Workplace Learning Record

VCE VET Community Services

CHC30121 Certificate III in Early Childhood Education and Care

**Student name:**

Authorised and published by the Victorian Curriculum and Assessment Authority  
Level 7, 200 Victoria Pde  
East Melbourne VIC 3002

© Victorian Curriculum and Assessment Authority 2024

No part of this publication may be reproduced except as specified under the *Copyright Act 1968* or by permission from the VCAA. Excepting third-party elements, schools may use this resource in accordance with the [VCAA educational allowance](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx). For more information go to <https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx>.

The VCAA provides the only official, up-to-date versions of VCAA publications. Details of updates can be found on the VCAA website at [www.vcaa.vic.edu.au](https://www.vcaa.vic.edu.au/Pages/HomePage.aspx).

This publication may contain copyright material belonging to a third party. Every effort has been made to contact all copyright owners. If you believe that material in this publication is an infringement of your copyright, please email the Copyright Officer [vcaa.copyright@edumail.vic.gov.au](mailto:vcaa.copyright@edumail.vic.gov.au)

Copyright in materials appearing at any sites linked to this document rests with the copyright owner/s of those materials, subject to the Copyright Act. The VCAA recommends you refer to copyright statements at linked sites before using such materials.

The VCAA logo is a registered trademark of the Victorian Curriculum and Assessment Authority.

|  |
| --- |
| Contact us if you need this information in an accessible format - for example, large print or audio.  Telephone (03) 9032 1635 or email [vcaa.media.publications@edumail.vic.gov.au](mailto:vcaa.media.publications@edumail.vic.gov.au) |

Structured Workplace Learning Recognition

[VCE Structured Workplace Learning Recognition for VET](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/SWLRforVET/Pages/Index.aspx) provides students with the opportunity to gain credit towards their VCE (including the VCE VM) or VPC by undertaking a Structured Workplace Learning (SWL) placement that is aligned to their VE1 VCE VET program or VE2 School-based Apprenticeship or Traineeship (SBAT).

To receive credit, students are required to demonstrate satisfactory achievement of the outcomes for the relevant unit of the *VCE Structured Workplace Learning Recognition for VET* study design.

Students must maintain a Workplace Learning Record (WLR) for each placement. In the WLR students must reflect on a minimum of six units of competency (UoCs) from their program, including a workplace health and safety (WHS) UoC.

About this workplace learning record

Students undertaking this study must maintain a Workplace Learning Record (WLR) related to the SWL placement for recording, authentication and assessment purposes.

Student reflections on their SWL placement are to be recorded in the three sections of this WLR to document the skills and knowledge learned, employability skills developed, and industry experience gained relating to the VET qualification being undertaken.

Students must undertake a work placement in a different workplace setting or context for each VCE unit and maintain a separate WLR per placement.

The WLR is divided into three sections.

**Section 1**: Learner profile

**Section 2**: Learning about VET units of competency (UoCs) in the workplace

**Section 3**: Post-placement reflections

Please complete the details of your workplace.

|  |  |
| --- | --- |
| **Employer/Company/Business** |  |
| **Supervisor name** |  |
| **Contact phone number** |  |

|  |  |
| --- | --- |
| **Employer/Company/Business** |  |
| **Supervisor name** |  |
| **Contact phone number** |  |

|  |  |
| --- | --- |
| **Employer/Company/Business** |  |
| **Supervisor name** |  |
| **Contact phone number** |  |

Section 1: Learner profile

Complete the learner profile and discuss this with your host employer on or before your first day of SWL placement.

|  |  |
| --- | --- |
| **Student Name** |  |
| **School** |  |
| **Phone number** |  |
| **Email** |  |
| **Explain why you decided to undertake this VET certificate?** | |
|  | |
| **List the other studies that you are undertaking.** | |
|  | |
| **Explain why you have chosen this overall program.** | |
|  | |
| **Outline what interests you about the industry.** | |
|  | |
| **What is your planned career path or future career aspiration?** | |
|  | |
| **Describe any workplace skills you have developed through previous work experience, SWL or part time employment.** | |
|  | |
| **How have you developed these skills?** | |
|  | |

Section 2: Learning about VET units of competency in the workplace

This section of the WLR will contain three key questions per unit of competency (UoC) designed to draw out related experiences you may be exposed to in a workplace.

This does not cover all the elements or performance criteria within the units and is not designed as a UoC assessment tool.

You should comment on the UoCs you have experienced in the workplace and reflect on actual observations or activities that you have been exposed to. Your observations will:

* reinforce the training you have undertaken
* identify differences in practice or equipment
* identify areas requiring further training or practical experience.

You are encouraged to take photos and/or video where appropriate to showcase learning in the workplace. Evidence you collect can include:

* observations
* descriptions of activities and tasks
* conversations with employers and other staff
* participation in meetings
* workplace documents
* research in the workplace
* photos of equipment/processes/events
* video of workplace activities.

**Note**: please speak to your host employer before taking photos or video. Do not use the names or details of any clients/stakeholders external to the organisation/other. This record does not require identifying actual people or events, as this may breach confidentiality.

Program outline

CHC30121 Certificate III in Early Childhood Education and Care

The compulsory UoCs and a selection of electives are listed in the table below. You may list any additional UoC(s) relating to your experiences in the workplace in the table. Indicate the year in which you are undertaking each UoC. You must reflect on a minimum of six UoCs from your program, including a workplace health and safety (WHS) UoC.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| UoC code | UoC title | Nominal hours | Year | Page |
| **Work, Health and Safety** | | | | |
| HLTWHS001 | Participate in workplace health and safety | 20 |  | 10 |
| **Compulsory** | | | | |
| CHCECE030 | Support inclusion and diversity | 63 |  | 11 |
| CHCECE031 | Support children's health, safety and wellbeing | 160 |  | 12 |
| CHCECE032 | Nurture babies and toddlers | 108 |  | 13 |
| CHCECE033 | Develop positive and respectful relationships with children | 100 |  | 14 |
| CHCECE034 | Use an approved learning framework to guide practice | 80 |  | 15 |
| CHCECE035 | Support the holistic learning and development of children | 100 |  | 16 |
| CHCECE036 | Provide experiences to support children's play and learning | 75 |  | 17 |
| CHCECE037 | Support children to connect with the natural environment | 50 |  | 18 |
| CHCECE038 | Observe children to inform practice | 40 |  | 19 |
| CHCECE054 | Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures | 55 |  | 20 |
| CHCECE055 | Meet legal and ethical obligations in children's education and care | 60 |  | 21 |
| CHCECE056 | Work effectively in children's education and care | 65 |  | 22 |
| CHCPRT001 | Identify and respond to children and young people at risk | 40 |  | 23 |
| HLTAID012 | Provide First Aid in an education and care setting | 22 |  | 24 |
| **Elective** | | | | |
| BSBPEF403 | Lead personal development | 40 |  | 25 |
| BSBSTR401 | Promote innovation in team environments | 40 |  | 26 |
| BSBSUS411 | Implement and monitor environmentally sustainable work practices | 40 |  | 27 |
| CHCDIV001 | Work with diverse people | 40 |  | 28 |
| CHCECE039 | Comply with family day care administration requirements | 30 |  | 29 |
| CHCECE040 | Attend to daily functions in home-based child care | 35 |  | 30 |
| CHCPRP003 | Reflect on and improve own professional practice | 120 |  | 31 |
| CHCSAC009 | Support the holistic development of children in school age care | 80 |  | 32 |
| HLTFSE001 | Follow basic food safety practices | 30 |  | 33 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Reflect on the UoCs you have experienced in the workplace on the following pages.

VCE VET units of competency

HLTWHS001 - Participate in workplace health and safety

This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did you learn about the work health and safety (WHS) policies and procedures? |  |
| Briefly outline the purpose of a workplace safety meeting you attended, or a workplace consultative activity you participated in. |  |
| Describe the workplace health and safety processes you were required to follow and/or implement. |  |

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.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe a situation when you needed to reflect on your own values, biases, and experiences. |  |
| Describe how you or staff promote the principles of inclusion to children. |  |
| Give two examples of when you implemented communication techniques that model open, inclusive, ethical interactions with children, families, and colleagues. |  |

CHCECE031 - Support children's health, safety and wellbeing

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.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe an occasion when you:  1. Promoted physical activity.  2. Promoted healthy and safe support at mealtimes.  3. Provided support for a child’s rest. |  |
| Describe two practices that you implemented in accordance with hygiene policies and procedures. |  |
| Describe two actions you implemented to minimise environmental risks to children. |  |

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. It requires the ability to follow individualised care routines for sleep, feeding and toileting.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe communication strategies you adopted when working with babies and toddlers.  Include your observed cues from babies and your verbal and nonverbal strategies. |  |
| Select two procedures from the list and describe how you cared for a baby or toddler.   * Nappy changing * Toileting * Preparing bottles and feeding * Preparing solid food and feeding * Assistance to improve motor skills |  |
| Recall your work with babies and toddlers and suggest one way that you can improve your care and promote their comfort and wellbeing. |  |

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.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Provide two examples of when you were required to respect the views and feelings of a child. |  |
| Describe a situation when you guided or redirected a child’s behaviour towards a better social outcome. |  |
| Outline how you positively responded to children’s varying abilities and confidence levels. |  |

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 childhood learning framework.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did staff collaborate to implement an approved learning framework? |  |
| Provide examples of how staff incorporated the service’s learning framework into their practises. |  |
| How did the workplace and staff reflect on and discuss practice with others? |  |

CHCECE035 - Support the holistic learning and development of children

This unit describes the performance outcomes, skills, and knowledge to recognize and support the interrelationship between the physical, social, emotional, cognitive and communication development of children.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How did staff assist children in selecting and arranging equipment that would develop their motor skills? |  |
| Provide an example of a ‘teachable’ moment where you provided a learning opportunity for a child. |  |
| How did staff support social and emotional development in children? |  |

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.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Provide two examples of outdoor, indoor, individual and group play and learning activities. |  |
| Outline a game or play activity that you assisted and/or led in the workplace and describe how you evaluated its outcome. |  |
| How did the workplace allow children to make decisions regarding play and learning experiences? |  |

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.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Outline ways in which you or the staff encouraged children to respect the natural environment. |  |
| Describe how the service connects children with the natural environment. |  |
| Where did the service source information about natural environments? |  |

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.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How was information about children gathered and recorded in the workplace? |  |
| Provide two examples of how information gathered about children contributes to program/planning. |  |
| Describe how you observed a child to learn more about their interests, skills, or strengths. |  |

CHCECE054 - Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures

This unit describes the performance outcomes, 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.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Outline how the workplace promoted awareness of Aboriginal and/or Torres Strait Islander culture |  |
| Describe how you or your colleagues promoted children’s understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures and languages. |  |
| Describe the ways in which language and interactions in the workplace show respect for Aboriginal and/or Torres Strait Islander peoples’ culture. |  |

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

This unit describes the performance outcomes, skills and knowledge required to identify and meet legal and ethical obligations. This includes the ability to recognize potential and actual examples of non-compliance with regulatory requirements and contribute to the continuous improvement of practice.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What was your duty of care in the workplace? |  |
| Identify one actual or potential example of the service not being able to comply with education and care regulations. |  |
| Based on your experiences or observations propose one way in which the service could improve care. |  |

CHCECE056 - Work effectively in children's education and care

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 service procedures to complete daily work activities.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Where did you find information about your work role and responsibilities? |  |
| Describe how you planned work activities for one shift. |  |
| How was information shared between staff? |  |

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. This work occurs within legislative and policy frameworks and carries a duty of care responsibility.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| What are the signs and symptoms of abuse or neglect in children that the workplace was concerned about?  (Do not provide names or information that could be seen as breaching confidentiality) |  |
| What were the workplace requirements for reporting indications of possible risk of harm to children? |  |
| How did staff use child-focused work practices to uphold the rights of children and young people? |  |

HLTAID012 - Provide First Aid in an education and care setting

This unit describes the skills and knowledge required to provide a first aid response to infants and children in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe an example of a workplace procedure for providing first aid. |  |
| What were the workplace requirements for reporting and communicating details of an incident? |  |
| Describe the process that you were required to follow when reporting details of incidents involving babies and children to parents and/or caregivers. |  |

BSBPEF403 - Lead personal development

This unit describes the skills and knowledge required to take responsibility for conscious decision -making processes to contribute to own personal development in the workplace.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Identify two interpersonal skills that you feel competent in and two that need development. |  |
| Propose a personal development plan for the identified skills gaps in the previous reflection. |  |
| Document a situation that you observed or experienced where lack of skills and knowledge negatively impacted staff. |  |

BSBSTR401 - Promote innovation in team environments

This unit describes the skills and knowledge required to identify and implement ways of promoting innovation within team environments in the workplace.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe how your work team encourages new ideas or innovation. |  |
| State one way that the team could work better, include rationale and details of your idea. |  |
| How do teams evaluate new initiatives? |  |

BSBSUS411 - Implement and monitor environmentally sustainable work practices

This unit describes the skills and knowledge required to analyses and implement improvements to the environmental sustainability of work practices and monitor their effectiveness.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Think about the resources that are required to operate a childcare service.  How is do staff monitor and collect information about efficiency and usage? |  |
| Identify and describe a potential improvement for a sustainable work practise. |  |
| Develop an improvement plan for an aspect of your work that will result in better use of a resource and include how you will evaluate the idea. |  |

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.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Briefly describe a situation where your personal views and/or assumptions were challenged by your experience in the workplace. |  |
| What were the non-verbal ways you observed that showed respect for people of different social or cultural backgrounds? |  |
| How did you seek and receive support when dealing with unfamiliar situations? |  |

CHCECE039 - Comply with family day care administration requirements

This unit describes the performance outcomes, skills and knowledge required to comply with the administrative tasks established for family day care operations.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How were records maintained within the family day care operation? |  |
| What was the required documentation that was collected from families? |  |
| Detail the types of records, receipts, and documents that you observed during family day care. |  |

CHCECE040 - Attend to daily functions in home-based child care

This unit describes the performance outcomes, skills and knowledge required to plan, provide, and review care with families. It requires the ability to respond to unexpected situations often encountered in this context.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| How does the service collect information about the child? |  |
| Describe a situation that you observed or experienced where planned care had to be changed. |  |
| How was the daily review conducted and who was involved? |  |

CHCPRP003 - Reflect on and improve own professional practice

This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Describe a situation when you received feedback from a co-worker or supervisor. |  |
| Describe a situation where your work could have been improved by more support or training. |  |
| Propose two ways that you can improve your skills and knowledge. |  |

CHCSAC009 - Support the holistic development of children in school age care

This unit describes the performance outcomes, skills, and knowledge to recognize and support the interrelationship between the physical, social, emotional, cognitive and communication development of school age children.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Outline the types of interactions you had with children aged 5 to12 in the workplace. |  |
| How did the workplace provide a variety of experiences and environments to support the different areas of children’s development (physical, creative, social, emotional, language and cognitive)? |  |
| How did staff share information with colleagues about child development and wellbeing? |  |

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.

|  |  |
| --- | --- |
| Respond to the following | Comments/observations |
| Outline the personal hygiene standards that you implemented in the workplace. |  |
| Describe how staff complied with the food safety program when handling and storing food. |  |
| What is the workplace process when practices do not comply with the food safety program? |  |

Comments/observations on any other UoCs not listed

|  |  |
| --- | --- |
| UoCs | Comments/observations |
|  |  |

Section 3: Student post-placement reflection

Employability skills are a set of eight skills we use every day in the workplace.

1. Communication
2. Teamwork
3. Problem solving
4. Self-management
5. Planning and organising
6. Technology
7. Learning
8. Initiative and enterprise

When you are on work placement, you will be using employability skills in many ways.

This record will assist you when applying for jobs and in interviews. The skills you are developing may be transferred to a range of occupations.

In Section 3, identify the employability skills you have used and how you have demonstrated them in the workplace. Identify how the skills you have acquired and used during your 80 hours of SWL might assist you in the future.

List of employability skills

How did you demonstrate **communication skills**? For example, by listening and understanding, speaking clearly and directly, or reading and writing.

|  |
| --- |
|  |

How did you demonstrate **teamwork**? For example, by working as part of a team or sharing ideas and resources with co-workers.

|  |
| --- |
|  |

How did you demonstrate **problem solving**? For example, by identifying problems or developing solutions to workplace issues.

|  |
| --- |
|  |

How did you demonstrate **self-management**? For example, by taking responsibility, managing time and tasks effectively, monitoring your own performance or having the ability to work unsupervised.

|  |
| --- |
|  |

How did you demonstrate **planning and organising**? For example, by time management, setting priorities, making decisions, setting goals, collecting, or analysing and organising information.

|  |
| --- |
|  |

How did you demonstrate the use of **technology**? For example, by being prepared to use a range of technology systems, IT skills (typing or data entry), or being able to learn new skills from the technology used in this industry.

|  |
| --- |
|  |

How did you demonstrate **learning**? For example, by being willing to learn new things, being open to new ideas or adapting to change.

|  |
| --- |
|  |

How did you demonstrate **initiative and enterprise**? For example, being creative, adapting to new situations, turning ideas into actions, coming up with a variety of options.

|  |
| --- |
|  |

Summary of industry learning

At the conclusion of your SWL for this VET qualification, think about the experiences you have had in the workplace, your reflection of learning against the UoCs and the employability skills you have developed.

How will these learnings assist you in your pathway to employment or further training in this industry?

|  |
| --- |
|  |

Student declaration

I confirm that I have undertaken work placement with:

|  |  |  |
| --- | --- | --- |
| **Employer/Company/Business name** | **Dates of placement** | **Total hours of placement** |
|  |  |  |
|  |  |  |
|  |  |  |
| **TOTAL** |  |  |

I have completed the reflections and evidence submitted in this WLR and they are from my own experiences.

**Signed** (Student)

**Name**

**Date**