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Section 1:

Unit of competency

The CHC Community Services Training Package was developed by the Community Services and Health Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency *CHCECE007 Develop positive and respectful relationships with children* and other information relevant to it.

It contains the following information:

- 1.1 Elements of competency and performance criteria
- 1.2 Assessment requirements
- 1.3 Dimensions of competency
- 1.4 Foundation skills
- 1.5 Skill sets
- 1.6 Recognition of prior learning (RPL)
- 1.7 Glossary of terms

1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE007 Develop positive and respectful relationships with children* to the unit of competency.

CHCECE007 Develop positive and respectful relationships with children	Where covered in the learner guide
Element 1: Communicate positively with children	Chapter 1: Communicating positively with children
1.1 Respond sensitively and appropriately to all children's efforts to communicate	1A Responding positively to children
1.2 Engage in sustained conversations with individual children about things that interest the child	1A Responding positively to children 1B Sustaining conversations with children
1.3 Consistently respond positively to all children who require attention	1A Responding positively to children
1.4 Sit and talk with children at mealtimes and help create a relaxed and unhurried routine	1B Sustaining conversations with children
Element 2: Interact positively with children	Chapter 2: Interacting positively with children
2.1 Participate in children's play and use children's cues to guide the level and type of involvement	2A Participating in children's play
2.2 Respond positively and respectfully to children's comments, questions and requests for assistance	2B Interacting positively
2.3 Role-model positive interactions with others	2B Interacting positively
2.4 Encourage children to share their stories and ideas	2B Interacting positively
Element 3: Support and respect children	Chapter 3: Supporting and respecting children

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ☐ Details of the training organisation, including the contact person
- ☐ The unit/s of competency to be delivered in the program of study
- ☐ Pathways
- ☐ The learner or target group
- ☐ Delivery mode/s
- ☐ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ☐ Methods of assessment and evidence gathering
- ☐ Program duration and delivery schedule
- ☐ Session locations including workplace assessment information
- ☐ Delivery and assessment staff
- ☐ Assessment validation process

2.2 Training strategies

The following training strategies can be used to deliver *CHCECE007 Develop positive and respectful relationships with children*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

Topic: Communicating positively with children	
Suggested time allocation: Suggested resources: <ul style="list-style-type: none">▪ Recommended reading▪ Slide presentation software	Slide nos: 2–9
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE007 Develop positive and respectful relationships with children</i> Chapter 1: Communicating positively with children	<ul style="list-style-type: none">▪ Nonverbal checklist
Suggested training strategies	
<ul style="list-style-type: none">▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE007 Develop positive and respectful relationships with children</i>. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.	
<ul style="list-style-type: none">▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.	
<ul style="list-style-type: none">▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.	

3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE007 Develop positive and respectful relationships with children*.

Part	Element	Performance criteria
A	1, 2, 3, 4	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 4.5, 4.6
B	1, 2, 3, 4	1.4, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.8

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE007 Develop positive and respectful relationships with children*.

Requirements

To complete this assessment activity, you will need:

- access to a children's services environment
- to complete the tasks outlined in Part A and Part B and submit responses as directed by your trainer/assessor/training organisation
- to ensure you respect confidentiality as required.

Part A

Read the following case studies. Explain in detail how you would respond in a way that demonstrates positive communication, respect and effective interactions with children.

1. Cordelia (2 years) and Emmet (also 2 years) are tugging on a knitted toy, which they both want to play with. Cordelia pushes Emmet away, and Emmet lies on the floor, crying.
2. Samir is Sudanese and has dark skin. He starts preschool a few weeks into the term. Three of the children, aged 4 years, laugh and point at Samir in the playground, and say they don't want to play with him.

3.2 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE007 Develop positive and respectful relationships with children*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	4, 5	Activity 3: 3 Activity 4: 2, 3, 4, 5, 6, 7	Part B 1, 2, 4 Part C 1, 2, 3	Part B 1, 2, 3, 4, 5, 6, 7, 8, 9
Observation/demonstration	5	Activity 4: 1	Part A Part B 3	
Case study	1, 2, 6, 7	Activity 2: 1, 2, 3 Activity 4: 6		Part A 1, 2, 3, 4, 5, 6, 7, 8, 9
Role-play				
Training log, diary or journal		Activity 1: 1, 2, 3		
Portfolio, reports, work samples	1, 4	Activity 3: 1, 2 Activity 4: 7	Part C 1, 2, 3 Part D 1–6	Part B 1, 2, 3, 4, 5, 6, 7, 8
Third-party reports	3		Part B 3	

Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments:** where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment for learning
- **summative assessment:** where assessment is an exercise or simulation at the end of the learning process – also known as assessment of learning.

Evaluating evidence

The following steps may help you evaluate evidence.

Step 1: Evidence is gathered.

Step 2: Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

Step 3: Evidence meets the full requirements of the unit/s of competency.

Step 4: The assessment process is valid, reliable, fair and flexible.

Step 5: The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.

3.8 Assessment records

Learners must provide evidence of how they have complied with the performance and knowledge evidence requirements outlined in the unit of competency. These requirements should be assessed in the workplace or in a simulated workplace; assessment conditions are specified in each unit of competency.

You can use the following assessment forms to record the learner's evidence of competency:

- The **assessment instructions checklist** helps the trainer/assessor provide clear instructions to the candidate as to which assessment activities to complete.
- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.
- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.
- The **recognition of prior learning interview questions** help the trainer match the learner's previous training, work or life experience to the requirements of the unit/s of competency.
- The **performance evidence checklist** facilitates the observation process; it allows trainers to identify skill gaps and provide useful feedback to learners.
- The **knowledge evidence checklist** can be used to record the learner's understanding of the knowledge evidence; it allows trainers to identify knowledge gaps and to provide useful feedback to learners.
- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.
- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

Self-assessment record

Institution: Candidate's name: Unit of competency: CHCECE007 Develop positive and respectful relationships with children Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> communicate positively and respectfully and interact effectively with at least three children, including: <ul style="list-style-type: none"> active listening consideration of a child's age, activities, interests, culture and needs interpreting non-verbal cues of children responding to distress in ways that meets the child's need communication of care and respect through all interactions. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
I can: <ul style="list-style-type: none"> assess and respond appropriately to behaviours of concern. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> encourage children to respect similarities and differences between each other. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> involve and encourage children in decision-making and planning. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> perform the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	