



**Australian Government**

# **CHCECE041 Maintain a safe and healthy environment for children**

**Release: 1**

# CHCECE041 Maintain a safe and healthy environment for children

## Modification History

Release 1. CHCECE041 Maintain a safe and healthy environment for children supersedes and is not equivalent to CHCECE016 Establish and maintain a safe and healthy environment for children.

## Application

The unit describes the performance outcomes, skills and knowledge to monitor and maintain health and safety in the areas of individual health, hygiene, infectious disease, supervision, risk management, incident and emergency management. It includes the ability to contribute to the ongoing improvement of workplace health and safety policies and procedures.

This unit applies to educators who implement and monitor practices according to established service policies and procedures in a regulated children's education and care service in Australia. They may also provide guidance to other workers.

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. Identify health and safety policies and procedures of the service.
  - 1.1. Access health and safety policies and procedures.
  - 1.2. Establish scope of own role and responsibilities in maintaining health and safety from policies and procedures.
2. Monitor and implement health and safety policies and procedures.
  - 2.1. Model and monitor compliance with service health and safety policies and procedures.
  - 2.2. Encourage and assist colleagues to meet health and safety requirements through regular communication and provision of up to date information.
  - 2.3. Identify and respond to issues according to service policies and procedures.
  - 2.4. Identify and report health and safety training needs to relevant supervisors.
  - 2.5. Complete and maintain accurate health and safety records according to service policies and procedures.
3. Monitor risk.
  - 3.1. Identify potential or actual hazards based on monitoring of children, activities and physical areas.
  - 3.2. Assess safety risk associated with the hazard according to service risk management procedures.
  - 3.3. Inform relevant parties according to service procedures.
  - 3.4. Take action to eliminate or control the risk based on completed risk assessment.
4. Contribute to health and safety policies and procedures.
  - 4.1. Identify and use opportunities to maintain currency of knowledge about health and safety issues.
  - 4.2. Identify and access information from credible and authoritative sources.
  - 4.3. Seek feedback from colleagues on health and safety practices and potential issues through formal and informal communication.
  - 4.4. Use feedback and own critical reflection to contribute to the improvement of health and safety policies and procedures.
5. Manage risk for excursions.
  - 5.1. Complete excursion risk management plan according to service policies and procedures.
  - 5.2. Identify staffing requirements and allocation of resources according to service policies and procedures and legislative requirements.
  - 5.3. Assess location, facilities and activities and identify potential hazards.
  - 5.4. Obtain permission from families and communicate

- expectations for the child's involvement.
- 5.5. Confirm insurance, volunteer credentials and transport requirements according to service policies and procedures and legislative requirements.
- 5.6. Use intentional teaching techniques to prepare children for the excursion.
- 5.7. Minimise and manage risk by planning communication and collaboration between educators and volunteers during excursion.

## Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

| SKILLS                        | DESCRIPTION                                                                                                                                                                                      |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading skills to:            | <ul style="list-style-type: none"><li>interpret service policies and procedures.</li></ul>                                                                                                       |
| Writing skills to:            | <ul style="list-style-type: none"><li>complete reports and forms according to service policies and procedures.</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><li>accurately report and explain incidents.</li></ul> |
| Teamwork skills to:           | <ul style="list-style-type: none"><li>share information in line with service policies and procedures.</li></ul>                                                                                  |
| Self-management skills to:    | <ul style="list-style-type: none"><li>interpret information from written and verbal directions and action appropriately.</li></ul>                                                               |
| Technology skills to:         | <ul style="list-style-type: none"><li>research health and safety issues and information using digital media.</li></ul>                                                                           |

## Unit Mapping Information

Release 1. CHCECE041 Maintain a safe and healthy environment for children supersedes and is not equivalent to CHCECE016 Establish and maintain a safe and healthy environment for children.

## 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 CHCECE041 Maintain a safe and healthy environment for children

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## Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- examine existing service policies and procedures and support materials, and document how risks are addressed in each of the following areas:
  - health safety and wellbeing
  - incidents, injury, trauma and illness
  - infection control
  - medical conditions
  - administration of medication
  - emergencies and evacuations
  - drop off and collection of children
  - supervision
- develop a risk management plan for an excursion, according to service policies and procedures and legislative requirements.

## Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- requirements of the following National Quality Standard and related regulation and laws applicable to this unit, including:
  - children's health and safety
- requirements of the Education and Care Services National Regulations in relation to children's health and safety and specifically how these are translated into service policies and procedures:
  - health, safety and wellbeing of children
  - incidents, injury, trauma and illness
  - infection control
  - medical conditions
  - administration of medication
  - emergencies and evacuation

- collection of children from premises and excursions
- health and safety roles, responsibilities and interrelationships of different personnel in children's education and care services
- regulations and requirements associated with the transport of children in vehicles
- supervision planning, set up and implementation requirements and considerations for different:
  - age groups
  - areas including playground
  - activities
- critical reflection:
  - what is critical reflection
  - why and how educators use critical reflection
  - what makes for meaningful critical reflection
- principles of risk management
- for excursions:
  - how to develop a risk management plan
  - permissions required and how they must be documented
  - credentials for accompanying volunteers
  - insurance requirements
  - techniques for working with others during excursions to minimise risk.

## Assessment Conditions

Skills must be demonstrated in a regulated children's education and care service in Australia:

- interactions with children must be supervised by an approved early childhood educator.

Skills related to review of policies and developing a risk management plan may be demonstrated outside of the service but must be based on work in a regulated children's education and care service in Australia.

Assessment must ensure access to:

- information technology for research and documentation
- National Quality Framework:
  - Education and Care Services National Regulations
  - National Quality Standard
- service standards, policies and procedures as required by National Regulations for health and safety
- educators for collaboration
- children in a regulated education and care service in Australia.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

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