

UNIT CODE	CHCCEC056
UNIT TITLE	Work effectively in children's education and care
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to work in a children's education and care context using effective communication and knowledge of job roles, responsibilities and organisational procedures to complete daily work activities.</p> <p>This unit applies to individuals working under the supervision and guidance of others 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. Source and use information on work in children's education and care.	<p>1.1 Identify and access sources that provide current and accurate information on work in children's education and care aligned with the National Quality Framework.</p> <p>1.2 Source and interpret information on rights and responsibilities of own role.</p> <p>1.3 Source and interpret information on skill and knowledge requirements for own and related roles.</p>
2. Work within organisational requirements.	<p>2.1 Obtain, interpret and comply with organisational procedures according to own job role.</p> <p>2.2 Seek advice and information from supervisors to ensure full understanding of organisational requirements.</p> <p>2.3 Use designated lines of internal and external verbal and written communication and reporting.</p> <p>2.4 Follow organisational presentation standards.</p>

3. Use effective work practices.	<p>3.1 Plan and organise daily work activities to achieve required outcomes within scope of responsibility.</p> <p>3.2 Act promptly on instructions and follow procedures relevant to the task.</p> <p>3.3 Identify and clearly communicate to supervisor when additional support is needed.</p> <p>3.4 Prioritise and complete competing tasks within designated timeframes.</p>
4. Work collaboratively.	<p>4.1 Identify and use opportunities to share and seek information to maximise cooperation and the quality of daily work outcomes.</p> <p>4.2 Use verbal and non-verbal communication that demonstrates respect for individual differences and work roles.</p> <p>4.3 Communicate information in a manner that is clear, and confirm understanding.</p> <p>4.4 Listen to requests, clarify meaning and respond appropriately.</p> <p>4.5 Exchange information clearly in a timely manner and within confidentiality procedures.</p> <p>4.6 Use oral communication skills to prevent, defuse and resolve conflict situations.</p>
5. Develop personal professional practice.	<p>5.1 Investigate theories and contemporary research relating to early childhood.</p> <p>5.2 Reflect on personal values and beliefs in relation to early childhood and how these align with theories and contemporary research.</p> <p>5.3 Establish a personal professional philosophy in relation to early childhood.</p> <p>5.4 Recognise the role of the early childhood educator in advocating for children and the sector.</p>

FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below.</i>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> interpret information on the National Quality Framework.
Oral communication skills to:	<ul style="list-style-type: none"> ask open and closed questions and actively listen to seek information and confirm understanding.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> identify and evaluate relevance of various sources of information.
Self-management skills to:	<ul style="list-style-type: none"> interpret information from written and/or verbal directions and action appropriately.
Technology skills to:	<ul style="list-style-type: none"> source information about work in children's education and care using digital media.

UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE056 Work effectively in children's education and care
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">■ access, interpret and use information about employment and organisational procedures in children's education and care from three different sources■ use effective planning, organisational and communication skills to complete five different children's education and care daily work activities.

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"> ■ role characteristics, boundaries and responsibilities for key job roles in children's education and care in the following sectors: <ul style="list-style-type: none"> ○ early childhood ○ out of school hours care ○ education support ■ sources of information on employment in children's education and care: <ul style="list-style-type: none"> ○ employer associations ○ professional associations ○ staff handbooks ○ trade unions ■ purpose and requirements of the National Quality Framework: <ul style="list-style-type: none"> ○ purpose of National Law and National Regulations ○ interrelations between National Law and National Regulations and the National Quality Framework ○ requirements of each quality area in the National Quality Standard ○ definition of the assessment and quality rating process ○ definition of an approved learning framework ■ types of organisational policies and procedures that relate to general work practices in children's education and care: <ul style="list-style-type: none"> ○ communication and reporting ○ employment conditions ○ personal presentation and uniform standards ○ procedures and expectations for work role activities ■ the role of collaboration in providing quality education and care ■ reflective practice: <ul style="list-style-type: none"> ○ what is reflection ○ why and how educators use reflection ○ what is meaningful reflection ■ communication techniques and how these are applied in a children's education and care context: <ul style="list-style-type: none"> ○ active listening ○ body language ○ conflict resolution ○ methods for conveying information clearly and concisely (both oral and written) ○ open and closed questioning ○ verbal and non-verbal cues ○ voice tonality ■ importance of own well-being: <ul style="list-style-type: none"> ○ physical health ○ mental health ○ social/emotional well-being ○ access to supports.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none"> ■ interactions with children must be supervised by an approved early childhood educator. <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ information technology for research ■ National Quality Framework: <ul style="list-style-type: none"> ○ Education and Care Services National Regulations ○ National Quality Standard ○ the relevant approved learning framework ■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> ○ educational program and practice ○ health and safety ○ physical environment ○ relationships with children ○ collaboration with families and community ■ children in a regulated education and care service in Australia ■ colleagues and supervisor for communication and collaborative activities <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide