



Australian Government

Assessment Requirements for CHCECE057

Use collaborative practices to uphold child protection principles

Release: 1

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Modification History

Release 1. CHCECE057 Use collaborative practices to uphold child protection principles.
New unit. No equivalent unit.

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:

- work collaboratively with at least two families, including:
 - applying a range of collaborative work practices when working with families, children, young people, colleagues and other agencies
 - adhering to child protection principles and work practices while performing work role
 - applying self-management strategies and safe work principles
 - communicating and responding appropriately to children and families
 - supporting families to ensure that the child or young person is safe.

Knowledge Evidence

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

- legal, social and political context of child protection in children's education and care
- the roles of key state/territory child protection regulatory authorities
- interagency frameworks and agreed protocols
- educator duty of care responsibilities
- United Nations Convention on the Rights of the Child:
 - its purpose
 - the articles relevant to child protection
- legal and ethical considerations when dealing with families:
 - child custody
 - child protection
 - confidentiality and privacy
 - family and service rights and responsibilities
- effects of child abuse and neglect and its impact on the wellbeing of the child
- key steps in the process of investigation and assessment in child protection:
 - notification
 - investigation
 - assessment

- decision
- established guidelines and key features of collaborative practice in child protection
- worker safety and self-management principles
- areas of diversity in society, their characteristics and how individuals may be affected in living their daily lives:
 - culture
 - race
 - ethnicity
 - language
 - disability
 - gender
 - intergenerational disadvantage
 - family types
 - sexual orientation
 - gender identity
- socioeconomic circumstances and their impact on families
- service standards, policies and procedures for child protection.

Assessment Conditions

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

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

Where there is documented evidence that the service does not permit performance of one or more of the above skills by individuals who are not staff members, those skills may be demonstrated through simulated activities and scenarios.

Simulated assessment environments must simulate the real-life working environment where the skills and knowledge within this unit would be utilised, with all the relevant equipment and resources of that working environment.

Assessment must ensure access to:

- information technology for sourcing information
- service standards, policies and procedures for child protection
- United Nations Convention on the Rights of the Child
- children in a regulated education and care service in Australia.

Assessors must satisfy the Standards for Registered Training Organisations' 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>