

## Unit Descriptions –

### CHC30121, CHC50121, CHC50125, CHC50221, 10983NAT

#### **BSBHRM413 Support the learning and development of teams and individuals**

This unit describes the skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup. It explores how to contribute to, facilitate, and monitor learning and development initiatives for both teams and individuals. It describes positive workplace culture, grounded in a cycle of continuous improvement, serves as the shaping force behind an organisation's success. Investing in the development of teams and individuals contributes to a stable and engaged environment that people will want to be a part of.

The unit involves collecting data to identify development needs and collaborating with others to address these needs, including providing and receiving feedback through the implementation of these plans. Learners will reflect on a range of factors that might influence individuals and teams and establish methods and strategies to address these requirements or concerns. Part of this process also involves understanding how the philosophy and policies underpin the operations and decision-making of the service.

#### **BSBLDR523 Lead and manage effective workplace relationships**

This unit describes the skills and knowledge required to lead and manage effective workplace relationships, emphasising the establishment and management of processes that support collaboration and harmonious interactions among employees. It aims to build effective workplace relationships that contribute to a positive and supportive work environment, where staff feel valued, respected, and motivated.

It explores the development of consultation and conflict resolution processes, along with procedures for managing escalated issues within the organisational framework. Through delegation, collaboration, and proactive issue identification, learners are tasked with fostering a conducive work environment where conflicts are managed transparently, and outcomes are communicated effectively to the team.

#### **BSBST501 Establish innovative work environments**

This unit describes the skills and knowledge required to create an environment that enables and supports practice which focuses on a holistic approach to the integration of innovation across all areas of work practice. It is aimed at providing the knowledge and skills educators need who spend many hours each day in the workplace, so the impact on the environment and spaces provided can serve to support reflective practice, creativity, and innovation. Value is placed on the notion that each person has the potential to lead others towards improved practice if supported by the culture of the organisation. This is embedded through building teams, effective recruitment, and creating a sense of belonging.

It focuses on establishing and fostering innovative work practices within an organisational context, emphasising the importance of assessing the impact of changes in the work environment, collaborating with stakeholders to develop ideas, and selecting resources to support innovation. Additionally, it will explore theories of innovation, the context for innovation in the workplace, factors that motivate individuals, creative thinking practices, and approaches to managing and overcoming barriers to innovation.

### **BSBTWK201 Work effectively with others**

This unit describes the skills and knowledge to develop effective relationships and actively resolve conflicts within the workplace.

It explores how to identify, clarify, and share responsibilities within workgroups, actively participate and share information within meetings, as well as seek feedback from supervisors for personal improvement. Aligned with service standards, it will also explore communication techniques within work teams, including common problems and conflict resolution techniques. It concentrates on building knowledge and skills to recognise when people feel valued, respected, and supported by their colleagues, they are more motivated, engaged, and satisfied with their work.

### **BSBTWK502 Manage team effectiveness**

This unit describes the skills and knowledge required to lead a team in the workplace, including how to develop a clear team purpose, define roles and responsibilities to set performance plans with specific outcomes and goals. Regardless of whether a person holds a formal leadership title within a workplace, everyone influences and leads others in some capacity at different times.

It focuses on fostering team cohesion by facilitating input into planning and decision-making processes, promoting accountability, providing feedback, and addressing any issues or concerns that arise within the team. The unit will explore how educators can encourage participation, support problem-solving, and promote collaboration among team members and other relevant stakeholders. The knowledge evidence involves understanding the impact of group dynamics on team performance, methods for establishing team activities and communication processes, strategies for enhancing team cohesion and participation, consensus-building strategies, and techniques for issue resolution.

### **CHCCCS007 Develop and implement service programs**

This unit describes the skills and knowledge required to engage consumers, analyse service needs of particular groups and develop programs and services to meet those needs. By participating in service programs, education and care services can enhance relationships and establish a supportive network that links the service with the community. This sense of community can contribute to positive outcomes for children, families, and the service, fostering a collaborative and inclusive environment where everyone feels valued and supported.

Emphasis is placed on designing programs that involve collaboration with a wide range of stakeholders and may require formal management processes. This unit highlights the importance of accountability, governance, and continuous improvement to ensure programs meet objectives and address evolving requirements while adhering to policy and budgetary frameworks.

### **CHCCCS009 Facilitate responsible behaviour**

This unit describes the skills and knowledge required to monitor individuals, respond to behaviours of concern, deal with conflict, and support responsibility for behaviour management and change within an education and care setting. Recognising and responding to behaviours of concern promptly can help maintain a positive learning environment for all.

It outlines key elements such as observing individuals through formal and informal methods, recognising potential conflicts, and using appropriate preventive and defusing strategies. Knowledge around legal and ethical frameworks, behaviours of concern, cultural practices, effective communication principles, and incident reporting and documentation are also explored.

### **CHCDIV001 Work with diverse people**

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people. Learning to work with diverse people not only benefits your professional development but also contributes to creating more inclusive, innovative, and harmonious environments in both the workplace and society as a whole.

It explores many concepts of diversity, including a range of values and beliefs, and focuses on how legislation and understanding underpin service delivery. The unique challenges faced by Aboriginal and Torres Strait Islander people are highlighted with reference to historic inequities and continued marginalisation, and an exploration of ways to redress these imbalances and potential barriers is included. Opportunity for personal reflection is provided, with exploration into self-awareness and individual bias, to become more socially and culturally aware. Further support is provided with information to develop effective communication, guide inclusive practice, and build relationships based on mutual respect. It offers a unique opportunity on a personal, workplace, and wider community level to counteract stereotyping, challenge attitudes that perpetuate negative biases, and support inclusive practices.

### **CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety**

This unit outlines the skills and knowledge necessary to identify cultural safety issues concerning Aboriginal and/or Torres Strait Islander peoples in the workplace, demonstrate cultural safety in one's own work practice, and devise strategies to enhance cultural safety. Cultural safety involves establishing an environment that is physically, emotionally, spiritually, and socially competent and aware. Such an environment fosters respect, shared learning, and deep interaction, enabling better support for families and children.

It covers historical perspectives from colonisation to the national apology, delving into current challenges and barriers faced by Indigenous Australians. This exploration encourages learners to reflect on their own practices and take appropriate actions within the workplace. Providing measures to evaluate services promotes the value of reflective practice, aiming to improve service delivery in accordance with cultural safety considerations. The emphasis lies on establishing connections, nurturing relationships, and accessing quality resources to enhance practices.

### **CHCDIV003 Manage and promote diversity**

This unit describes the skills and knowledge required to evaluate and promote diversity in the workplace and to contribute to the planning of diversity policies and procedures. Diverse teams often bring a wider range of perspectives, ideas, and solutions to the table, leading to enhanced creativity and innovation. When we effectively foster diversity and inclusivity in the workplace, we seek to recognise the strengths in each other and how these can contribute to a positive work environment.

It emphasises the importance of researching diversity by collecting and evaluating relevant data and aligning diversity practices with workplace objectives. It will highlight ways to foster diversity through individual behaviour, coaching colleagues, and adapting work practices to respect diversity. Additionally, it looks at ways to adapt communication strategies to meet diverse needs and contribute to the development of workplace diversity policies and procedures. Overall, learners are expected to demonstrate their ability to manage tasks effectively and contribute to fostering a diverse and inclusive work environment by implementing strategies such as coaching, communication, and policy development.

### **CHCECE030 Support inclusion and diversity**

This unit describes the performance outcomes, skills and knowledge required to reflect on and understand the impact of own values and biases, demonstrate respect for inclusion and diversity, and support children's understanding of inclusive principles and behaviours. In an inclusive society, every individual would have the opportunity to flourish. Educators would respect diversity and look for ways to embrace inclusion in their practice and programs.

There is a strong element of self-reflection throughout as well as the importance of respecting diversity and promoting inclusivity with children, families and colleagues. Knowledge around effective communication techniques, collaborative partnerships with families and communities, and strategies to support marginalised groups is also explored.

### **CHCECE031 Support children's health and safety**

This unit describes the performance outcomes, skills and knowledge to support and promote children's health, safety and wellbeing in relation to physical activity, healthy eating, sleep, rest and relaxation and individual medical requirements. Children have the right to receive high-quality education and care in a safe and healthy environment. Educators can create environments where children can thrive, learn, and explore while having their unique needs met with understanding and care. By fostering a positive and healthy atmosphere, educators empower children to grow with confidence, resilience, and independence.

Key aspects include supporting children in learning personal health and hygiene practices, maintaining confidentiality regarding children's health needs, and providing opportunities for sleep, rest, and relaxation tailored to individual needs. Additionally, the unit emphasises active supervision, risk management, and creating a safe environment by checking and maintaining safety standards. Knowledge regarding regulatory requirements, service policies, and procedures related to children's health and safety and communication protocols for sharing health information with families are explored.

### **CHCECE032 Nurture babies and toddlers**

This unit describes the performance outcomes, skills and knowledge required to develop relationships with babies and toddlers and their families and attend to the specific physical and emotional needs of babies and toddlers from birth to 23 months. Babies are often described as both vulnerable and competent. Babies' first attachments within their families and other trusting relationships provide them with a secure base for exploration and learning. In education and care settings, educators are the significant adults upon whom babies depend, and this should be seen as both a responsibility and a privilege.

This unit emphasises the establishment of positive relationships with both children and their families, providing personalised care routines, and fostering environments that support learning, development, and wellbeing. Essential tasks include promoting safe sleep practices, offering positive nappy-changing and toileting experiences, creating quality mealtime environments, and ensuring a healthy and safe physical environment conducive to exploration and development. Knowledge requirements encompass understanding national quality standards, attachment theories, communication techniques with families, safe sleep practices, nutritional needs, hygiene protocols, and risk management.

### **CHCECE033 Develop positive and respectful relationships with children**

This unit describes the performance outcomes, skills and knowledge required to communicate and interact respectfully with children and to guide their behaviours in ways that support their agency, positive sense of self and self-regulation. It focuses on the essential aspects of interacting positively with children in an early childhood education and care setting, including responding sensitively to children's communication efforts, engaging in sustained conversations, modelling positive interactions, and supporting children's emotional development and agency. Relationships create the foundation on which children learn. Children form relationships and secure attachments with educators who are responsive, sensitive and consistent.

It emphasises creating a supportive environment that respects children's rights, honours their individuality, and fosters pro-social behaviours. Factors that influence both individual behaviour and group dynamics, promoting positive relationships, and reflecting on one's own practices to enhance interactions with children are explored.

### **CHCECE034 Use an approved learning framework to guide practice**

This unit describes the performance outcomes, skills and knowledge required to source and use an approved learning framework within an education and care setting. A learning framework is a document that guides our practice as early childhood educators. It enables educators to provide children with opportunities to succeed based on the foundations of a framework such as its vision, principles, practices and outcomes.

It will explore the function and relevance of differing approved learning frameworks and how these can be interpreted accurately to be applied to support not only educators' practices but to enhance children's learning and development. Reflection plays a crucial role in then evaluating the effectiveness of the framework's use, identifying positive outcomes, and devising strategies for personal and professional development.

### **CHCECE035 Support the holistic learning and development of children**

This unit describes the performance outcomes, skills and knowledge to recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of children. If we don't understand how a child develops, educators are not going to be able to guide, challenge and excite them. A lot of what a child is learning can be missed or overlooked if we don't know what we are looking for.

It will explore differing strategies to facilitate development as well as ways to create and implement experiences within the different developmental areas so that children of different ages and stages of development can enhance their skills across all domains. Knowledge of the National Quality Standard and relevant regulations, child development theories, impacts of environmental factors on development along with inclusive curriculum planning are explored.

### **CHCECE036 Provide experiences to support children's play and learning**

This unit describes the performance outcomes, skills and knowledge required to set up, support and review experiences for children's play and learning. It explores ways to set up and support various play and learning opportunities (both planned and spontaneous) across indoor and outdoor experiences for different age groups. Providing intentional opportunities to extend children's learning through play is essential in fostering holistic development through early childhood. Play experiences can provide educators opportunity lay the foundation for positive and collaborative relationships as well as empower children to take ownership of their learning journey.

It highlights the importance of utilising natural and recycled materials, observing children's behaviours, and allowing ample time for uninterrupted play where learning can be scaffolded. The knowledge required includes understanding National Quality Standard and regulations, theories of play and learning, and the importance of promoting safety and inclusivity in play environments. Educators will become familiar with methods of evaluating play experiences, adapting play for diverse interests and abilities, and promoting reflective practice to enhance children's learning and development.

### **CHCECE037 Support children to connect with the natural environment**

This unit describes the performance outcomes, skills and knowledge required to support and encourage children's connection with the natural environment. In Australia, we are fortunate to be in a country that has such unique and diverse surroundings, and access to many different nature-based opportunities. Within our education and care services, the natural environment plays a significant role in supporting the development and wellbeing of young children.

This unit focuses the importance of discussing with children the interdependence between people, plants, animals, and the land, while also promoting respect and care for both natural and constructed environments. It aims to develop children's appreciation of nature, ways to reduce our impact on the environment as well as providing experiences related to the growth and care of living things. Knowledge of the National Quality Standard and relevant regulations, recognising the benefits of nature, understanding Aboriginal and/or Torres Strait Islander peoples' connections with nature, and knowing ways to encourage children to respect the environment in various contexts are explored.

### **CHCECE038 Observe children to inform practice**

This unit describes the performance outcomes, skills and knowledge required to identify and gather information about children from observation and other sources as part of a collaborative process and as a basis for curriculum planning. Gathering information is something that is done across all aspects of life. People gather information for many different reasons, and this is largely based on observation. In education and care services the primary purpose of gathering information is to make informed decisions generally around children's learning and development. By gathering information on children's learning educators can see how well children are progressing and identify areas where they may need additional support. It also allows programs to be developed and tailored intentionally towards children's individual needs and learning styles.

The unit highlights the significance of gathering information from both primary sources and secondary sources to inform curriculum planning tailored to individual children's learning and wellbeing. It looks at the need for unbiased communication and reflection on gathered information, ensuring respectful and responsive interactions with children and families. Knowledge of the stages of child development, curriculum planning processes, communication techniques, observation methods, and reflective practices essential for promoting children's learning and development in early childhood education settings are explored.

### **CHCECE041 Maintain a safe and healthy environment for children**

This unit describes the skills and knowledge to monitor and maintain health and safety in the areas of individual health, hygiene, infectious disease, supervision, risk management, incident, and emergency management. Maintaining a safe and healthy environment in education and care services is crucial. Not only to meet legislative requirements but for ensuring children's physical safety, emotional well-being, cognitive growth, social skills, and fostering inclusive environments.

It highlights the importance of contributing to the ongoing improvement of health and safety policies and procedures through feedback, critical reflection, and staying updated on relevant information. It incorporates examining existing policies and procedures, developing risk management plans, and demonstrating knowledge of relevant regulations and laws, particularly related to children's health and safety.

#### **CHCECE043 Nurture creativity in children**

This unit describes the skills and knowledge required to develop, implement and evaluate experiences that nurture creativity in children through different types of creative play and expression including construction, digital technologies, dramatic play, imaginative play, storytelling, movement, music, STEAM and visual art. Children are capable of amazing creativity as they explore their world through active hands-on learning and discover different processes of learning. When we provide children creative freedom to express, imagine, create, enjoy and share their diverse ideas without interference or pressure is exciting we maximise opportunities for children to learn and develop through play.

This unit explores the importance of exposing children to diverse art forms and artists, including those from Aboriginal and/or Torres Strait Islander backgrounds. Additionally, it highlights the significance of teaching children how to use and care for materials, promoting collaboration, and encouraging flexibility to meet children's individual needs and interests. Knowledge of current research and theories about the arts and creativity, including diverse cultural expressions and techniques is explored. Critical reflection and evaluation methods play crucial roles in reviewing children's learning and educators' practices throughout the artistic process, ensuring meaningful and effective outcomes in early childhood education.

#### **CHCECE044 Facilitate compliance in a children's education and care service**

This unit describes the skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance in an education and care service. In Australia, the assessment and rating process supports the continuous improvement of services to ensure children have a quality education and care experience. It's an opportunity for services to reflect on their practice, examine why they do what they do and how they can make further improvements.

It entails understanding the NQF, including ways to access and interpret relevant information sources relevant to the service. By using this information and collecting feedback from various stakeholders, educators can then learn to facilitate self-assessment within the service and utilise this data to develop a Quality Improvement Plan (QIP). Knowledge regarding the assessment and rating process, how to engage with stakeholders effectively as well as how to stay updated on contemporary principles and emerging trends in early childhood education are explored.

#### **CHCECE045 Foster positive and respectful interactions and behaviour in children**

This unit describes the skills and knowledge required to develop guidelines that foster positive and respectful interactions and behaviour, and to monitor and support children's learning, development and wellbeing in this area. From birth, children embark on an exciting and sometimes confusing journey as they begin to understand how their body works, acquire new skills and face the expectations of the world around them. When we consider the significant growth and development occurring in the first 5 years of life, it is only to be expected that children will experience some challenges along the way. This means children need supportive adults around them to provide a safe and secure environment in which to learn to manage their own emotions, behaviour and actions.

It outlines the importance of recognising factors influencing behaviours, collaborating with families, and employing relationship-based guidance strategies to nurture positive relationships and belonging for children. Additionally, it will encompass the skills to observe individual needs and provide strategies for supporting positive interactions and behaviour at both a group and individual level.

#### **CHCECE046 Implement strategies for the inclusion of all children**

This unit describes the skills and knowledge required to promote inclusion and diversity and to plan, implement and monitor individual support strategies. As individuals, we are all different and unique. The concept of inclusion relates to how we respond to these differences. When we are inclusive, we aim to promote a sense of belonging, acceptance, and valuing people for who they are.

This unit will assist in developing the necessary skills to critically reflect on practices, promote inclusion across various contexts such as curriculum development and interpersonal communication, and develop, implement, and review support plans for individual children. Knowledge regarding relevant regulations and laws, barriers to participation, and employing strategies for individual support and inclusion is explored. Critical reflection is emphasised as a fundamental tool for educators to continuously improve their practice and ensure meaningful inclusion in educational settings.

#### **CHCECE047 Analyse information to inform children's learning**

This unit describes the skills and knowledge required to gather and analyse information about children's learning to inform practice. Drawing together a summative assessment for a child can be like fitting together the pieces of a puzzle. By considering and analysing all the information gathered, you can begin to bring the puzzle pieces together.

This unit emphasises the importance of gathering comprehensive details about individual children's progress through respectful and inclusive methods, considering perspectives from children, families, and other stakeholders. It explores the significance of using this information to inform planning as well as collaborating with families to support children's learning. Lastly, it emphasises the importance of respecting children's perspectives, collaborating with families, and maintaining confidentiality while engaging in critical reflection to ensure continuous improvement in educational practices.

#### **CHCECE048 Plan and implement children's education and care curriculum**

This unit describes the skills and knowledge required to plan, implement and evaluate curriculum over a period of time to foster children's learning and development. It highlights the need for reflection on existing practices, resources, and policies to identify strengths and areas for improvement. In education and care, educators are required to gather and document information on children's learning and development. This information informs the planning of a play-based curriculum and helps to support children's learning in a variety of ways.

Key aspects of this unit include designing, implementing, and evaluating curriculums which balance child-initiated and educator-led activities as well as fostering collaborative learning opportunities. It emphasises the importance of gathering feedback, reflecting on practices, and creating learning environments that support the diverse needs of children. Through a cyclical process of planning, implementation, and evaluation, educators are encouraged to collaborate with stakeholders, integrate indigenous perspectives, and continuously refine their pedagogical approaches to enhance children's learning experiences.



#### **CHCECE049 Embed environmental responsibility in service operations**

This unit describes the skills and knowledge required to develop, implement and evaluate a sustainability management plan and support children's environmental responsibility. The goal of increasing children's awareness of sustainability and environmental responsibility is ultimately to ensure that sustainable practices are employed in the present for a more sustainable future.

Knowledge of relevant regulations, global environmental issues, Aboriginal and Torres Strait Islander perspectives, change management principles, and strategies for integrating environmental sustainability across all aspects of service provision is explored. Critical reflection techniques and service standards related to the physical environment are essential for effective implementation of the unit's objectives.

#### **CHCECE050 Work in partnership with children's families**

This unit describes the performance outcomes, skills and knowledge required to establish relationships with families, connect with the local and broader community and promote opportunities for collaboration and sharing of information with families to support effective education and care for children. Families are a child's first and most influential teachers, and when educators collaborate with them, they gain valuable insights into the child's background, interests, and individual needs. This collaboration enables educators to create learning environments and experiences that are responsive to each child's unique characteristics, ensuring their overall development is nurtured effectively.

This unit emphasises the importance of creating a welcoming environment and supporting families through enrolment and orientation processes. Communication techniques such as active listening, building rapport, and providing clear information are highlighted to foster positive interactions. Collaboration with families is essential, involving sharing information about children's progress and experiences, as well as engaging them in decision-making processes. Additionally, the unit explores the significance of supporting children's connection with their community and providing families with information about government and community services and resources tailored to their needs.

#### **CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander people's cultures**

This unit describes the skills and knowledge required to identify different perspectives on Aboriginal and/or Torres Strait Islander peoples' cultures, develop an understanding of the local and broader cultural contexts, and use the identified information to embed culturally appropriate experiences, interactions, behaviours and physical environments into daily practice with children. Valuing Aboriginal and Torres Strait Islander peoples as the First Australians demonstrates acknowledgement and respect for the rich diversity and heritage of this ongoing culture. Educators continually explore ways in which to expand awareness and understanding along with meaningful ways to embed Aboriginal and Torres Strait Islander peoples' cultures within a service context.

The knowledge component covers various topics, including historical context, intergenerational trauma, cultural protocols, and ways to embed Indigenous cultures in educational settings. Understanding the significance of reconciliation action plans, respecting diverse learning styles, and engaging with credible sources are also essential components of this unit. Overall, the unit aims to equip educators with the knowledge and skills needed to promote cultural understanding and respect within educational environments.

### **CHCECE055 Meet legal and ethical obligations in children's education and care**

This unit describes the 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. Education and care (EC) services are bound by regulatory and legal requirements which underpin what occurs within a service, how it operates and the performance expectations of people who work within it. In addition to legal requirements there are also ethical considerations which impact decision making.

It comprises three key elements: identifying legal and ethical obligations, meeting these obligations, and contributing to workplace improvements. Within these elements, various performance criteria guide learners in understanding authoritative sources of information, interpreting legal and ethical requirements, adhering to policies and procedures, addressing ethical issues and dilemmas, and actively participating in enhancing work practices.

### **CHCECE056 Work effectively in children's education and care**

This unit describes the skills and knowledge required to work in a children's education and care context using effective communication and knowledge of job roles, responsibilities and service procedures to complete daily work activities. High quality education and care provides children the best start in life. Educators play an important role in providing this strong foundation for children's learning, however, to enhance the overall quality of education and care we must learn to work effectively.

This unit encompasses various elements, including sourcing and utilising information aligned with the National Quality Framework, understanding service requirements, implementing effective work practices, fostering collaborative work environments, and developing personal and professional growth. Additionally, the unit highlights the significance of effective communication, both verbal and non-verbal, within the workplace, along with the ability to prioritise tasks and seek support when needed. Overall, the unit aims to cultivate well-rounded professionals capable of providing high-quality care and education to children.

### **CHCEDS049 Supervise students outside the classroom**

This unit describes the skills and knowledge required to supervise students in school grounds and community settings during sporting, recreational and other activities outside the classroom environment. An important aspect of educator practice within school age education and care is adequate supervision. Educators must ensure children are respected, supervised and protected from harm or hazards.

This unit emphasises the identification and assessment of potential risks, encompassing physical, psychological, and logistical factors. It also delves into the implementation of positive behaviour management techniques, the establishment of behaviour expectations, modelling positive interactions, and utilising effective verbal and non-verbal communication methods. The importance of reflection and continuous improvement is explored including the evaluation of strategies, self-assessment, and adherence to organisational policies for revising approaches.

### **CHCLEG001 Working legally and ethically**

This unit describes the skills and knowledge needed to identify and work within the legal and ethical frameworks that apply to an individual job role. It includes identifying legal requirements (such as mandatory reporting and duty of care) and identifying and meeting ethical responsibilities in the workplace. Working within a legal and ethical framework in education and care is crucial for maintaining compliance as well as ensuring a safe and secure environment for all.

Working legally and ethically also requires that individuals and the team recognise and respond to workplace situations, including managing complaints, following an identified grievance procedure and ensuring that documentation is completed for any incident within the workplace that may compromise the health or wellbeing of others. Educators are provided with information to support their contributions to workplace improvements, such as problem solving and participation in the development of the service's Quality Improvement Plan. An example of a staff appraisal and goal setting will encourage individual educators to reflect on their own learning needs, and how this may be supported with further training and development.

### **CHCLEG003 Manage legal and ethical compliance**

This unit describes the skills and knowledge required to research information about compliance and ethical practice responsibilities, and then develop and monitor policies and procedures to meet those responsibilities. Compliance upholds the quality of education and care provided, safeguarding against potential harm or negligence. Managing legal and ethical compliance within education and care is paramount to ensure the safety, wellbeing and rights of all stakeholders.

It encompasses several key elements, starting with researching information on legal requirements, understanding potential risks of non-compliance, and knowing when to seek legal advice. It also emphasises determining ethical responsibilities, developing clear policies and procedures to support legal and ethical practice, monitoring compliance, and maintaining up-to-date knowledge of compliance requirements.

### **CHCMGT003 Lead the work team**

This unit describes the skills and knowledge required to undertake supervisory and coordinating activities in work groups. Focus is on team leaders or managers responsible for coordinating and monitoring the activities and performance of work teams and other service providers. Leading a team involves guiding and coordinating efforts to ensure adherence to legal and ethical standards within an organisation. Effective leadership in this context requires a combination of strategic planning, clear communication, and proactive monitoring to maintain compliance and mitigate risks.

This unit guides and initially supports a leader to determine their own leadership style and reflect on personal qualities and practices. A collaborative approach to implementing staff processes, recruitment, professional learning and development is explored. This unit assists in developing the knowledge needed to undertake formal and informal performance management, including strategies to provide feedback to individuals and the team, providing support, identifying areas for improvement, and developing goals and effective plans to work towards desired outcomes.

### **CHCPOL002 Develop and implement policy**

This unit describes the skills and knowledge required to research, develop and implement new policy initiatives. Policies provide a clear way to establish standards, guidelines and procedures that are reflective of legislative requirements. By creating and implementing well-defined policies, services can promote consistency, accountability, and quality assurance.

This unit supports the understanding of the requirements for early childhood services in relation to the development of effective policies and procedures that guide practice. It guides educators through the process of consultation; developing an appropriate template; sourcing current and relevant supporting information; and drafting, modifying and reviewing policy. Additional information is provided in navigating barriers that may occur in implementing policy and ensuring understanding by all stakeholders.

### **CHCPOL003 Research to apply evidence to practice**

This unit describes the skills and knowledge required to establish the information need, gather information and critically analyse the information for relevance to own work. When we assess the effectiveness of current practice, we can make informed decisions to drive continuous improvement. Research provides us with the basis to make professional decisions and advocate for change which lead to positive outcomes within the service setting.

This unit aims to develop the skills required to identify situations where research is needed, evaluate current trends, set research objectives, access credible data sources, select appropriate methods for gathering information, prioritise and analyse gathered information, and then utilise findings to inform practice improvements. Emphasis is placed on critical thinking, information organisation, and documentation of conclusions to support evidence-based decision-making.

### **CHCPRP003 Reflect on and improve own professional practice**

This unit describes the skills and knowledge required to evaluate and enhance practice through a process of self-reflection and ongoing professional development. Self-reflection is an essential tool for professional growth and effectiveness as an educator. It facilitates continuous learning and empowers individuals to make intentional choices aligned with their values and aspirations.

Guided by legal and ethical knowledge, this unit focus on supporting educators to become aware of their own beliefs and values and the impact this has on others. It aims to develop strategies to reflect on own workplace performance, via feedback from others and through a formal appraisal process within the service. Suggestions to facilitate ongoing learning, professional development and expanding expertise are provided, as well as methods to assist in thinking deeply about practice. This leads into building an individual self-development plan, including goals, strategies, resources and measures to support progress. This also includes a focus on taking good care of ourselves.

### **CHCPRT001 Identify and respond to children and young people at risk**

This unit describes the skills and knowledge required to support and protect children and young people who are at risk of harm. When working with children and young people, educators may be exposed to situations of concern involving children and families. This unit aims to ensure there is significant knowledge, training and support to manage concerns based on legal, ethical, policy frameworks and duty of care.

Information based on legislation for each state and territory is provided along with detailed descriptors of physical, sexual, emotional/psychological abuse, neglect and domestic violence to ensure all educators are able to identify and act to support children and young people. This may be challenging for educators; however, it is important to remain child-focused when managing each situation. The unit also offers educators guidelines in how to respond to children who disclose, reporting suspected abuse or neglect and how to document concerns. There is additional information about maintaining professional boundaries and confidentiality.

### **CHCSAC006 Support children to participate in school age care**

This unit describes the skills and knowledge required to identify, implement and monitor support strategies to guide children's effective participation within the framework of school age care. In education and care, meaningful interactions and relationships form the foundation of responsive practice. Listening to and understanding the needs of children helps educators to maximise learning opportunities.

This unit focuses on the knowledge and skills required in the provision of support for children in school age care settings, emphasising the identification and implementation of individualised strategies to meet their diverse needs. It explores establishing professional relationships with children and their families, ensuring clear communication and respect for inclusion and diversity. Through consultation and documentation, strategies are tailored to support needs, ensuring age-appropriate approaches to optimise each child's participation and learning. Knowledge such as understanding the regulatory requirements, diverse support needs, communication techniques, collaborative partnerships, evaluation methods, and strengths-based approaches to support children's participation is explored.

### **CHCSAC007 Develop and implement play and leisure experiences in school age care**

This unit describes the skills and knowledge required to identify, plan, implement and evaluate play and leisure experiences for children participating in school age care. Every child has the right to feel happy, safe and relaxed. We enrich children's opportunities for learning by creating opportunities for a range of play and leisure experiences..

This unit focuses on the cycle of identifying the interests and needs of children before planning, implementing, and evaluating a diverse range of play and leisure experiences to meet these needs. Knowledge regarding relevant regulations and laws, principles of good practice, theories of play, environmental considerations, and evaluation processes is also explored.

### **CHCSAC008 Work collaboratively and respectfully with school age children**

This unit describes the skills and knowledge required to engage and interact with school age children and guide their behaviour in positive ways. A collaborative approach provides educators the opportunity to learn from and support children in meaningful way. By being responsive and respectful we can more successfully guide children's behaviour in a positive direction.

It emphasises fostering positive interactions with children through active listening, appropriate communication strategies, and cultural sensitivity as well as guiding children's behaviour using a variety of techniques. This unit focuses on the knowledge and skills required to reflect on relationships with children, identify areas for skill enhancement, and seek support when needed. Knowledge regarding communication techniques, factors influencing behaviour, self-regulation strategies, and support mechanisms for identifying additional needs, all within the framework of relevant standards, regulations, and inclusive practices is explored.

### **CHCSAC009 Support the holistic development of children in school age care**

This unit describes the skills and knowledge to recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of school age children. When we are child-orientated, we focus on a child's overall wellbeing and development. With a holistic approach we can create a strong foundation of children's lifelong success and support their belonging, being and becoming.

This unit emphasises the importance of facilitating physical, social, emotional, cognitive, and communication development through intentional interactions, activities, and environments. It explores the need to recognise and respect individual differences, promote positive communication, and create inclusive environments where children feel valued and supported. Knowledge requirements include understanding the National Quality Standard and related regulations, child development principles, early brain development, major developmental milestones, and factors influencing development.

## **CHCSAC010 Foster holistic learning, development and wellbeing for school age children**

This unit describes the skills and knowledge required to foster and enhance the holistic learning, development and wellbeing of school age children. It includes the ability to use detailed knowledge of developmental theory and different developmental domains and how they link to support holistic development. Every child has the right to an education that supports their whole wellbeing. Planning through a holistic lens means educators can support children's development in all areas, tailoring to children's unique strengths and development.

This unit emphasises accessing credible information sources, critically analysing and interpreting data, and staying updated with the latest knowledge. It focuses on the skills required to collaborate with colleagues to enhance the care and education of children. Knowledge requirements include understanding the National Quality Standard and related regulations, core principles of child development, theories influencing practice, and strategies supporting development across cognitive, communication, emotional, physical, and social domains. Critical reflection is highlighted as a key aspect, emphasising its role in informing meaningful practice adjustments through feedback, evaluation, and documentation processes.

## **HLTFSE001 Follow basic food safety practices**

This unit describes the skills and knowledge required to comply with personal hygiene, maintain food safety, contribute to cleanliness of food handling areas and dispose of food. Children are particularly vulnerable when it comes to food related illness. Everyone working in education and care settings has a responsibility to keep food safe.

This unit explores each of these elements including how to follow a food safety program and taking corrective action as needed. It will explore knowledge of national and local food safety laws, hazard analysis and critical control points (HACCP), food hazards, personal hygiene requirements, workplace hygiene hazards, and waste disposal procedures.

## **HLTFSE007 Oversee the day-to-day implementation of food safety in the workplace**

This unit describes the skills and knowledge required to supervise the day-to-day implementation of the food safety program across the entire business, process or food handling area. An education and care service must have a supervisor in place to oversee all food handlers to ensure that food safety risks are managed, and risks prevented.

This unit emphasises the skills required to support colleagues in implementing food safety programs by effectively communicating requirements and procedures and assisting food handlers to meet safety standards. It delves into controlling food safety within the workplace by identifying potential breaches, implementing procedures to prevent and respond to breaches, investigating non-conformance and client complaints, and developing or revising procedures to enhance food safety control. Knowledge of legal obligations, systematic approaches to managing food safety, and procedures for maintaining cleanliness and hygiene in the food handling area is explored.

## **HLTWHS001 Participate in work health safety**

This unit describes the skills and knowledge required to participate in safe work practices to ensure your own health and safety, and that of others. Work Health Safety (WHS) is guided by legislation, regulatory requirements and policies and procedures in the workplace. Therefore, it is important that there are not only policies to guide roles and responsibilities, but also methods in place to identify, assess and document what is occurring. In education and care services, there are many potential risks that may cause harm to children, families, staff or visitors.

This unit focuses on the process of hazard prevention and management of a safe workplace through effective hygiene practices, cleaning, managing spills, handling food, and protocols for managing illness and immunisation.

### **HLTWHS003 Maintain work health safety**

This unit describes the skills and knowledge required to implement and monitor Work Health Safety (WHS) policies, procedures and work practices as part of a small team. Work health safety involves all stakeholders cooperating and communicating effectively.

This unit provides an understanding of WHS requirements and supports educators with strategies and methods to engage children, staff, families, management and wider community in this process. In addition, to understanding the principles of assessing hazard and risk, and to meet legislative requirements in relation to practices and well-defined roles and responsibilities. Risk controls are put in place, including effective cleaning and hygiene practices, manual handling, and policies and procedures, to guide the actions of all. Providing and sharing information is one of the most important aspects of WHS and requires a collaborative approach. Therefore, others should be equipped with tools and knowledge to ensure that risks and hazards are managed and have a thorough understanding of record keeping.

### **SISXCAI007 Assist with activities not requiring equipment**

This unit describes the skills and knowledge required to assist in the planning, conduct and evaluation of activities that do not require the use of equipment.

This unit focuses on assisting in the planning, execution, and evaluation of recreational activities without equipment for various participant groups. Knowledge surrounding legislation, organisational policies and procedures, types of recreational activities, benefits of participation, considerations for organising monitoring and evaluating activities will be explored. It will serve to equip educators with the skills and knowledge needed to effectively contribute to the successful implementation of recreational activities while prioritising participant safety, enjoyment, and overall experience.

### **SISXDIS001 Facilitate inclusion for people with a disability**

This unit describes the performance outcomes, skills and knowledge required to identify and facilitate sport, recreation and fitness opportunities for people with a disability. All children are entitled to the same opportunities and choices. A person-centred approach where collaboration is prioritised, ensures equitable access to recreation for people with disabilities.

This unit emphasises the importance of understanding individual needs and expectations through effective communication and collaboration with clients. It will include a review process, which involves gathering feedback from others, monitoring the success of strategies, and adjusting to ensure continuous improvement in aligning recreation opportunities with the specific needs of children and young people with disabilities. Knowledge regarding relevant legislation, social and cultural issues, communication needs, and barriers affecting participation is explored.