



**Australian Government**

# **CHCECE023 Analyse information to inform learning**

**Release: 2**

## CHCECE023 Analyse information to inform learning

### Modification History

Release	Comments
Release 2	<p>Updated:</p> <ul style="list-style-type: none"> <li>• assessor requirements statement</li> <li>• foundation skills lead in statement</li> <li>• licensing statement</li> <li>• modification history to reflect 2012 standards</li> </ul> <p>Equivalent outcome.</p>
Release 1	<p>This version was released in <i>CHC Community Services Training Package release 1.0</i> and meets the requirements of the 2012 Standards for Training Packages.</p> <p>Significant changes to elements and performance criteria.</p> <p>New evidence requirements for assessment, including volume and frequency requirements.</p>

### Application

This unit describes the skills and knowledge required to gather and analyse information about children's learning, in order to inform practice.

This unit applies to educators working in a range of education and care services.

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

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

1. Gather and document information about children

1.1 Undertake observations and gather detailed information about children's learning, using a wide range of approaches

1.2 Ensure the assessment methods and tools used to gather information consider assessment principles

**ELEMENT****PERFORMANCE CRITERIA**

*Elements define the essential outcomes.*

*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*

	<p>1.3 Gather information and observations over time and in a variety of spaces</p> <p>1.4 Include the voices of educators, children, peers, families and other professionals where appropriate</p> <p>1.5 Demonstrate inclusive assessment practices</p>
2. Monitor children's learning and development	<p>2.1 Use information and observations to analyse and monitor children's strengths, interests, relationships and learning in conjunction with the approved framework's learning outcomes</p> <p>2.2 Identify children who may need additional support in order to achieve particular learning outcomes</p> <p>2.3 Use summative assessment to reflect on children's learning over a period of time</p> <p>2.4 Collaborate with families and colleagues to support children's learning</p> <p>2.5 Develop a process to ensure that information and observations are gathered and used to inform planning for all children</p>
3. Use evidence to inform practice	<p>3.1 Use evidence to plan for children to learn through play, intentional teaching, modelling and the learning environment</p> <p>3.2 Reflect on and improve own practices using evidence gathered</p>
4. Share information appropriately	<p>4.1 Implement strategies to ensure that children's documentation can be shared with families</p> <p>4.2 Follow confidentiality practices to ensure information is shared appropriately</p>

## Foundation Skills

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

- *Writing* – in order to document observations in line with workplace procedures and policies

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>