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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 *CHCECE022 Promote children's agency* 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 *CHCECE022 Promote children's agency* to the unit of competency.

CHCECE022 Promote children's agency	Where covered in the learner guide
Element 1: Establish a learning environment that reflects children's interests	Chapter 1: Establishing a learning environment that reflects children's interests
1.1 Provide opportunities for children to plan and/or modify their indoor and outdoor environments	1A Designing indoor and outdoor environments
1.2 Design indoor and outdoor environments that are vibrant, flexible and support children's learning	1A Designing indoor and outdoor environments
1.3 Ensure design of indoor and outdoor environments is responsive to the interests and abilities of each child	1A Designing indoor and outdoor environments
1.4 Provide materials and resources that are natural and familiar	1B Providing materials and resources
1.5 Give children access to materials and resources that provoke interest	1B Providing materials and resources
Element 2: Provide opportunities that stimulate learning and development	Chapter 2: Providing opportunities that stimulate learning and development
2.1 Allow children to direct their own play and leisure experiences with peers	2A Directing own play and leisure
2.2 Create possibilities for peer scaffolding	2A Directing own play and leisure
2.3 Encourage children to gain skill and competence by persevering with a developmentally significant activity	2B Encouraging perseverance
2.4 Create opportunities for learning through play and intentional teaching	2C Creating opportunities for learning
2.5 Support play experiences initiated by children	2A Directing own play and leisure
2.6 Organise routines in ways that maximise opportunities for each child's learning	2C Creating opportunities for learning

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 *CHCECE022 Promote children's agency*. 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 a learning environment that reflects children's interests	
<p>Suggested time allocation: 8 hours</p> <p>Suggested resources:</p> <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	<p>Slide nos: 2–17</p>
Recommended reading	Terminology checklist
<p>Aspire learner guide <i>CHCECE022 Promote children's agency</i></p> <p>Chapter 1: Establishing a learning environment that reflects children's interests</p>	<ul style="list-style-type: none"> ▪ Behaviourist learning ▪ Social cognitive learning ▪ Cognitive learning ▪ Constructivist learning
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>CHCECE022 Promote children's agency</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 *CHCECE022 Promote children's agency*.

Part	Element	Performance criteria
A	1, 2, 3, 4	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 4.2, 4.3, 4.4, 4.5, 4.6
B	1, 2, 3	1.2, 1.3, 2.4, 2.6, 3.2, 3.5, 3.6

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE022 Promote children's agency*.

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 directed by your trainer/assessor/training organisation
- to ensure you maintain confidentiality as required.

Part A

Read the case study, then answer the questions that follow.

Case study

Ari is an educator at a small regional childcare centre, which provides learning and care for children aged 3 to 5 years.

Ari and his educational leader, Mim, meet to discuss improvements that could be made to the service to ensure it is a vibrant, flexible environment, which supports the children's learning and meets the National Quality Standard and the Early Years Learning

3.5 Solutions to assessment activities

Assessment activity 1

Formative Summative

Part A

Answers will vary. Example responses are provided.

1. Examples of indoor experiences you could create for Keira include home corner set up as shops with play money; empty boxes, paper and pen for shopping list; signs with pretend food; and supermarket catalogues and magazines. You could also create a matching game involving putting the letter of alphabet with a corresponding picture that starts with that letter; for example, C with cat picture.

Examples of outdoor experiences include a quiet area with large cushions and books, and a large roll of paper on a wall to draw on.

Unit of competency coverage			
Performance evidence	Knowledge evidence	Element	Performance criteria
PE1, PE2	KE1	1	1.3, 1.5

Assessor comments:

2. An example experience is setting up a writing table where the alphabet is contacted onto the table top and children's names are on cards to recognise and copy letters if they are showing an interest.

Unit of competency coverage			
Performance evidence	Knowledge evidence	Element	Performance criteria
PE1, PE2	KE6	1	1.3, 1.5

Assessor comments:

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>CHCECE022 Promote children's agency</i> Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> ▪ plan and implement at least two programs that promote and encourage children's agency, including: <ul style="list-style-type: none"> - establishing environments and opportunities in response to children's interests - using a range of strategies to engage and encourage children in experiences - planning and implementing developmentally appropriate curriculum in consultation with other educators. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
I understand: <ul style="list-style-type: none"> ▪ how to access: <ul style="list-style-type: none"> - the National Quality Framework - the National Quality Standards - the relevant approved learning framework. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> ▪ how to navigate through framework and standards documents to find areas relevant to this unit of competency. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> ▪ relevant theories about childhood learning. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> ▪ organisation standards, policies and procedures. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	