



Australian Government

**Assessment Requirements for CHCECE007
Develop positive and respectful
relationships with children**

Release: 2

Assessment Requirements for CHCECE007 Develop positive and respectful relationships with children

Modification History

Release	Comments
Release 2	Updated: <ul style="list-style-type: none">• assessor requirements statement• foundation skills lead in statement• licensing statement• modification history to reflect 2012 standards Equivalent outcome.
Release 1	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. Significant changes to elements and performance criteria. New evidence requirements for assessment including volume and frequency requirements.

Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once:

- communicated positively and respectfully and interacted effectively with at least three children, including:
 - active listening
 - consideration of a child's age, activities, interests, culture and needs
 - interpreting non-verbal cues of children
 - responding to distress in ways that meets the child's need
 - communication of care and respect through all interactions
- assessed and responded appropriately to behaviours of concern
- encouraged children to respect similarities and differences between each other
- involved and encouraged children in decision-making and planning
- performed the activities outlined in the performance criteria of this unit during a period of

at least 120 hours of work in at least one regulated education and care service

Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. These include knowledge of:

- how to access:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through framework and standards documents to find areas relevant to this unit of competency
- effective communication techniques including verbal and non-verbal ways to show respect
- techniques to guide children's behaviour
- United Nations Convention on the Rights of the Child
- organisational standards, policies and procedures.

Assessment Conditions

Skills must be demonstrated in a regulated education and care service.

In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment must ensure use of:

- National Quality Framework for Early Childhood Education and Care
- the relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs)

2015/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet -
<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>