



**Australian Government**

# **CHCECE044 Facilitate compliance in a children's education and care service**

**Release: 1**

# CHCECE044 Facilitate compliance in a children's education and care service

## Modification History

Release 1. CHCECE044 Facilitate compliance in a children's education and care service supersedes and is not equivalent to CHCECE019 Facilitate compliance in an education and care service.

## Application

This unit describes the performance outcomes, skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance in an education and care service.

This unit applies to educators working in regulated children's education and care services in Australia. They provide guidance to others and have responsibilities in relation to continuous improvement of services provided.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Early Childhood Education and Care

## Unit Sector

Children's Education and Care

## Elements and Performance Criteria

### ELEMENTS

*Elements describe the essential outcomes*

### PERFORMANCE CRITERIA

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

1. Interpret the National Quality Framework (NQF).
  - 1.1. Identify and access sources of information about the NQF and seek assistance if clarification is required on interpretation of any aspect of the framework.
  - 1.2. Support staff understanding of the NQF and other legislation and regulations relevant to the service through clear and consistent provision of information.
2. Interpret the National Quality Standard (NQS).
  - 2.1. Analyse the NQS and determine the relevance of its components to the service.
  - 2.2. Interpret details and requirements of the assessment and rating process and share information with all staff in the service.
3. Facilitate service self-assessment.
  - 3.1. Determine ways to collect information from staff, children, families and the community to inform self-assessment on a regular ongoing basis.
  - 3.2. Share ideas with colleagues and involve them in the collection of information to inform self-assessment.
  - 3.3. Record information collected during self-assessment process against standards and elements in the NQS.
  - 3.4. Make self-assessment data available at the service to inform discussion of the assessment and rating process.
4. Facilitate the development of a Quality Improvement Plan (QIP).
  - 4.1. Use the information gathered in the self-assessment process to inform development of the QIP.
  - 4.2. Collaborate with stakeholders to identify strengths and key improvements sought within the service.
  - 4.3. Determine how key improvements sought will be reflected in the QIP.
  - 4.4. Clearly and concisely record all of the required information in the QIP.
  - 4.5. Plan collaboration with stakeholders on a regular basis to review the QIP.
5. Coordinate the service for a rating and assessment visit.
  - 5.1. Provide timely advice about assessment visit and schedule meetings with stakeholders and staff to ensure adequate preparation.
  - 5.2. Check for accuracy and completion of all documentation required for rating and assessment.
  - 5.3. Provide clear information to staff about individual and team requirements during the rating and assessment visit.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed here, along with a brief context statement.

| <b>SKILLS</b>                        | <b>DESCRIPTION</b>   |
|--------------------------------------|--|
| Reading skills to:                   | <ul style="list-style-type: none"><li>• interpret content of the NQF and NQS.</li></ul>  |
| Writing skills to:                   | <ul style="list-style-type: none"><li>• record information according to service policies and procedures</li><li>• produce accurate, informative reports.</li></ul>   |
| Oral communication skills to:        | <ul style="list-style-type: none"><li>• ask open and closed questions and actively listen to seek information and confirm understanding</li><li>• interact and engage with children, families, staff and the community to build rapport.</li></ul> |
| Problem-solving skills to:           | <ul style="list-style-type: none"><li>• identify deficiencies in information and address by ongoing searches.</li></ul>  |
| Initiative and enterprise skills to: | <ul style="list-style-type: none"><li>• determine and use appropriate template for reporting, according to service policies and procedures.</li></ul>  |
| Technology skills to:                | <ul style="list-style-type: none"><li>• access information using digital media.</li></ul>  |

## Unit Mapping Information

Release 1. CHCECE044 Facilitate compliance in a children's education and care service supersedes and is not equivalent to CHCECE019 Facilitate compliance in an education and care service.

## Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4fle53>