



Australian Government

CHCECE013 Use information about children to inform 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. 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 information about children through observation and other sources as a basis to inform program-planning cycles and to share with children and their families.

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 required to demonstrate achievement of the element.

1. Gather information about the child through observation

1.1 Observe, listen and talk with children for sustained periods of time

1.2 Pay close attention to what the child is saying and doing

1.3 Identify their interests, ideas, knowledge and skills

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

2. Gather information about the child from secondary sources

2.1 Use child records to collect information about each child

2.2 Collaborate with family and other educators to collect information about each child's needs, interests, skills and cultural practices

3. Record observations appropriately

3.1 Ensure information collected through observation and secondary sources is discussed with relevant people and recorded accurately in accordance with service requirements

3.2 Ensure discussion and recording of information is free from biased comments and negative labelling of children

4. Use observations and information collected to contribute to program planning

4.1 Use information gathered about the child to contribute to the planning of programs that promote children's learning and development

4.2 Use information gathered about the child to ensure interactions are responsive and respectful of the individual child

Foundation Skills

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

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

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 CHCECE013 Use information about children to inform 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:

- observed, documented and analysed information regarding at least three children of varying ages, including:
 - gathering and recording information using:
 - observations
 - questioning
 - discussion with families
 - anecdotal information
 - learning stories
 - jottings
 - digital images
 - samples of children's work
 - analysing observations of the children's behaviour, including:

- aspects of child's development
- knowledge, ideas, abilities and interests
- social interactions
- reactions to play environment
- writing reports that record observations accurately and respectfully to the level of detail expected in the service
- using information to contribute to program/planning.

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:
 - the National Quality Framework
 - the National Quality Standards
 - the relevant approved learning framework
- how to navigate through standards and framework documents to find areas relevant to this unit of competency
- United Nations Convention on the Rights of the Child
- code of ethics
- reflective practice
- child development, in order to analyse information and plan accordingly
- observation techniques
- report-writing standards and protocols relevant to the context of observation reports
- 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
- observation-recording tools.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

Links

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