

<b>UNIT CODE</b>	CHCECE055
<b>UNIT TITLE</b>	Meet legal and ethical obligations in children's education and care
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to identify and meet legal and ethical obligations. This includes the ability to recognise potential and actual examples of non-compliance with regulatory requirements and contribute to the continuous improvement of practice.</p> <p>This unit applies to educators who work according to established policies and procedures in regulated children's education and care services in Australia.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Early Childhood Education and Care
<b>UNIT SECTOR</b>	Children's Education and Care

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Identify legal and ethical obligations.	1.1. Identify and access authoritative sources of information. 1.2. Correctly interpret sources of information about the legal and ethical requirements that apply to the contemporary work role. 1.3. Identify the scope and nature of own rights and responsibilities in the job role.
2. Meet legal and ethical obligations.	2.1. Adhere to legal and ethical requirements in work practice according to service policies and procedures and scope of role. 2.2. Identify potential ethical issues and dilemmas including conflict of interest and discuss with an appropriate person. 2.3. Identify potential or actual situations of non-compliance and report according to service procedures.
3. Contribute to workplace improvements.	3.1. Identify situations where work practices could be improved to meet legal and ethical responsibilities. 3.2. Share feedback through constructive communication with colleagues and supervisors. 3.3. Identify and take opportunities to contribute to the review and development of policies and procedures.

<b>FOUNDATION SKILLS</b>	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
<b>SKILLS</b>	<b>DESCRIPTION</b>

Reading skills to:	<ul style="list-style-type: none"> <li>interpret information about legal requirements and components of the National Quality Framework.</li> </ul>
Oral communication skills to:	<ul style="list-style-type: none"> <li>share information with appropriate personnel.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>complete reports according to service policies and procedures.</li> </ul>
Learning skills to:	<ul style="list-style-type: none"> <li>locate relevant information regarding laws and regulations.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>identify deficiencies in information and address by ongoing searches.</li> </ul>
Technology skills to:	<ul style="list-style-type: none"> <li>research information about legal and ethical obligations using digital media.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	No equivalent unit.
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	Assessment Requirements for CHCECE055 Meet legal and ethical obligations in children's education and care
<b>PERFORMANCE EVIDENCE</b>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>• complete one work activity in at least four of the following areas of practice, demonstrating fulfilment of legal and ethical obligations: <ul style="list-style-type: none"> <li>◦ health, safety and wellbeing</li> <li>◦ incidents, injury, trauma and illness</li> <li>◦ response to medical condition</li> <li>◦ emergency response</li> <li>◦ governance and leadership</li> <li>◦ physical environment</li> <li>◦ staffing arrangements</li> </ul> </li> <li>• develop appropriate responses to at least three different legal or ethical issues or dilemmas relevant to the work role.</li> </ul>

<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>• the National Quality Framework and its key components</li> <li>• the role of state/territory regulatory authorities</li> <li>• educator duty of care responsibilities</li> <li>• key aspects of the regulatory environment for children's education and care: <ul style="list-style-type: none"> <li>◦ Education and Care Services National Law and Regulations</li> <li>◦ interrelationships between National Law and Regulations and the National Quality Framework</li> <li>◦ how to navigate the regulatory documents</li> <li>◦ staffing arrangements: <ul style="list-style-type: none"> <li>- minimum requirements for persons in charge</li> <li>- educator to child ratios</li> <li>- educational qualifications</li> <li>- first aid qualifications</li> <li>- staff and educator records</li> </ul> </li> <li>◦ information management: <ul style="list-style-type: none"> <li>- record keeping and accessibility of information</li> <li>- privacy and confidentiality</li> <li>- data security and sharing protocols</li> <li>- legislated storage requirements</li> <li>- accessibility of information</li> </ul> </li> </ul> </li> <li>• United Nations Convention on the Rights of the Child: <ul style="list-style-type: none"> <li>◦ its purpose</li> <li>◦ the articles relevant to children's education and care</li> </ul> </li> <li>• Early Childhood Australia (ECA) Code of Ethics: <ul style="list-style-type: none"> <li>◦ definitions used</li> <li>◦ core principles</li> <li>◦ commitments to action</li> </ul> </li> <li>• overview of individual educator legal and ethical considerations when dealing with families: <ul style="list-style-type: none"> <li>◦ child custody</li> <li>◦ child protection</li> <li>◦ confidentiality and privacy</li> </ul> </li> </ul>
---------------------------	--

	<ul style="list-style-type: none"> <li>◦ family and service rights and responsibilities</li> <li>• the similarities, differences and interrelationships between legal and ethical issues in the context of children's education and care</li> <li>• potential legal and ethical issues and dilemmas that may arise and how to respond</li> <li>• conflict of interest: <ul style="list-style-type: none"> <li>◦ identifying real and perceived conflicts of interest</li> <li>◦ responding to conflicts of interest</li> </ul> </li> <li>• ways to constructively contribute to workplace improvements.</li> </ul>
--	--

<b>ASSESSMENT CONDITIONS</b>	<p>Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions:</p> <ul style="list-style-type: none"> <li>• interactions with children must be supervised by an approved early childhood educator or teacher.</li> </ul> <p>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.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• information technology for sourcing information</li> <li>• Early Childhood Australia (ECA) Code of Ethics</li> <li>• United Nations Convention on the Rights of the Child</li> <li>• National Quality Framework: <ul style="list-style-type: none"> <li>◦ Education and Care Services National Law and Regulations</li> <li>◦ National Quality Standard</li> <li>◦ the relevant approved learning framework</li> </ul> </li> <li>• service standards, policies and procedures for all aspects of operation.</li> </ul> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
<b>LINKS</b>	Companion Volume Implementation Guide