



Australian Government

CHCECE023 Analyse information to inform learning

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 and analyse information about children's learning, in order to inform practice.

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 needed to demonstrate achievement of the element.

1. Gather and document information about children

1.1 Undertake observations and gather detailed information about children's learning, using a wide range of approaches

1.2 Ensure the assessment methods and tools used to gather information consider assessment principles

ELEMENT**PERFORMANCE CRITERIA**

Elements define the essential outcomes.

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

1.3 Gather information and observations over time and in a variety of spaces

1.4 Include the voices of educators, children, peers, families and other professionals where appropriate

1.5 Demonstrate inclusive assessment practices

2. Monitor children's learning and development

2.1 Use information and observations to analyse and monitor children's strengths, interests, relationships and learning in conjunction with the approved framework's learning outcomes

2.2 Identify children who may need additional support in order to achieve particular learning outcomes

2.3 Use summative assessment to reflect on children's learning over a period of time

2.4 Collaborate with families and colleagues to support children's learning

2.5 Develop a process to ensure that information and observations are gathered and used to inform planning for all children

3. Use evidence to inform practice

3.1 Use evidence to plan for children to learn through play, intentional teaching, modelling and the learning environment

3.2 Reflect on and improve own practices using evidence gathered

4. Share information appropriately

4.1 Implement strategies to ensure that children's documentation can be shared with families

4.2 Follow confidentiality practices to ensure information is shared appropriately

Foundation Skills

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

- *Writing* – in order to document observations in line with workplace procedures and policies

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

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 CHCECE023 Analyse information to inform learning

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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:

- collected and documented observations of at least three different children, including:
 - children's behaviour and learning
 - children's play preferences
 - strengths, interests and relationships
- applied information to educational practice, including:
 - sharing information with families, educators, children, experts and specialists
 - collaborating with families to plan for children's individual needs
 - using information gathered to inform 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 interpret the relevance of framework and standards documents in guiding work in this unit of competency
- observation and inclusion principles
- confidentiality requirements
- code of ethics
- collaborative planning techniques
- summative assessments
- 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

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