

Course / Unit Delivery Guideline

Instructions: Use the below guideline for each unit of competency when considering the required training for each student. This is an example only, it is the responsibility for each Trainer to ensure training delivery meets individual student's needs. Full notes on all training provided should be included on your Training Record Sheets.

Unit Code / Title	Sample Delivery for Reading, Activities, Trainer Support and Assessment Delivery (Broken Down into Visits)	Other Learning / Materials Provided <i>(Only required where not available in or supported by service)</i>
BSBLED401 Develop teams and individuals	<p>Visit 1 - read pages 7-19 Discuss related job roles in the service, identify ways staff can self-evaluate performance. Hand out assessment tools.</p> <p>Visit 2 - Read pages 20 - 42 Discuss key objectives of learning in relation to the needs of the business. share mentoring techniques, research available training options</p> <p>Visit 3 - read pages 43 - 53 Discuss how feedback on training can be received, demonstrate ways to analyse feedback and how reports can be provided to ensure modifications are applied or identified.</p> <p>Visit 4 - identify any gaps required and completed assessment tools</p>	
BSBSUS501 Develop workplace policy and procedures for sustainability	<p>Visit 1 - read pages 7 - 34 Discuss what is sustainability, and the legal requirements for sustainability in the child care industry. Identify stakeholders for information gathering.</p> <p>Visit 2 - read pages 35 - 40 Discuss ways to promote the sustainability policy amongst peers, identify the expected outcomes and any responsibilities for workers. Hand out assessment tool</p> <p>Visit 3 - read pages 41 - 58 Discuss how to record the implementation of the policy, identify ways to communicate procedures and strategies to others.</p> <p>Visit 4 - read pages 59 - 73 Discuss record keeping practices, identify when the policy should be reviewed and share what strategies a review might encompass.</p> <p>Visit 5 - identify any gaps required and completed assessment tools</p>	
CHCDIV001 Work with diverse people	<p>Visit 1 - Read pages 7 - 27 Discuss reflection techniques, assist student with identifying their cultural perspective, identify cultures within the service and discuss differences and how these are supported in the service.</p> <p>Visit 2 - read pages 28 - 37 Discuss effective communication techniques, discuss the definition of a language barrier and identify ways to overcome this. Give out Assessment.</p> <p>Visit 3 - read pages 38 - 43 Demonstrate how to navigate sensitive situations including resolving conflicts, discuss how conflict and the way it's managed affects diversity</p> <p>Visit 4 - identify any gaps required and completed assessment tools.</p>	

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CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	visit 1 - activities 4.1,4.2,4.3 and read pages from 68-71. visit 2 - activities 4.4, 4.5, 4.6 and read pages 72-74. Give out assessment. visit 3 - activities 4.7, 4.8,4.9,4.10 read pages 75-84. Visit 4 - verbally complete review questions and collect assessment.	
CHCECE001 Develop cultural competence	visit 1 - verbally question 3.1, student to complete 3.2,3.3,3.4, read pages 45-47 visit 2 - read pages 48-54, activities 3.6,3.7,3.8,3.9 visit 3 - read pages 55-57, activities 3.10,3.11 visit 4 - read pages 58-60, activities 3.12, provide student with the EYLF visit 5 - read pages 61-64, activities 3.13,3.14 verbally. visit 6 - complete review questions orally and identify any remaining gaps. Give out assessment. visit 7 - Observe student and provide guidance. Collect assessment	EYLF, ACECQA website.
CHCECE002 Ensure the health and safety of children	visit 1 - read pages 112-117 activities 6.1,6.2,6.3 provide student with Regulations if they can not source. Visit 2 - read pages 118-124 activities verbally 6.4, student to complete 6.5,6.6. visit 3 - read pages 125- 138 activities verbally 6.7, complete 6.8. visit 4 - Activities 6.9 and 6.10 give the student scenarios to a asthmatic emergency and an anaphylactic emergency, verbally complete review questions. Give out assessment. visit 5 - Identify any gaps and support, collect assessment	Regulations, ACECQA website
CHCECE003 Provide care for children	visit 1 - read pages 205- 209 activities verbally 10.1 complete 10.2,10.3 visit 2 - read pages 210-214 activities 10.4 have student access document,10.5,10.6 visit 3 - read pages 215-224 activities 10.7 if student can not access the EYLF provide,10.8,10.9 visit 4 - verbally complete review questions and identify gaps. visit 5 - demonstrate and observe interactions with children. Give out assessment. visit 6 - demonstrate and observe interaction with children. visit 7 - identify any gaps and collect assessment.	EYLF, ACECQA website.
CHCECE004 Promote and provide healthy food and drinks	visit 1 - read pages 229- 240 activities verbally 11.1 complete 11.2,11.3,11.4 visit 2 - read pages 241-244 activities 11.5,11.6,11.7,11.8. Visit 3 - orally complete review questions and identify any gaps. Give out assessment. visit 4 - collect assessment and evidence	

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CHCECE005 Provide care for babies and toddlers	Visit 1 - read pages 180 to 184 activities 9.1 - 9.3 visit 2 - read pages 185 to 190 activities 9.4 and 9.5. visit 3 - read pages 191 to 198 activities 9.6 verbally complete 9.7 visit 4 - 199 to 201 activity 9.9 visit 5 - review questions orally and identify any gaps. Give out assessment. visit 6 and 7 demonstrate and observe interactions while caring for babies. Ensure correct techniques, strategies and processes are used.	
CHCECE007 Develop positive and respectful relationships with children	visit 1 - read pages 327 to 332 activities 15.1 15.2 15.3 visit 2 - read pages 333 to 338 activities 15.4 15.5 15.6 visit 3 - read pages 339 to 348 activities 15.7 15.8 15.9 visit 4 - orally complete review questions and identify any gaps. Give out assessment. visit 5 and 6 demonstrate and observe interactions with children, ensure correct techniques, strategies and procedures are being followed, guide student where needed.	
CHCECE009 Use an approved learning framework to guide practice	visit 1 - read pages 271 to 278 activities to complete 13.1 13.2 13.3 verbally 13.4 13.5 visit 2 - read pages 279 to 292 activities 13.6 13.7 13.8 verbally 13.9 13.10 13.11 13.12. Give out assessment. visit 3 - orally complete review questions, collect assessment tools.	
CHCECE016 Establish and maintain a safe and healthy environment for children	Visit 1 - Read pages 16 - 24, activities 2.4; 2.7 Visit 2 - Read pages 25 - 28, activities 2.9; 2.11. Hand out assessment tool. Visit 3 - Read pages 28 - 20, activity 2.13 Visit 4 - Go through review questions and any gaps identified. Collect assessment.	Links provided: NQS; EYLF; ASCIA; ACRI; ACECQA; Kidsafe; NHMRC; video: www.youtube.com/watch?v=3phZfvOFcHE

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<p>CHCECE017 Foster the holistic development and wellbeing of the child in early childhood</p>	<p>Visit 1 - Read pages 86 - 93, activities 5.2; 5.5 Visit 2 - Demonstrate and observe student's interactions and learning environments provided, particularly relating to physical development. Include holistic guidelines where appropriate. Guide student to ensure correct understanding. Hand out assessment tool. Visit 3 - Read pages 94 - 104, activities 5.6, 5.7 Visit 4 - Demonstrate and observe student's interactions and learning environments provided, particularly relating to social development. Include holistic guidelines where appropriate. Guide student to ensure correct understanding. Visit 5 - Read pages 105 - 114, Activities 5.11, 5.13, 5.15 Visit 6 - Demonstrate and observe student's interactions and learning environments provided, particularly relating to emotional development. Include holistic guidelines where appropriate. Guide student to ensure correct understanding. Visit 7 - Read pages 114 - 117, Activities 5.16; 5.17 Visit 8 - Read pages 118 - 122, Activities 5.20 Visit 9 - Demonstrate and observe student's interactions and learning environments provided, particularly relating to cognitive development. Include holistic guidelines where appropriate. Guide student to ensure correct understanding. Visit 10 - Read pages 123 - 131, Activities 5.22, 5.24, 5.26 Visit 11 - Demonstrate and observe student's interactions and learning environments provided, particularly relating to communication development. Include holistic guidelines where appropriate. Guide student to ensure correct understanding. Visit 12 - Read pages 132 - 136, Activities 5.27 Visit 13 - Read pages 137 - 139, Activities 5.30; 5.31 Visit 14 & Visit 15 - Demonstrate and observe student's interactions and learning environments provided, particularly relating to holistic development. Guide student to ensure correct understanding. Visit 16 - Orally complete review questions and identify any gaps. Visit 17 & Visit 18 - Demonstrate and observe student's interactions and learning environments provided, particularly relating to holistic development. Guide student to ensure correct understanding.</p>	<p>All review questions at end of chapter; nqs; eylf; Get up and Grow;</p>
<p>CHCECE018 Nurture creativity in children</p>	<p>Visit 1 - Read pages 143 - 147, Activity 6.1 Visit 2 - Read pages 147 - 149, Activity 6.3 Visit 3 - Read pages 149 - 155, Activity 6.5 Visit 4 - read pages 155 - 159, Activity 6.6 Visit 5 - Read pages 159 - 161, Activity 6.7 Visit 6 - Orally complete review questions and identify gaps. Hand out assessment tool. Visit 7 - Demonstrate and observe student working with children to nurture creativity, provide guidance where needed.</p>	<p>Links Provided: NQS; EYLF; NCAC;</p>

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CHCECE019 Facilitate compliance in an education and care service	<p>Visit 1 - Read pgs 302 - 314, Activities 13.3; 13.4</p> <p>Visit 2 - Discuss and support student through understanding of NQF interpretation. Orally identify current understanding and provide further guidance where needed.</p> <p>Visit 3 - Read pages 314 - 320, Activity 13.7</p> <p>Visit 4 - Read pages 320 - 326, Activity 13.8</p> <p>Visit 5 - Read pages 326 - 331, Activity 13.10, 13.11. Hand out assessment tool.</p> <p>Visit 6 - Demonstrate and discuss with student the assessment and rating process, identify scenarios and instances of experience, discuss student's previous experiences.</p> <p>Visit 7 - Orally complete review questions and collect assessment tools.</p>	<p>Links Provided: NQS; EYLF; ACECQA; NQF; CS Central; COAG; MyChild; Starting Blocks, NQS PLP Videos</p>
CHCECE020 Establish and implement plans for developing cooperative behaviour	<p>Visit 1 - Read pages 163 - 168, Activities 7.2; 7.4</p> <p>Visit 2 - Read pages 168 - 175, Activities 7.7; 7.8, 7.10. Hand out assessment Tool.</p> <p>Visit 3 - Read pages 175 - 177, Activities 7.12</p> <p>Visit 4 - Orally complete review questions</p>	<p>Links Provided: Review questions 1 and 2; EYLF; NQS; IPSP; ECA Code of Ethics; unicef</p>
CHCECE021 Implement strategies for the inclusion of all children	<p>Visit 1 - Read pages 179 - 183, Activities 8.1; 8.2</p> <p>Visit 2 - Read pages 183 - 185, Activities 8.4; 8.5</p> <p>Visit 3 - Read pages 186 - 192, Activities 8.7, 8.9, 8.10</p> <p>Visit 4 - Demonstrate and support student with investigation into available support networks within their area. Guide student to identify inclusion needs. Observe interactions with children. Hand out assessment tool.</p> <p>Visit 5 - Discuss with student inclusion plans, identify any available and observe how they are used in the service, identify areas for review and maintenance.</p> <p>Visit 6 - Orally complete all review questions</p>	<p>Links provided: EYLF; NQS; ISA Child Australia; CSCentral; ECIA; Raising children network</p>
CHCECE022 Promote children's agency	<p>Visit 1 - Read pages 278 - 283, Activities 12.1</p> <p>Visit 2 - Read pages 284 - 287, Activities 12.4</p> <p>Visit 3 - Demonstrate and observe provision of learning environments, support and guide student to identify how these are reflecting children's interests and provide a stimulating environment. Hand out assessment tool.</p> <p>Visit 4 - Read pages 288 - 292, Activity 12.6</p> <p>Visit 5 - Read pages 293 - 296, Activity 12.8</p> <p>Visit 6 - Demonstrate and observe student supporting participation of children, identify ways to consult with children and families, discuss ways to review and develop curriculum to take observations of children's interests into account.</p> <p>Visit 7 - Orally complete review questions.</p>	<p>Links Provided: NQS; EYLF; All review questions; UNICEF; NQS PLP;</p>

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CHCECE023 Analyse information to inform learning	Visit 1 - Read pages 218 - 222, Activities 10.1; 10.4 Visit 2 - Read pages 223 - 229, Activities 10.7, 10.9 Visit 3 - Demonstrate and discuss with student different observation techniques, identify how they differ and when to use which. Identify with student what techniques they use on a regular basis. Visit 4 - Read pages 230 - 233, Activity 10.10. Hand out assessment tool. Visit 5 - Read pages 233 - 234, Discuss with student appropriate ways of sharing information. Visit 6 - Demonstrate and discuss with student the different ways in which information is shared about children's learning. Discuss how the curriculum is influenced by observations made. Visit 7 - Orally complete review questions	Links Provided: NQS; EYLF; All review questions; ECA.org.au; PSC National Alliance.
CHCECE024 Design and implement the curriculum to foster children's learning and development	Visit 1 - Read pages 237 - 246, Activities 11.2; 11.3 Visit 2 - Read pages 247 - 254, Activities 11.6 Visit 3 - Discuss how consultation for curriculum is conducted, discuss the service philosophy and how it is represented in the curriculum, identify and demonstrate modifications that can be made to the learning environment. Visit 4 - Read pages 254 - 261, Activities 11.9. Hand out assessment tool. Visit 5 - Read pages 261 - 269, Activities 11.10 Visit 6 - Discuss learning environments and their requirements, demonstrate ways to interact with children to promote learning, discuss how information collected on children helps to inform the learning environment. Visit 7 - Read pages 269 - 274, Activities 11.12 Visit 8 - Orally complete review questions.	Links Provided: NQS; EYLF; aecq; ECA Code of Ethics; NCAC; UNICEF.
CHCECE025 Embed sustainable practices in service operations	Visit 1 - Read pages 34 - 45, Activities 3.2; 3.4 Visit 2 - Discuss how sustainability is handled in the service, identify other ways this can be achieved, share experiences of how sustainability works well in other situations Visit 3 - Read pages 45 - 48, Activities 3.6; 3.7. Hand out assessment tool. Visit 4 - Orally complete review questions	Links provided: NQS; EYLF; Australian government, department of the environment; Reduce, Re-use, Recycle; Small green steps
CHCECE026 Work in partnership with families to provide appropriate education and care for children	Visit 1 - Read pages 197 - 210, Activities, 9.1; 9.4; 9.5, 9.9 Visit 2 - Discuss ways to provide information to families about their children, demonstrate how this is completed in an appropriate manner, discuss and demonstrate how to establish a welcoming environment. Hand out assessment tool. Visit 3 - Read pages 210 - 215, Activities 9.12, 9.13 Visit 4 - Discuss community services that are available in the area, discuss other options that might assist the children in the service. Visit 5 - Orally complete review questions	Links Provided: NQS; EYLF; All Review Questions; ECA Code of Ethics;

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CHCINM002 Meet community information needs	<p>Visit 1 - Read pages 7 - 12, Discuss the community groups present in the service, discuss issues that might affect this group and review current provisions to identify any gaps.</p> <p>Visit 2 - Read pages 13 - 39, Discuss and demonstrate different ways information can be presented, discuss the best techniques to develop information resources, demonstrate effective consultation techniques. Hand out assessment tool.</p> <p>Visit 3 - Review all elements to establish gaps and support student to identify continuous improvement opportunities.</p>	
CHCLEG001 Work legally and ethically	<p>Visit 1 - Read pages 22- 29, activities 2.1 2.2 2.3</p> <p>Visit 2 - Read pages 30 -40, activities 2.4 verbally complete 2.5 2.7</p> <p>Visit 3 - Discuss ethical scenarios, discuss legal scenarios, support student to identify correct procedures for each. Give out assessment.</p> <p>Visit 4 - Discuss the legislation and other guiding documents that regulate the child care industry, assist student with identifying their role within these guidelines.</p> <p>Visit 5 - orally complete review questions.</p>	Regulations, ACECQA website, National Law
CHCPRP003 Reflect on and improve own professional practice	<p>Visit 1 - Read pages 51 - 72, Activities 4.1, 4.2, 4.8, 4.9</p> <p>Visit 2 - Discuss the job role requirements for professional practice, identify the opportunities for self-improvement, discuss how self-improvement, reflection and understanding can improve an educator. Hand out assessment tool.</p> <p>Visit 3 - Read pages 73 - 78, Activities 4.12, 4.14</p> <p>Visit 4 - Orally complete review questions</p>	Links provided: EYLF; NQS; CSCentral; ECA Code of Ethics; PSC Alliance;
CHCPR001 Identify and respond to children and young people at risk	<p>visit 1 - Read pages 141 to 151, activities 7.1 7.2 7.3 7.5</p> <p>visit 2 - Read pages 152 to 157, activities 7.6 7.8. Give out assessment.</p> <p>visit 3 - orally complete review questions. Collect assessment.</p>	
HLTWH003 Maintain work health and safety	<p>Visit 1 - Read pages 2 - 9, Activities 1,2; 1,5</p> <p>Visit 2 - Read pages 10 - 13, Activities 1.7</p> <p>Visit 3 - Discuss hazards and risk control, demonstrate effective ways to identify hazards and implement controls, discuss available procedures regarding safety and assist student to identify role in these, discuss how communication can affect the safety of the workplace. Hand out assessment tool.</p> <p>Visit 4 - Orally complete review questions.</p>	Links provided: NQS; EYLF; Staying Healthy In Childcare 5th Edition; acecqa; OHS Australia; Safe Work Australia; OHS in Early Childhood Services 6 Videos.