
Contents

About this guide	1
Section 1: Unit of competency	3
1.1 Elements of competency and performance criteria	4
1.2 Assessment requirements	6
1.3 Dimensions of competency	8
1.4 Foundation skills	9
1.5 Skill sets	10
1.6 Recognition of prior learning (RPL)	10
1.7 Glossary of terms	12
Section 2: Training requirements	15
2.1 Training and assessment strategy	16
2.2 Training strategies	20
Section 3: Assessment resources	27
3.1 Alternative final assessment	28
3.2 Assessment mapping	32
3.3 Solutions – general guidance	38
3.4 Solutions to practice tasks	39
3.5 Solutions to assessment activities	43
3.6 Solutions to final assessments	50
3.7 Evidence of competency	63
3.8 Assessment records	65
Glossary	79

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 *CHCECE013 Use information about children to inform practice* to the unit of competency.

CHCECE013 Use information about children to inform practice	Where covered in the learner guide
Element 1: Gather information about the child through observation	Chapter 1: Gathering information about the child through observation
1.1 Observe, listen and talk with children for sustained periods of time	1A Interacting to learn about the child 1C Recording information
1.2 Pay close attention to what the child is saying and doing	1A Interacting to learn about the child 1C Recording information
1.3 Identify their interests, ideas, knowledge and skills	1B Identifying interests, ideas, knowledge and skill 1C Recording information
Element 2: Gather information about the child from secondary sources	Chapter 2: Gathering information about the child from secondary sources
2.1 Use child records to collect information about each child	2A Gathering information
2.2 Collaborate with family and other educators to collect information about each child's needs, interests, skills and cultural practices	2A Gathering information
Element 3: Record observations appropriately	Chapter 3: Recording observations appropriately
3.1 Ensure information collected through observation and secondary sources is discussed with relevant people and recorded accurately in accordance with service requirements	3A Writing objective and accurate records 3B Discussing information with relevant people
3.2 Ensure discussion and recording of information is free from biased comments and negative labelling of children	3A Writing objective and accurate records
Element 4: Use observations and information collected to contribute to program planning	Chapter 4: Using observations and information collected to contribute to program planning

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 *CHCECE013 Use information about children to inform practice*. 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: Gathering information about the child through observation	
Suggested time allocation: Suggested resources: <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	Slide nos: 2–17
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE013 Use information about children to inform practice</i> Chapter 1: Gathering information about the child through observation	<ul style="list-style-type: none"> ▪ Observation ▪ Pedagogy ▪ Professional practice ▪ Anecdotal ▪ Learning stories
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>CHCECE013 Use information about children to inform practice</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. 	
<ul style="list-style-type: none"> ▪ Encourage learners to maintain a learning journal as they undertake this unit of study. They should use the learning journal to record their workplace experience, their reflections on their learning, feedback they receive from trainers, supervisors, clients and their more experienced colleagues and their self-assessment of their performance in the workplace. Advise learners whether their learning journal could form a component of their assessment in this unit. The journal could be used when undertaking practical workplace activities, but may also be used for all knowledge and skill development activities such as class assignments, tests and research tasks set by the trainer. The journal can also record trainer and assessor feedback of formative and summative assessments; that is, the learner's progress towards achievement of the unit of competency. 	

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 *CHCECE013 Use information about children to inform practice*.

Part	Element	Performance criteria
A	1, 2, 3, 4	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 4.2
B	1, 2, 3, 4	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE013 Use information about children to inform practice*.

Requirements

To complete this assessment activity, you 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 maintain confidentiality as required.

Part A

Read the case study, then complete the tasks that follow. These tasks require you to collate information about children and use it to inform practice.

Case study

Donald is an educator at an early years learning centre. Part of his role is to observe and record children's activities and development and use this information to plan future activities. His educational leader suggests that Donald use a range of methodologies to gather holistic and comprehensive information about the children.

Today, Donald is focusing his attention on three different children – Alex (6 months), Zoe (3 years) and Chan (5 years). Here is a summary of the day's events:

9:00 am

The toddlers and preschoolers have morning tea together at the table with Donald and another educator. They discuss the foods their parents packed for them and different eating habits. Donald observes that Zoe is eating better than usual. She eats three slices of apple and her savoury muffin. She then asks Donald for water. Chan picks at his food and appears disinterested in the discussion. Donald wonders whether the foods packed for Chan are

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 *CHCECE013 Use information about children to inform practice*.

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

Self-assessment record

Institution: Candidate's name: Unit of competency: CHCECE013 Use information about children to inform practice Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> ▪ observe, document and analyse information regarding at least three children of varying ages, including: <ul style="list-style-type: none"> - gathering and recording information using: <ul style="list-style-type: none"> ♦ observations ♦ questioning ♦ discussion with families ♦ anecdotal information ♦ learning stories ♦ jottings ♦ digital images ♦ samples of children's work 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<ul style="list-style-type: none"> - analysing observations of the children's behaviour, including: <ul style="list-style-type: none"> ♦ aspects of child's development ♦ knowledge, ideas, abilities and interests ♦ social interactions ♦ reactions to play environment 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<ul style="list-style-type: none"> - writing reports that record observations accurately and respectfully to the level of detail expected in the service 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<ul style="list-style-type: none"> - using information to contribute to program/planning. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	