Workplace Learning Record

VCE VET Community Services



CHC30113 Certificate III in Early Childhood Education and Care

**Student name**:

Modification history

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SWL Recognition

Structured Workplace Learning (SWL) recognition provides you with the opportunity to gain credit into your VCE or VCAL for undertaking SWL that matches your VCE VET program.

To receive recognition and credit, you will be required to reflect on your experience in the workplace and how this relates to your VET course. Your reflections are to be recorded in the three sections of this Workplace Learning Record (WLR).

About this workplace learning record

This WLR helps you gather evidence for assessment and is part of the requirement for obtaining SWL recognition.

To be eligible for one unit of credit towards your VCE or VCAL, you must:

* be enrolled in a minimum of 180 nominal hours of units of competency (UoCs) from the CHC30113 Certificate III in Early Childhood Education and Care
* undertake a minimum of 80 hours (equivalent to 10 days of work) in an education and care service placement
* reflect on a minimum of six UoCs from your program including the WHS UoC (HLTWHS002 — see page 8).

VCE VET Community Services

CHC30113 Certificate III in Early Childhood Education and Care

The VCE VET Community Services program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the community services sector.

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously.

Possible jobs include:

* childhood educator
* out of school hours care worker
* recreational activities officer
* nanny
* assistant educator
* child carers.

Workplace Learning Record

The WLR is divided into three sections.

**Section 1**: Learner profile

**Section 2**: Learning about VET 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 placement.

|  |  |
| --- | --- |
| **Name** |  |
| **School** |  |
| **Contact information** |  |

Within your VCE/VCAL why did you undertake this VET course?

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What VCE/VCAL subjects are you also undertaking?

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|  |

Why have you chosen this overall VCE/VCAL program?

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Program outline

CHC30113 Certificate III in Early Childhood Education and Care

UoCs included in this program are listed below. There are compulsory UoCs, along with a selection of electives. You can make a note of any UoC that relates to your experiences in the workplace. Indicate the year you are undertaking each UoC.

|  |  |  |  |
| --- | --- | --- | --- |
| Unit code | Unit of Competency | Year | Page |
| **VCE VET Units 1–4** | | | |
| **Compulsory** | | | |
| HLTWHS001 | Participate in workplace health and safety |  | 8 |
| CHCDIV002 | Promote Aboriginal and/or Torres Strait Islander cultural safety |  | 9 |
| CHCECE001 | Develop cultural competence |  | 10 |
| CHCECE002 | Ensure the health and safety of children |  | 11 |
| CHCECE003 | Provide care for children |  | 12 |
| CHCECE004 | Promote and provide healthy food and drinks |  | 13 |
| CHCECE005 | Provide care for babies and toddlers |  | 14 |
| CHCECE007 | Develop positive and respectful relationships with children |  | 15 |
| CHCECE009 | Use an approved learning framework to guide practice |  | 16 |
| CHCECE010 | Support the holistic development of children in early childhood |  | 17 |
| CHCECE011 | Provide experiences to support children’s play and learning |  | 18 |
| CHCECE013 | Use information about children to inform practice |  | 19 |
| CHCLEG001 | Work legally and ethically |  | 20 |
| CHCPRT001 | Identify and respond to children and young people at risk |  | 21 |
| HLTAID004 | Provide an emergency first aid response in an education and care setting |  | 22 |
| **Electives** | | | |
| CHCDIV001 | Work with diverse people |  | 23 |
| CHCECE006 | Support behaviour of children and young people |  | 24 |
| CHCECE012 | Support children to connect with their world |  | 25 |
| CHCECE014 | Comply with family day care administration requirements |  | 26 |
| CHCECE015 | Attend to daily functions in home based child care |  | 27 |
| CHCECE017 | Foster the holistic development and wellbeing of the child in early childhood |  | 28 |
| CHCPRT003 | Work collaboratively to maintain an environment safe for children and young people |  | 29 |
| CHCSAC004 | Support the holistic development of children in school age care |  | 30 |

List any other units you are undertaking and include comments regarding additional units on page 31.

What interests you about the industry?

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|  |

What is your planned career path or future career aspiration?

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| --- |
|  |

Describe any workplace skills you have developed through previous work experience, SWL or part time employment?

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|  |

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

This WLR contains three key questions per UoC designed to draw out related experiences you may be exposed to in a community services 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. This record does not require identifying actual people or events, as this may breach confidentiality.

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 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. |  |

CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

The unit describes the skills and knowledge required to identify Aboriginal and/or Torres Strait Islander cultural safety issues in the workplace, model cultural safety in own work practice, and develop strategies to enhance cultural safety.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Outline how the workplace promoted Aboriginal and/or Torres Strait Islander cultural safety. |  |
| Describe a situation where you were required to be culturally aware whilst in the workplace. |  |
| How were Aboriginal and/or Torres Strait Islander people involved in the planning and delivery of services and programs? |  |

CHCECE001 Develop cultural competence

This unit describes the skills and knowledge required to work towards cultural competency and to support participation of all children and families in children’s services. This support includes contributing to children’s understanding and acceptance of all cultures.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace support children in developing cultural identity? |  |
| Describe the cultural diversity amongst the children/families that you encountered in the workplace. |  |
| What were the workplace policies and initiatives designed to support inclusive participation? |  |

CHCECE002 Ensure the health and safety of children

This unit describes the skills and knowledge to ensure the health and safety of children. This unit applies to educators working in a variety of education and care services.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| In your observation of play supervision, describe a situation where an adult had to intervene to ensure the safety of all children. |  |
| How was important information about individual children communicated to you? (e.g. asthma, food allergy, behavioural problems). |  |
| What sorts of records did you help to maintain during the work day? |  |

CHCECE003 Provide care for children

This unit describes the skills and knowledge required to ensure children’s physical and emotional well-being is maintained and their self-sufficiency is nurtured.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe the range of activities that the workplace undertook to promote physical activity and participation? |  |
| How did the workplace implement routines and strategies to minimise distress at separation of parent and child? |  |
| What ways were you able to help children understand and manage change whilst in the workplace? |  |

CHCECE004 Promote and provide healthy food and drinks

This unit describes the skills and knowledge required to promote healthy eating and ensure that food and drinks provided are nutritious, appropriate for each child and prepared in a safe and hygienic manner.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Describe how the workplace created a positive, relaxed environment during mealtimes. |  |
| What were the organisational standards, policies and procedures for food handling and preparing meals for children? |  |
| How did the workplace engage children and involve them in menu planning and assisting in meal preparation? |  |

CHCECE005 Provide care for babies and toddlers

This unit describes the skills and knowledge required by educators working with babies and toddlers to ensure that the children’s physical and emotional wellbeing is maintained. This unit applies to work with babies and toddlers from birth to 24 months in a range of early education and care contexts.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What was your role in the workplace to ensure positive nappy-changing and toileting experiences? |  |
| Outline how staff in the workplace developed relationships with babies and toddlers. |  |
| How did the workplace respond to babies’ needs, including hunger, distress, tiredness and pain? |  |

CHCECE007 Develop positive and respectful relationships with children

This unit describes the skills and knowledge required by educators working with children to ensure they can develop and maintain effective relationships and promote positive behaviour.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Outline a situation where you were required to interpret non-verbal cues of children? What was the result? |  |
| Outline the techniques that staff used to guide children’s behaviour. |  |
| Provide examples of when you used positive language, gestures, facial expressions and tone of voice when redirecting or discussing children’s behaviour with them. |  |

CHCECE009 Use an approved learning framework to guide practice

This unit describes the skills and knowledge required to enable educators to provide children with opportunities to maximise their potential and develop a foundation for future success.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did staff collaborate to implement an approved learning framework? |  |
| Outline the learning framework(s) used by the workplace and how each principle of the learning framework was implemented. |  |
| How did the workplace and staff reflect on and discuss practice with others? |  |

CHCECE010 Support the holistic development of children in early childhood

This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from birth to 6 years of age.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did staff assist children in selecting and arranging equipment that would develop their motor skills? |  |
| How did staff create opportunities for one-to-one interactions? |  |
| How did staff support social and emotional development in children? |  |

CHCECE011 Provide experiences to support children’s play and learning

This unit describes the skills and knowledge required to support children’s play and learning.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What different types of play environments did you observe in the workplace? |  |
| Outline a game or play activity that you assisted and/or led in the workplace. |  |
| How did the workplace allow children to make decisions regarding play and learning experiences? |  |

CHCECE013 Use information about children to inform practice

This unit describes the skills and knowledge required to gather information about children through observation and other sources as a basis to inform program-planning cycles and to share with children and their families.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How was information about children gathered and recorded in the workplace? |  |
| How did the information gathered about children contribute to program/planning in the workplace? |  |
| Outline the report-writing standards used to record observations in the workplace? |  |

CHCLEG001 Work legally and ethically

This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What was your duty of care in the workplace? |  |
| How did the workplace respond to legal and ethical requirements? |  |
| Outline the types of legal issues that may or did arise in the workplace?  How did the workplace respond? |  |

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? |  |

HLTAID004 Provide an emergency first aid response in an education and care setting

This unit describes the skills and knowledge required to provide a first aid response to infants, children and adults. The unit applies to educators and support staff working within an education and care setting who are required to respond to a first aid emergency, including asthmatic and anaphylactic emergencies.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| Provide an example of a workplace procedure for responding to an emergency which you have learnt. |  |
| 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 care-givers. |  |

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? |  |

CHCECE006 Support behaviour of children and young people

This unit describes the skills and knowledge to apply strategies to guide responsible behaviour of children and young people in a safe and supportive environment.

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| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did staff recognise any developmental challenges or mental health issues of a child or young person that may have had potential impacts on behaviour? |  |
| How did the workplace explain the differences between disruptive behaviour and behaviours of concern? |  |
| Provide examples of each. |  |

CHCECE012 Support children to connect with their world

This unit describes the skills and knowledge required to support and encourage children’s connection with their environment.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did staff in the workplace support children to develop an understanding and respect for the natural environment? |  |
| What sustainable practices were implemented by the workplace? |  |
| How did staff encourage children to connect to their environment? |  |

CHCECE014 Comply with family day care administration requirements

This unit describes the 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 in the family day care operation? |  |
| What type of insurance is required for the home-based child care business? |  |

CHCECE015 Attend to daily functions in home based child care

This unit describes the skills and knowledge required to work with families to plan and attend to the daily functions as a home-based care provider.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What sort of documentation did you have to keep in the daily routine of the workplace? |  |
| What are some of the unforeseen circumstances that can occur in this type of workplace? |  |
| How was the daily review conducted in the workplace? |  |

CHCECE017 Foster the holistic development and wellbeing of the child in early childhood

This unit describes the skills and knowledge required to foster and enhance the holistic development and wellbeing of children from birth to 6 years of age.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| How did the workplace provide experiences that challenged the physical skills and abilities of children and promoted physical fitness? |  |
| What are some of the ways that the workplace developed an environment for holistic learning and development? |  |
| How did staff encourage self-help and independence of children in the workplace? |  |

CHCPRT003 Work collaboratively to maintain an environment safe for children and young people

This unit describes the skills and knowledge required to work within an established child protection framework. It also covers standard protocols to maintain a safe environment for children and young people.

|  |  |
| --- | --- |
| **Respond to the following** | **Comments/observations** |
| What key agencies did the workplace engage with in respect to child protection? |  |
| How did the workplace provide referrals to support families? |  |
| How did staff abide by child protection principles and work practices while performing their work role? |  |

CHCSAC004 Support the holistic development of children in school aged care

This unit describes the skills and knowledge to support and recognise the interrelationship between the physical, social, emotional, cognitive and communication development of children from 5 to 12 years of age.

|  |  |
| --- | --- |
| **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? |  |

Comments/observations on any other unit(s) of competency not listed

|  |  |
| --- | --- |
| **Unit(s)** | **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. Team work
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 different 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. Assessment of SWL recognition is based on a discussion of each of the sections from this booklet with a school representative.

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.

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

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

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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.

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

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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.

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

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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.

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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?

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Student declaration

I confirm that I have undertaken work placement with:

|  |  |
| --- | --- |
| **Employer/Company/Business name** | **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** (Block letters)

**Date**