit applies to workers in a range of job roles providing services to children and young people including in community services and health contexts.</p>
	<p>Portfolio of Evidence:</p> <p><i>These must be in your portfolio:</i></p> <ul style="list-style-type: none"><li>• Reporting possible child abuse policy</li><li>• Confidentiality policy</li></ul>

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CHCECE032 Nurture babies and toddlers
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Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to develop relationships with babies and toddlers and their families and attend to the specific physical and emotional needs of babies and toddlers from birth to 23 months. It requires the ability to follow individualised care routines for sleep, feeding and toileting.</p> <p>This unit applies to educators who work according to established policies and procedures and under the guidance of others in regulated children’s education and care services in Australia.</p>
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	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"> <li>• Nappy changing procedure</li> <li>• Placing baby in cot procedure</li> <li>• Preparing formula and heating instructions</li> <li>• How to clean a baby bottle procedure</li> <li>• Policies on the following:             <ul style="list-style-type: none"> <li>○ Bottle heating</li> <li>○ Bottle Cleaning</li> <li>○ Relationships with families and children</li> </ul> </li> <li>• SIDS handouts/information</li> </ul>
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CHCECE030 Support inclusion and diversity	
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Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to reflect on and understand the impact of own values and biases, demonstrate respect for inclusion and diversity, and support children’s understanding of inclusive principles and behaviours.</p> <p>This unit applies to all educators who work according to established policies and procedures in regulated children’s education and care services in Australia.</p>
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	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"> <li>• Document examples of the planning and implementation of events that support cultural diversity</li> <li>• Play experience (Template A)</li> <li>• 2 photos of daily routines or activities showing inclusion and diversity (must include description of routine)</li> <li>• Policy on cultural diversity/inclusion</li> <li>• Policy on programming</li> <li>• Code of ethics</li> <li>• EYLF</li> <li>• NQF</li> <li>• NQS</li> <li>• Regulations/Laws</li> <li>• Relationships with children and families</li> </ul>
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CHCECE054 Aboriginal and /or Torres Strait Islander peoples' cultures
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Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to identify different perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures, develop an understanding of the local and broader cultural contexts, and use the identified information to embed culturally appropriate experiences, interactions, behaviours and physical environments into daily practice with children.</p> <p>This unit applies to educators who work in regulated children's education and care services or schools in Australia, including those who identify as Aboriginal and/or Torres Strait Islander and educators from other cultural backgrounds.</p>
	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"> <li>• Samples of an activities promoting Indigenous culture at your service which you have implemented completed with photos (Template A)</li> <li>• Sample of Acknowledgement to Country to suit a service (child friendly)</li> <li>• Code of Conduct</li> <li>• Cultural and/or inclusion policy</li> </ul>

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BSBPEF301 Organise personal work priorities	
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Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the skills and knowledge required to organise personal work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence.</p> <p>The unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.</p>
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	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"> <li>• Job Description</li> <li>• Self-Assessment</li> <li>• Personal Skills Development Plan</li> <li>• Evidence of Professional Development (if applicable)</li> <li>• Code of Ethics</li> <li>• Code of Practice</li> <li>• Grievance Policy</li> </ul>
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CHCECE037 Support children to connect to the natural environment
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Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to support and encourage children’s connection with the natural environment.</p> <p>This unit applies to educators who contribute to the curriculum planning process under the guidance of others in regulated children’s education and care services in Australia.</p>
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	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"> <li>Using the natural environment, you must create one activity that reflects the Aboriginal/Torres Strait Islander peoples’ culture (Template A)</li> <li>Using the natural environment, you must create one indoor activity (Template A)</li> <li>Using the natural environment, you must create one outdoor activity (Template A)</li> </ul> <p><i>Please note:</i></p> <p><i>One activity of the above MUST be observed by your assessor</i></p> <ul style="list-style-type: none"> <li>Policy on physical environment</li> <li>Policy on sustainability</li> </ul>
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CHCECE056 Work effectively in children’s education and care
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Instructions to the candidate	<p><b>Performance:</b></p> <p>This unit describes the performance outcomes, skills and knowledge required to work in a children’s education and care context using effective communication and knowledge of job roles, responsibilities and service procedures to complete daily work activities.</p> <p>This unit applies to individuals who work according to established policies and procedures and under the supervision and guidance of others in regulated children’s education and care services in Australia.</p>
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	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"> <li>• Job description</li> <li>• Staff handbook</li> <li>• Children services award</li> <li>• Standards</li> <li>• Introduction to the QIP including the A&amp;R process</li> <li>• Policies in the following:             <ul style="list-style-type: none"> <li>○ Dress code</li> <li>○ Child protection</li> <li>○ Code of conduct</li> </ul> </li> </ul>
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CHCECE055 Meet legal and ethical obligations in children's education and care
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Instructions to the candidate	<p><b>Performance:</b></p> <p>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.</p> <p>This unit applies to educators who work according to established policies and procedures in regulated children's education and care services in Australia.</p>
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	<p><b>Portfolio of Evidence:</b></p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"> <li>• National Quality Framework/ NQF (<i>Overview, Map, Links, Guide</i>)</li> <li>• Workplace Policies and Procedures (<i>Overview</i>)</li> <li>• Work Health and Safety Requirements</li> <li>• Current Legislation, regulations, and codes of practice</li> <li>• Personal Philosophy</li> <li>• Policies on:             <ul style="list-style-type: none"> <li>○ Allergies</li> <li>○ Anaphylaxis</li> <li>○ Completed Incident Report</li> </ul> </li> <li>• Participation in a fire evacuation</li> <li>• Code of Ethics</li> <li>• United nations convention on the rights of the child</li> <li>• Outdoor safety check</li> <li>• Staff appraisal</li> </ul>
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### CHCDIV001 Work with diverse people

Instructions to the candidate	<p>Performance:</p> <p>This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.</p> <p>This unit applies to all workers.</p>
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 A white lowercase letter 'i' inside a black circle, representing an information icon.	<p>Portfolio of Evidence:</p> <p><i>These must be included in your portfolio:</i></p> <ul style="list-style-type: none"><li>• Policies on the following:<ul style="list-style-type: none"><li>○ Inclusion</li><li>○ Cultural</li></ul></li><li>• United Nations universal declaration of human rights</li></ul>
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