

UNIT CODE	CHCECE055
UNIT TITLE	Meet legal and ethical obligations in children's education and care
APPLICATION	<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 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>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<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 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 protocols.
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FOUNDATION SKILLS	
<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>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> interpret information on legal requirements and components of the National Quality Framework.
Oral communication skills to:	<ul style="list-style-type: none"> share information with appropriate personnel.
Writing skills to:	<ul style="list-style-type: none"> complete reports according to organisational policies and procedures.
Learning skills to:	<ul style="list-style-type: none"> locate relevant information regarding laws and regulations.
Problem-solving skills to:	<ul style="list-style-type: none"> identify deficiencies in information and address by ongoing searches.
Technology skills to:	<ul style="list-style-type: none"> research information about legal and ethical obligations using digital media.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE055 Meet legal and ethical obligations in children's education and care
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PERFORMANCE EVIDENCE	<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">■ complete one work activity in each of the following four areas of practice according to legal and ethical obligations:<ul style="list-style-type: none">○ health, safety and wellbeing○ incidents, injury, trauma and illness○ response to medical condition○ emergency response■ develop appropriate responses to at least three different legal or ethical issues or dilemmas relevant to the work role.
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KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ the National Quality Framework and its key components ■ the role of state/territory regulatory authorities ■ educator duty of care responsibilities ■ key aspects of the regulatory environment for children's education and care: <ul style="list-style-type: none"> ○ Education and Care Services National Law and Regulations ○ interrelations between National Law and Regulations and the National Quality Framework ○ navigating the regulatory documents ○ staffing arrangements: <ul style="list-style-type: none"> ● minimum requirements for persons in charge ● educator to child ratios ● educational qualifications ● first aid qualifications ● staff and educator records ○ information management: <ul style="list-style-type: none"> ● record keeping and accessibility of information ● privacy and confidentiality ● data security and sharing protocols ● legislated storage requirements ● accessibility of information ■ United Nations Convention on the Rights of the Child: <ul style="list-style-type: none"> ○ its purpose ○ the articles relevant to children's education and care ■ Early Childhood Australia (ECA) Code of Ethics: <ul style="list-style-type: none"> ○ definitions used ○ core principles ○ commitments to action ■ legal and ethical considerations when dealing with families: <ul style="list-style-type: none"> ○ child custody ○ child protection ○ confidentiality and privacy ○ family and service rights and responsibilities ■ the similarities, differences and interrelationships between legal and ethical issues in the context of children's education and care ■ potential legal and ethical issues and dilemmas that may arise and how to respond ■ conflict of interest <ul style="list-style-type: none"> ○ identifying real and perceived conflicts of interest ○ responding to conflicts of interest ■ ways to constructively contribute to workplace improvements.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions:</p> <ul style="list-style-type: none">■ interactions with children must be supervised by an approved early childhood educator or teacher. <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">■ information technology for sourcing information■ service standards, policies and procedures for all aspects of operation■ Early Childhood Australia (ECA) Code of Ethics■ United Nations Convention on the Rights of the Child■ National Quality Framework:<ul style="list-style-type: none">○ Education and Care Services National Law and Regulations○ National Quality Standard○ the relevant approved learning framework. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide