



Australian Government

Assessment Requirements for CHCECE021 Implement strategies for the inclusion of all children

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.

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:

- developed and implemented a plan for support and inclusion for at least one child, including:
 - contributing to individualised, child-centred planning and service delivery
 - collaborating and sharing information with family and other educators to develop and implement an inclusion plan
 - investigating and trialling strategies to address the needs of the child
 - reviewing and suggesting adaptations to service delivery to meet the needs of children with special needs
 - identifying and assessing the additional needs of individual children
 - gathering additional resources or sources of information to assist in developing and adapting curriculum to meet additional needs.

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
- and how to navigate through framework and standards documents to find areas relevant to this unit of competency
- relevant legislation, regulations and workplace practices
- range of additional needs that may be identified and the implications for the role of the educator, including:
 - behavioural or psychological disorders
 - child at risk of harm or illness
 - family circumstances and needs
 - health problems
 - physical, sensory or developmental disability
 - strategies that encourage participation
- understanding of different backgrounds, experiences and needs of children and families in exceptional circumstances or with additional needs
- organisation 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

Companion Volume implementation guides are found in VETNet -

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