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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 *CHCECE020 Establish and implement plans for developing cooperative behaviour* 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 *CHCECE020 Establish and implement plans for developing cooperative behaviour* to the unit of competency.

CHCECE020 Establish and implement plans for developing cooperative behaviour	Where covered in the learner guide
Element 1: Establish and apply limits and guidelines for behaviour	Chapter 1: Establishing and applying limits and guidelines for behaviour
1.1 Initiate strategies, which are consistent with children's abilities, to support them to manage their own behaviour	1A Initiating strategies and developing guidelines to support children to manage their own behaviour
1.2 Establish guidelines in consultation with families that are relevant to the culture and background of the children and policies of the service	1B Establishing guidelines in consultation with families
1.3 Develop guidelines in collaboration with children according to their ability to do so	1A Initiating strategies and developing guidelines to support children to manage their own behaviour
1.4 Decide how to respond to incidents in a timely manner and implement response clearly, consistently and calmly	1C Responding to incidents
Element 2: Identify and review behaviour as required	Chapter 2: Identifying and reviewing behaviour as required
2.1 Gather information from all those involved in caring for the children	2A Gathering, documenting and analysing information about behaviour
2.2 Reflect on the wide range of variables that can impact on behaviour	2B Consulting with others and seeking advice
2.3 Observe and analyse behaviour to identify triggers or consequences which are maintaining the behaviour	2B Consulting with others and seeking advice
2.4 Scan environment and curriculum for possible influences on behaviour	2B Consulting with others and seeking advice
2.5 Facilitate an analysis of children's behaviour with all involved in caring for the children	2B Consulting with others and seeking advice
2.6 Seek advice from appropriate authorities as required	2B Consulting with others and seeking advice

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 *CHCECE020 Establish and implement plans for developing cooperative behaviour*. 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: Establishing and applying limits and guidelines for behaviour	
Suggested time allocation: 9 hours Suggested resources: <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	Slide nos: 2–24
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE020 Establish and implement plans for developing cooperative behaviour</i> Chapter 1: Establishing and applying limits and guidelines for behaviour	<ul style="list-style-type: none"> ▪ Age/stage appropriate behaviour ▪ Out of character behaviour ▪ Disruptive behaviour ▪ Behaviour of concern – age/stage appropriate ▪ Behaviour of concern – not age/stage appropriate ▪ Positive reinforcement ▪ Positive language ▪ Non-verbal communication ▪ Role-modelling ▪ Offering choices ▪ Problem-solving ▪ Superhero play ▪ Fads ▪ Tangible rewards ▪ Incentive charts ▪ Time out ▪ Redirection ▪ 'I' messages ▪ Natural consequences ▪ Logical consequences
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>CHCECE020 Establish and implement plans for developing cooperative behaviour</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. 	

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 *CHCECE020 Establish and implement plans for developing cooperative behaviour*.

Part	Element	Performance criteria
A	1, 2, 3, 4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5
B	–	–

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE020 Establish and implement plans for developing cooperative behaviour*.

Requirements

To complete this assessment activity, you need:

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

Part A

Read the scenario, then answer the questions that follow.

Scenario

Samy Wardi is a 4-year-old Sudanese boy who attends the early learning centre where you work. Samy's family are refugees from Sudan and arrived in Australia two years ago. They currently have a difficult situation, as neither parent can work due to language barriers and lack of appropriate employment. They currently live with Samy's uncle and his family, who have been living in Australia for over five years. The house is very crowded, and resources are limited. Neither Samy nor his family speak much English. At home, the family communicates in Sudanese.

During Samy's first week at the centre, he exhibits behaviours of concern. At 9:45 am, he and two other children, Rebecca and Toby, are playing in the sandpit just before morning tea. Samy wants one of the buckets Rebecca is playing with, but she will not give it to him. Samy bites and scratches Rebecca to the point of drawing blood, and hits Toby over the head

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 *CHCECE020 Establish and implement plans for developing cooperative behaviour*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1, 2, 3, 5, 6, 7, 10, 11	Activity 1: Part B 1, 2 Part C 1–6 Activity 2: Part A 2 Part B 1–3 Part C 1–3 Activity 3: Part A 1 Part B 3 Activity 4: Part A 1–4 Part B 1–4	Part B 1 Part C 1, 2	
Observation/demonstration	4	Activity 1: Part B 2 Activity 2: Part A 1, 2	Part A	
Case study	3, 6, 8	Activity 1: Part C 1–6 Activity 2: Part C 1–3 Activity 3: Part B 1, 2 Activity 4: Part B 1–4		Part A 1–16
Role-play	9	Activity 4: Part A 1		
Training log, diary or journal	8	Activity 1: Part A		
Portfolio, reports, work samples	2, 7, 8	Activity 1: Part B 3 Activity 3: Part A 2 Part B 1, 2	Part B 2–6	Part B 1–3

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: <i>CHCECE020 Establish and implement plans for developing cooperative behaviour</i> Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> observe and analyse children's behaviour, on at least three occasions, in a range of situations and contexts. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
I can: <ul style="list-style-type: none"> create, implement and measure the effectiveness of at least one plan, including: <ul style="list-style-type: none"> developing long-term and short-term goals and objectives establishing a baseline for the behaviour clearly outlining alternative behaviours communicating expectations with children supporting and communicating with colleagues to implement the plan revisiting the plan and reflecting on its effectiveness. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> develop positive relationships with children, respect family expectations and their cultural values, and act within the service policy. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I can: <ul style="list-style-type: none"> interact with children and involve them in decision-making and planning. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> how to access: <ul style="list-style-type: none"> the National Quality Framework the National Quality Standard the relevant approved learning framework. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	