



Australian Government

Assessment Requirements for CHCECE038 Observe children to inform practice

Release: 1

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Modification History

Release 1. CHCECE038 Observe children to inform practice supersedes and is equivalent to CHCECE013 Use information about children to inform practice.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- gather, document, reflect on, and use information about three different children between the ages of birth and six years, one of whom must be under 23 months, to inform curriculum planning for each of the three children
- when completing the above tasks, for each child:
 - gather information using at least three different observation techniques
 - use at least two secondary sources
 - communicate a perspective about:
 - aspects of child's development
 - individual interests and learning
 - explain links to approved learning framework.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of the following National Quality Standard and related regulations and laws applicable to this unit, including:
 - collaborative partnerships with families and communities
 - educational program and practice
 - relationships with children
- stages of child development and how they are used in curriculum planning
- stages of the curriculum planning cycle:
 - gathering information
 - questioning and analysing information
 - planning
 - implementation
 - review and reflection
- key considerations for collecting information:
 - confidentiality and privacy requirements

- changes in child or family circumstance
- what information is important and why
- different types of information – primary and secondary sources
- importance of using a strengths-based approach to children’s learning and development
- communication techniques for:
 - collaboration
 - questioning
- ways of gathering information and who may be involved
 - range of observation techniques
 - appropriate application of different techniques
 - stakeholders
 - children
 - family
 - educators
 - carers and significant adults
 - community
 - other relevant professionals
- how to make and document meaningful observations:
 - subjective vs objective language
 - avoidance of labelling
 - past and present tense
 - avoidance of bias
- ways of questioning and reviewing information to gain better understanding of children’s needs and learning opportunities
- how individual educators can contribute to the planning stage based on information collected
- reflective practice:
 - what is reflection
 - why and how educators use reflection
 - what is meaningful reflection
- service standards, policies and procedures for:
 - collaborative partnerships with families and communities
 - educational program and practice
 - relationships with children.

Assessment Conditions

Skills must be demonstrated in a regulated children’s education and care service in Australia:

- performance evidence may be collected through authenticated third-party reports
- third-party reports must be supplemented by other forms of evidence

- interactions with children must be supervised by an approved early childhood educator.

Assessment must ensure access to:

- observation-recording tools
- children's records (real or simulated)
- information technology for recording information
- National Quality Framework:
 - National Quality Standard
 - the relevant approved learning framework
- service standards, policies and procedures for:
 - collaborative partnerships with families and communities
 - educational program and practice
 - relationships with children
- educators for guidance and collaboration
- children between the ages of birth and six years in a regulated education and care service in Australia.

Assessors must satisfy the Standards for Registered Training Organisations' 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>