



**Australian Government**

# **CHCECE056 Work effectively in children's education and care**

**Release: 1**

# CHCECE056 Work effectively in children's education and care

## Modification History

Release 1. CHCECE056 Work effectively in children's education and care. New unit. No equivalent unit.

## Application

This unit describes the performance outcomes, skills and knowledge required to work in a children's education and care context using effective communication and knowledge of job roles, responsibilities and service procedures to complete daily work activities.

This unit applies to individuals who work according to established policies and procedures and under the supervision and guidance of others in regulated children's education and care services in Australia.

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. Source and use information on work in children's education and care.
  - 1.1. Identify and access sources that provide current and accurate information on work in children's education and care aligned with the National Quality Framework.
  - 1.2. Source and interpret information on rights and responsibilities of own role.
  - 1.3. Source and interpret information on skill and knowledge requirements for own and related roles.
2. Work within service requirements.
  - 2.1. Obtain, interpret and comply with service policies and procedures according to own job role.
  - 2.2. Seek advice and information from supervisors to ensure full understanding of service requirements.
  - 2.3. Use designated lines of internal and external verbal and written communication and reporting.
  - 2.4. Follow service presentation standards.
3. Use effective work practices.
  - 3.1. Plan and organise daily work activities to achieve required outcomes within scope of responsibility.
  - 3.2. Act promptly on instructions and follow procedures relevant to the task.
  - 3.3. Identify and clearly communicate to supervisor when additional support is needed.
  - 3.4. Prioritise and complete competing tasks within designated timeframes.
4. Work collaboratively.
  - 4.1. Identify and use opportunities to share and seek information to maximise cooperation and the quality of daily work outcomes.
  - 4.2. Use verbal and non-verbal communication that demonstrates respect for individual differences and work roles.
  - 4.3. Communicate information in a manner that is clear, and confirm understanding of other party.
  - 4.4. Listen to requests, clarify meaning and respond appropriately.
  - 4.5. Exchange information clearly in a timely manner and within confidentiality procedures.
  - 4.6. Use oral communication skills to prevent, defuse and resolve conflict situations.
5. Develop personal professional practice.
  - 5.1. Explore theories and contemporary research relating to early childhood.
  - 5.2. Reflect on personal values and beliefs in relation to early childhood and how these align with theories and

contemporary research.

5.3. Establish a personal professional philosophy in relation to early childhood.

5.4. Recognise the role of the early childhood educator in advocating for children and the sector.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.

SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"><li>interpret information on the National Quality Framework.</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></ul>
Initiative and enterprise skills to:	<ul style="list-style-type: none"><li>identify and evaluate relevance of various sources of information.</li></ul>
Self-management skills to:	<ul style="list-style-type: none"><li>interpret information from written and/or verbal directions and action appropriately.</li></ul>
Technology skills to:	<ul style="list-style-type: none"><li>source information about work in children's education and care using digital media.</li></ul>

## Unit Mapping Information

Release 1. CHCECE056 Work effectively in children's education and care. New unit. 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>