



Australian Government

CHCECE009 Use an approved learning framework to guide practice

Release: 2

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Modification History

Release	Comments
Release 2	Updated: • 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.

Application

This unit describes the skills and knowledge required to enable educators to provide children with opportunities to maximise their potential and develop a foundation for future success.

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

Elements define the essential outcomes.

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

1. Identify learning frameworks

1.1 Investigate different approved learning frameworks and identify the framework relevant to the service

1.2 Recognise differences between the relevant framework and other approved frameworks

1.3 Clarify the relevance of the framework with educators and others to identify its relationship to other aspects of relevant

Elements define the essential outcomes.

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

law and regulations

2. Apply the learning framework

2.1 Investigate how the framework is applied to support children's learning

2.2 Explore and develop an understanding of the principles and practices of the relevant framework

2.3 Work in collaboration with others to apply the principles and practices of the learning framework to all aspects of the educator role

2.4 Work in collaboration with others to implement framework learning outcomes

2.5 Reflect on own practices in the workplace and discuss with supervisor

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

- *Reading* – in order to interpret and apply relevant approved learning frameworks in the context of own work role.

The remaining foundation skills essential to performance are explicit in the performance criteria of this unit.

Range of Conditions

Specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Range is restricted to essential operating conditions and any other variables essential to the work environment.

The learning framework used must be one listed in the Education and Care Services National Regulations.

Unit Mapping Information

This version was released in *CHC Health Training Package release 1.0* and meets the requirements of the New Standards for Training Packages.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53>

Assessment Requirements for CHCECE009 Use an approved learning framework to guide practice

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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:

- worked collaboratively with at least one other educator to implement an approved learning framework within an approved education and care service, including:
 - investigating and documenting at least two examples of how the learning framework is demonstrated in the service
 - researching and documenting at least one example of how each principle of the learning framework is reflected in the service
 - working closely with others and under supervision to help implement the framework
 - reflecting on and discussing practice with supervisor and others
 - investigated and documented their own involvement in at least three examples of pedagogical practices in the 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:
 - Belonging, Being and Becoming: The Early Years Learning Framework for Australia
 - My Time, My Place: Framework for School Age Care in Australia
 - the relevant approved learning framework used in the service if different from those above
- how to navigate through framework documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- key participants in the implementation of the relevant approved learning framework
- 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

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