



Australian Government

CHCECE023 Analyse information to inform learning

Release: 2

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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.

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

1.3 Gather information and observations over time and in a variety of spaces

1.4 Include the voices of educators, children, peers, families and other professionals where appropriate

1.5 Demonstrate inclusive assessment practices

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

2. Monitor children's learning and development

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

2.2 Identify children who may need additional support in order to achieve particular learning outcomes

2.3 Use summative assessment to reflect on children's learning over a period of time

2.4 Collaborate with families and colleagues to support children's learning

2.5 Develop a process to ensure that information and observations are gathered and used to inform planning for all children

3. Use evidence to inform practice

3.1 Use evidence to plan for children to learn through play, intentional teaching, modelling and the learning environment

3.2 Reflect on and improve own practices using evidence gathered

4. Share information appropriately

4.1 Implement strategies to ensure that children's documentation can be shared with families

4.2 Follow confidentiality practices to ensure information is shared appropriately

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 volumes are available from the CS&HISC website - <http://www.cshisc.com.au/>