

**STUDENT VOCATIONAL PLACEMENT  
RECORD BOOK - Part B**

**CHC30708 Certificate III Children's Services**

## Vocational Placement Student Induction Checklist

Student Name: .....

**Employer/Mentors:** You should address each item of the checklist with the student.

**Student:** You should initial each point to indicate your understanding and/or receipt of relevant material and information.

Student's Initials	YES	NO
1. Welcomed and introduced to workplace		
2. Shown through facility and introduced to staff members etc		
3. Rest rooms identified		
4. Telephone usage explained		
5. Staff lunch area and refreshment facilities identified (if applicable)		
6. Fire exits and location of fire extinguishers/equipment have been identified. Emergency procedures have been explained and demonstrated.		
7. Occupational Health and Safety procedures for the work site/equipment have been explained.		
8. Procedures for any equipment that will be used has been thoroughly explained.		
9. Advised on how to report an accident or injury.		
10. Work times and punctuality policy has been explained.		
11. Absenteeism policy has been explained.		
12. Personal standards/behaviour policy has been explained.		
13. Dress standards and appearance defined and explained.		
14. Students responsibilities defined and explained.		

### Comments

.....

Student signature: ..... Date: .....

Employer/Mentor signature:..... Date: .....

**Student must keep the completed copy with their log book**



## ASSESSOR RECORD SHEET

Student's Name: \_\_\_\_\_ Centre: \_\_\_\_\_

**Note:** It is the student's responsibility, in discussion with the Director to arrange work experience hours to cover experience of both early and late shifts.

Day	Date	Director's Signature	Time Start	Time Finish	Number of Hours	Reason if absent	Makeup date & hours	Director's Signature when made up
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								

**\*IMPORTANT:** This must be printed and completed manually. Once completed either scan and email to [studentservices@studychildcare.com.au](mailto:studentservices@studychildcare.com.au) OR fax to (07) 55 809 200.

## ASSESSOR RECORD SHEET

Student's Name: \_\_\_\_\_ Centre: \_\_\_\_\_

**Note:** It is the student's responsibility, in discussion with the Director to arrange work experience hours to cover experience of both early and late shifts.

Day	Date	Director's Signature	Time Start	Time Finish	Number of Hours	Reason if absent	Makeup date & hours	Director's Signature when made up
25								
26								
27								
28								
29								
30								
31								
32								
33								
34								
35								
36								

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## ASSESSOR RECORD SHEET

Student's Name: \_\_\_\_\_ Centre: \_\_\_\_\_

**Note:** It is the student's responsibility, in discussion with the Director to arrange work experience hours to cover experience of both early and late shifts.

Day	Date	Director's Signature	Time Start	Time Finish	Number of Hours	Reason if absent	Makeup date & hours	Director's Signature when made up
37								
38								
39								
40								
41								
42								
43								
44								
45								
46								
47								
48								

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Identify and respond to children and young people at risk

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 1	The learner has demonstrated knowledge of how to implement work practices which support the protection of children and young people by:			1.	
1.1	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Identifying children and young people at risk of harm by observing signs and symptoms, asking non-invasive questions, being aware of protective issues and using child protection procedures where appropriate</li> <li>✓ Respond to disclosure, information or signs and symptoms in accordance with accepted standards, techniques, and legislative obligations</li> <li>✓ Complying with lawful instructions, regulations and duty of care in all work activities</li> <li>✓ Routinely employing child focused work practices to uphold the rights of children and young peoples to participate in decision-making where it is age appropriate</li> <li>✓ Employing communication and information gathering techniques with children and young people in accordance with current recognised good practice</li> <li>✓ Ensuring decisions and actions taken are within own level of responsibility, work role and legislative requirements</li> <li>✓ Maintaining own knowledge and skills as required to work effectively and participate in practice supervision processes</li> <li>✓ Maintain confidentiality as appropriate</li> <li>✓ Provide an appropriate response as determined by organisation procedures, legal and work role obligations</li> </ul>			2.	
		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Identify and respond to children and young people at risk

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 2	The learner has demonstrated knowledge of how to report indications of possible risk of harm by:			1.	
2.1	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Accurately recording relevant specific and general circumstances surrounding risk of harm in accordance with centre policies/procedures, ethical and legal requirements</li> <li>✓ Promptly reporting risk of harm indicators in accordance with statutory and centre policies/procedures</li> <li>✓ Showing a willingness to work collaboratively with relevant agencies to maximise effectiveness of reports regarding abuse within own job description</li> </ul>			2.	
2.2					
2.3					
Element 3	The learner has demonstrated knowledge of how to apply ethical and nurturing practices in work with children and young people by:			1.	
3.1	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Protecting the rights of children and young people in the provision of services</li> <li>✓ Identifying and seeking support from Group Leader or Director for issues of ethical concern in practice with children and young people</li> <li>✓ Developing ethical and nurturing practices in accordance with professional boundaries when working with children and young people</li> <li>✓ Recognising indicators for potential ethical concerns when working with children and young people</li> <li>✓ Responding to unethical behaviour of others</li> </ul>			2.	
3.2					
3.3					
3.4					
3.5					
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)	
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)	

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# CHC30708 Certificate III in Children's Services

CHCCHILD401A



Identify and respond to children and young people at risk

**Additional Evidence:** (eg Photographs, observations, copies of documentation, references from industry)

**Student Comment:**

**Workplace Mentor Comment:**

**Student Instructions:**

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## CHC30708 Certificate III in Children's Services

CHCCHILD401A

Identify and respond to children and young people at risk

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Ensure the health and safety of children

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 1	The learner has demonstrated knowledge of how to maintain a clean and hygienic environment by:			1.	
1.2,1.2	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Assisting in cleaning using appropriate cleaning agents as per centre policies/procedures and regulations</li> <li>✓ Following centre policies/procedures for infection control</li> <li>✓ Assisting in maintaining ventilation, lighting and heating/cooling</li> <li>✓ Following centre policies/procedures regarding personal hygiene/health</li> <li>✓ Maintaining and cleaning beds in accordance with centre policies/procedures</li> <li>✓ Preparing, handling, storing and serving food in accordance with centre policies/procedures and state/territory food safety and handling requirements</li> </ul>			2.	
1.3		Example:	Tasks completed in the workplace (recorded by student prior to signature of mentor)		
1.4					
1.5					
1.6					
Element 2	The learner has demonstrated knowledge of how to recognise and respond to signs of potential illness by:			1.	
2.1,2.2	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Reporting signs of potential illness to Group Leader or Director and seeking medical assistance according to centre policies/procedures</li> <li>✓ Ensuring child's parents are informed</li> <li>✓ Separating child with signs of illness in accordance with centre policies/procedures</li> <li>✓ Providing comfort and settling a sick child</li> <li>✓ Understanding and monitoring food allergies and medical conditions according to centre policies/procedures</li> </ul>			2.	
2.3		Example:	Tasks completed in the workplace (recorded by student prior to signature of mentor)		
2.4					
2.5					
2.6					

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Ensure the health and safety of children

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 3	The learner has demonstrated knowledge of how to provide a safe environment by:			1.	
	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Implementing sun protection procedures in accordance with centre policies/procedures</li> <li>✓ Assisting to ensure tools, equipment, toys and games are age appropriate for the child</li> <li>✓ Preparing the environment to ensure safety by selecting checking and maintaining equipment</li> <li>✓ Performing hazard inspections and implementing risk reduction strategies in accordance with centre policies/procedures</li> <li>✓ Ensuring fire exits are kept unobstructed at all times</li> <li>✓ Disposing of waste materials in a safe and hygienic way (eg nappies, soiled tissues/wipes)</li> <li>✓ Ensuring cleaning materials are stored safely (eg locked cupboards out of children's reach)</li> <li>✓ Implementing infection control procedures</li> <li>✓ Ensuring provision is made for service of food and drinks within the daily routine according to developmental needs</li> </ul>			2.	
		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			

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# CHC30708 Certificate III in Children's Services

CHCCN301A



Ensure the health and safety of children

PC, ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 4	The learner has demonstrated knowledge of how to supervise the safety of children by:			1.	
4.1	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Supervising children in accordance with centre policies/procedures and relevant regulations (eg correct ratios)</li> <li>✓ Explaining the rules for safe play using language children can understand</li> <li>✓ Maintaining contact with individual children or groups according to the child's age, level of independence, safety/risk taking behaviours, activity child is involved in and ability of the child</li> <li>✓ Identifying potential injury hazards and risks, taking action to minimise risk and explaining hazards in the environment to children</li> <li>✓ Discussing emergencies and practise evacuation procedures with children</li> <li>✓ Interact with children whilst supervising (eg playing a game, having a conversation, engaging in an activity)</li> <li>✓ Recording and reporting accidents and incidents in accordance with centre policies/procedures</li> <li>✓ Complete a 'dummy' accident/incident report form under the supervision of a Group Leader</li> <li>✓ Supervising children during meal and snack times, ensuring seating is age-appropriate</li> </ul>			2.	
Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)					

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# CHC30708 Certificate III in Children's Services

CHCCN301A

Ensure the health and safety of children



PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 6	The learner has demonstrated knowledge of how to administer medication within guidelines by:			1.	
6.1,6.3, 6.4 6.2	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Witnessing the administering and documentation of medication according to centre policies/procedures including checking medication for name, instructions and use by date</li> <li>✓ Witnessing the method for storage of medication according to centre policies/procedures</li> </ul>			2.	
Element 7	The learner has demonstrated knowledge of how to manage & respond to allergy/anaphylaxis by:			1.	
7.1 7.2,7.3	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Identifying, recognising and reporting signs, symptoms and key characteristics of allergy/anaphylaxis</li> <li>✓ Understanding centre policies/procedures for risk management and administration of medication for anaphylaxis</li> </ul>			2.	
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)	
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)	

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Provide care for children

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
<b>Element 1</b>	<b>The learner has demonstrated knowledge of how to provide physical care by:</b>			1.	
1.1,1.2	✓ Creating an environment that promotes opportunities for rest according to the child's needs and context			2.	
1.3	✓ Providing a quiet area for children to access as needed (eg book corner, mat area with cushions)				
1.4	✓ Assisting children with hygiene according to child's need (eg hand washing, toileting, blowing nose, brushing teeth/rinsing mouth after meal)				
1.5	✓ Responding to toileting accidents in a manner that protects the child's self-esteem and privacy				
1.6	✓ Providing appropriate food and drink to children in a hygienic manner and supervise children in eating and drinking (eg washing hands, use of gloves, sitting with children during meals)				
1.7	✓ Assisting children to dress according to the need and prevailing weather conditions, acknowledging their clothing preferences whenever possible				
1.8	✓ Providing input regarding children's nutritional requirements when food is provided				
<b>Element 2</b>	<b>The learner has demonstrated knowledge of how to create opportunities for children to develop their understanding of physical needs by:</b>			1.	
2.1	✓ Using suitable language which can be understood when explaining nutritional needs to children			2.	
2.2	✓ Explaining and demonstrating hygiene practices in a way that children can understand whilst modelling and demonstrating throughout daily routines				
2.3	✓ Explaining safety issues and demonstrating safety procedures (eg group discussions, fire drills, lock down procedures, slippery floors etc)				
2.3	✓ Participating in a planned fire drill at a service/centre				
2.4	✓ Support children to understand the relationship between physical activity and good health				
2.5	✓ Providing opportunities for children to participate in food preparation				
	Example:				
	Tasks completed in the workplace (recorded by student prior to signature of mentor)				

**Student Instructions:**

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# CHC30708 Certificate III in Children's Services

CHCCN302A

Provide care for children



PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 3	The learner has demonstrated knowledge of how to establish an environment that encourages children to complete tasks themselves by:			1.	
3.1	✓ Making required materials accessible for children				
3.2,3.4	✓ Ensuring children have sufficient time to work on tasks in an unhurried way, providing sufficient time for child to practise and develop their skills if required by the child			2.	
3.3	✓ Acknowledging and encouraging all attempts made by children and speaking about them respectfully				
		Tasks completed in the workplace (recorded by student prior to signature of mentor)			
	Example:				
Element 4	The learner has demonstrated knowledge of how to respond to the emotional needs of children by:			1.	
4.1	✓ Providing a stable and predictable environment with routines that are appropriate to each child's developmental stage				
4.2	✓ Identifying and responding to children's feelings openly, appropriately and with respect (eg asking questions, acknowledging responses, discussing feelings & emotions)				
4.3	✓ Encouraging children to communicate, listen and treating them with respect				
4.4	✓ Providing and encouraging opportunities to express feelings and emotions appropriately				
4.5	✓ Dealing with emotional outbursts in a calm and consistent manner whilst minimising disruption to other children				
4.6	✓ Comforting children when hurt or distressed				
4.7	✓ Ensuring children are prepared and informed of any changes in an appropriate way				
		Tasks completed in the workplace (recorded by student prior to signature of mentor)			
	Example:				

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Provide care for children

PC, ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 5	The learner has demonstrated knowledge of how to settle new arrivals by:			1.	
5.1	✓ Observing parents and children for signs of stress/distress on arrival			2.	
5.2	✓ Interacting with the child while parents are present to minimise abruptness of separation				
5.3	✓ Encouraging parents to take as much time as needed to have a relaxed, unhurried separation from their child				
5.4	✓ Establishing routines to minimise distress at separation of parent and child				
5.5	✓ Responding to a child's distress at separation from parent in a calm reassuring manner (eg physical comfort, sitting and listening, talking through a problem, giving child their comforter, distracting the child with an activity etc)				
Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)			
Additional Evidence: (eg Photographs, observations, copies of documentation, references from industry)					

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CHCCN302A

Provide care for children



**Student Comment:**

**Workplace Mentor Comment:**

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# CHC30708 Certificate III in Children's Services

CHCCN303A



Contribute to provision of nutritionally balanced food in a safe and hygienic manner

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 1	The learner has demonstrated knowledge of how to plan food and drink provision by:			1.	
1.1	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Ensuring children are provided with food and drink consistent with current relevant dietary guidelines for infants, children and/or young people as per job description</li> <li>✓ Ensuring children's individual needs are met to promote optimal growth and development, respecting cultural requirements, appetites and food and drink preferences</li> <li>✓ Encouraging children to develop healthy eating habits</li> <li>✓ Ensuring meals and snacks are nutritious, attractive and an appropriate serving size for children</li> <li>✓ Promoting healthy eating through role modelling, positive food awareness and mealtime experiences</li> <li>✓ Planning, preparing and implementing a cooking experience following centre policies/procedures</li> <li>✓ Providing education and support to families and children around healthy eating</li> <li>✓ Planning and developing cycle menus of foods for each meal and/or snack to display for information of staff, parents and older children</li> <li>✓ Following centre nutrition policy and ensuring it includes identification, management and monitoring of special dietary needs related to food allergies and medical food conditions such as celiac disease and diabetes</li> </ul>			2.	
<p>Tasks completed in the workplace (recorded by student prior to signature of mentor)</p> <p>Example: <i>Encouraged children to drink water throughout the day - daily</i></p>					

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# CHC30708 Certificate III in Children's Services

CHCCN303A



Contribute to provision of nutritionally balanced food in a safe and hygienic manner

PC, ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 2	The learner has demonstrated knowledge of how to maintain food safety while carrying out food handling activities by:			1.	
2.1	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Carrying out food handling, preparation and storage according to organisation guidelines, legislation and licensing requirements for food safety and within job description (eg hand washing, use of gloves, heating and cooling food at correct temperatures)</li> <li>✓ Preparing morning tea, afternoon tea, snacks and lunch following centre policies/procedures</li> <li>✓ Identifying and remedying processes or practices which are not consistent with the guidelines according to local, state/territory legislation within scope of own work role</li> <li>✓ Addressing health conditions and/or illness that may impact on safe and healthy food handling (eg exclusion from food preparation due to illness)</li> <li>✓ Wearing clothing and footwear that is appropriate for the food handling task (eg clean clothing, closed in shoes)</li> </ul>			2.	
<p><b>Tasks completed in the workplace</b> (recorded by student prior to signature of mentor) Example:</p>					

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# CHC30708 Certificate III in Children's Services

CHCCN303A



Contribute to provision of nutritionally balanced food in a safe and hygienic manner

**Student Comment:**

**Workplace Mentor Comment:**

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# CHC30708 Certificate III in Children's Services

CHCCS400A



Work within a relevant legal and ethical framework

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 1	The learner has demonstrated an understanding of legislation and common law relevant to work role by:			1.	
1.1, EK 1.2, EK  1.3 1.4 1.5 1.6	<p><b>Evidence Guide</b></p> <ul style="list-style-type: none"> <li>✓ Abiding by his/her work role and responsibilities within the workplace</li> <li>✓ Applying key statutory and regulatory requirements relevant to the work role i.e. Childcare Acts &amp; Regulations, Quality Assurance System, Equal Opportunities, Workplace Health &amp; Safety, Privacy, Child Protection, UN Convention on the Rights of the Child, Professional Code of Ethics</li> <li>✓ Implementing 'duty of care' responsibilities within the workplace</li> <li>✓ Accepting responsibility for his/her own actions</li> <li>✓ Ensuring confidentiality of information relating to children, staff and families in the service</li> <li>✓ Seeking the agreement of children or families prior to providing services (Eg: providing choices, involvement in decision making processes, seeking permission)</li> </ul>			2.	
Element 2	The learner has demonstrated knowledge of how to follow identified policies and practices by:			1.	
2.1,2.3, 2.5, EK,3.6 2.2 2.2	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Performing within the guidelines of their job description, service/centre policies and procedures, seeking clarification when unclear of responsibilities</li> <li>✓ A willingness to contribute to the review and development of service/centre policies and procedures</li> <li>✓ <u>Attending a staff meeting</u></li> </ul>			2.	
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)	
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)	

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Work within a relevant legal and ethical framework

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature	
		Yes	No			
Element 3	The learner has demonstrated knowledge of how to work ethically by:			1.		
3.1	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Ensuring that the rights of the children and families are protected at all times</li> <li>✓ Using problem solving techniques when negotiating a resolution to a problem involving differing value systems</li> <li>✓ Making him/herself available to all families regardless of personal values, beliefs, attitudes and culture</li> <li>✓ Recognising ethical issues and dilemmas in the workplace and discussing with the appropriate person (eg: Group Leader, Director, Licensee)</li> <li>✓ Following legal requirements and centre/service policies and procedures when handling matters of disclosure and confidentiality</li> <li>✓ Recognising own personal values and ensuring practice is non judgemental</li> <li>✓ Avoiding or addressing any conflict of interest in the workplace (Eg: personal values, beliefs, attitudes and cultures)</li> </ul>			2.		
3.2						
3.3						
3.4						
3.7						
3.8						
3.9						
		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)				

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Work within a relevant legal and ethical framework

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 4	The learner has demonstrated knowledge of how to recognise and respond when clients rights and interests are not being protected by:			1.	
4.1, 4.2	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Supporting children, families and workers or their advocates to identify and express their concerns and refer them to other services if appropriate</li> <li>✓ Following centre/services policies and procedures when managing a complaint</li> <li>✓ Recognising the signs of abuse and neglect of children and reporting to an appropriate person as required</li> <li>✓ Providing appropriate services and support in response to cultural/linguistic or religious diversity (Eg: Interpreters, translated materials &amp; Inclusion Support Agencies etc)</li> </ul>			2.	
4.3					
4.4					
4.5					
		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			

**Additional Evidence:** (eg Photographs, observations, copies of documentation, references from industry)

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

# CHC30708 Certificate III in Children's Services

CHCCS400A



Work within a relevant legal and ethical framework

**Student Comment:**

**Workplace Mentor Comment:**

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.



## Support the development of children

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 3	The learner has demonstrated knowledge of how to support the social development of children by:			1.	
ES 3.1 3.3 ES	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Interacting with children at eye level</li> <li>✓ Assists in creating opportunities for one to one, small group and large group interactions</li> <li>✓ Interacting with children and families in a way that values and respects diversity</li> <li>✓ Understanding the importance of providing culturally appropriate experiences and celebrations</li> </ul>			2.	
		Tasks completed in the workplace (recorded by student prior to signature of mentor)			
Element 4	The learner has demonstrated knowledge of how to support the emotional and psychological development of children by:			1.	
4.1 4.4 4.7	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Involving children in decision making when appropriate</li> <li>✓ Giving individual attention to each child</li> <li>✓ Observing children to recognise, report and record emotional development experiences are appropriate for their developmental age</li> </ul>			2.	
		Tasks completed in the workplace (recorded by student prior to signature of mentor)			

### Student Instructions:

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

## Support the development of children

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 5	The learner has demonstrated knowledge of how to support the language development of children by:			1.	
5.1	<b>Evidence Guide:</b> ✓ Providing an opportunity for children to participate in 'Show and Tell' or 'News' during group time ✓ Engaging children in an experience involving verbal language & written language			2.	
5.2		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			
Element 6	The learner has demonstrated knowledge of how to support the creative development of children by:			1.	
6.1	<b>Evidence Guide:</b> ✓ Planning, preparing and implementing a sensory experience ✓ Encouraging children to express their imagination and creativity during play and interactions ✓ Preparing the care environment to include resources, material and equipment for children to initiate their own creative activities			2.	
6.2		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			
6.4					
Element 7	The learner has demonstrated knowledge of how to support the cognitive development of children by:			1.	
7.1	<b>Evidence Guide:</b> ✓ Planning, preparing and implementing an experience to stimulate cognitive development ✓ Preparing the care environment to include activities and experiences which encourage children to explore and problem solve.			2.	
7.2		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			

### Student Instructions:

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

# CHC30708 Certificate III in Children's Services

CHCFC301A



Support the development of children

Additional Evidence: (eg Photographs, observations, copies of documentation, references from industry)

Student Comment:

Workplace Mentor Comment:

### Student Instructions:

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Interact effectively with children

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature	
		Yes	No			
Element 1	The learner has demonstrated knowledge of how to communicate positively with children on an ongoing basis by:			1.		
1.1	<b>Evidence Guide:</b> ✓ Using language that is appropriate for each child's age, developmental stage and culture ✓ Using key words of meaning to a child (Example phrases, jargon, naming & language specific to interests) ✓ Using non-verbal communication which is appropriate and relevant ✓ Ensuring interactions are frequent, caring and respectful ✓ Using non-gender specific and non-stereotypical language			2.		
1.2						
1.3						
1.4						
1.5						
Element 2	The learner has demonstrated knowledge of how to promote positive behaviour by:			1.		
2.1	<b>Evidence Guide:</b> ✓ Communicating to each child, positive and realistic expectations of their behaviour ✓ Acknowledging and explaining to children examples of positive behaviour ✓ Following service policies when applying limits to a child's behaviour			2.		
2.2						
2.5						

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Interact effectively with children

PC, ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 3	The learner has demonstrated knowledge of how to collaborate with children about their interests by:			1.	
				2.	
3.1 3.2 3.3 3.5	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Consulting with children using a range of communication forms</li> <li>✓ Interacting and collaborating with all children in the service on a regular basis</li> <li>✓ Encouraging children to consider new ideas and interests</li> <li>✓ Responding positively and acknowledge suggestions whenever possible</li> </ul>	Tasks completed in the workplace (recorded by student prior to signature of mentor)			
Element 4	The learner has demonstrated knowledge of how to respect similarities and differences and encourage children to respect these differences by:			1.	
				2.	
4.1 4.3	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Identifying and talking about children's likes and dislikes</li> <li>✓ Responding positively and with respect to different communication styles used by children</li> </ul>	Tasks completed in the workplace (recorded by student prior to signature of mentor)			

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature	
		Yes	No			
Element 5	The learner has demonstrated knowledge of how to support children in learning about the decision making process by:			1.		
5.1	<b>Evidence Guide:</b> ✓ Assisting children to share and implement their ideas, discuss limitations and solve problems ✓ Describing to children the meaning of limitation of resources (Example; physical environment, equipment, time, staff numbers, budget etc) ✓ Discussing safety factors and legal requirements that may affect options available ✓ Assisting children to plan and implement ideas or suggestions ✓ Acknowledging all suggestions and explore alternatives when unable to implement			2.		
5.2						
5.3						
5.4						
5.5						
		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)				

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

# CHC30708 Certificate III in Children's Services

CHCPR301A



Provide experiences to support children's play and learning

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 1	The learner has demonstrated knowledge of how to support the development of children by:			1.	
1.1/1.2	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Assisting to prepare areas, resources and materials for different kinds of play and physical activity regularly to provide variety</li> <li>✓ Ensuring that play and physical activity reflect the cultural diversity, gender and abilities of children</li> <li>✓ Preparing an environment which is safe, non threatening, challenging and stimulating</li> <li>✓ Identifying and supporting individual interests and needs by assisting with the provision of appropriate activities</li> </ul>			2.	
1.2				Tasks completed in the workplace (recorded by student prior to signature of mentor)	
1.3				Example: <i>Created a physical play area in the indoor environment</i>	
1.5					
Element 2	The learner has demonstrated knowledge of how to actively guide and encourage children to undertake a variety of developmentally appropriate activities by:			1.	
2.1	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Encouraging and acknowledging children's efforts</li> <li>✓ Using activities, resources and materials flexibly to meet children's individual preferences and encourage extension of play</li> <li>✓ Demonstrating respect for children's choice not to participate and provide encouragement where an experience is new or unknown</li> </ul>			2.	
2.2				Tasks completed in the workplace (recorded by student prior to signature of mentor)	
2.4				Example:	

### Student Instructions:

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

# CHC30708 Certificate III in Children's Services

CHCPR301A



Provide experiences to support children's play and learning

PC, ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 3	The learner has demonstrated knowledge of how to facilitate children's play, learning and physical activity by:			1.	
3.1, 3.2	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Following each child's lead in play and physical activity and participate when invited or initiate play and invite the child to join in</li> <li>✓ Showing enthusiasm, playfulness and enjoyment when interacting with children</li> <li>✓ Monitoring children's reactions to the play environment to ensure each child is interested, challenged but not frustrated</li> <li>✓ Encouraging children to include other children in their play</li> <li>✓ Redirecting children's inappropriate play</li> <li>✓ Assist with the preparation of the outdoor environment to provide natural outdoor space which encourages active play</li> <li>✓ Assisting with the preparation and provision of suitable materials for activities</li> </ul>			2.	
3.3					
3.4					
3.5					
3.7					
3.8					
3.9					
		Example: <i>Initiated play in the sand pit by making a road</i>		Tasks completed in the workplace (recorded by student prior to signature of mentor)	

**Student Instructions:**

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- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

# CHC30708 Certificate III in Children's Services

CHCPR301A



Provide experiences to support children's play and learning

**Additional Evidence:** (eg Photographs, observations, copies of documentation, references from industry)

**Student Comment:**

**Workplace Mentor Comment:**

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Develop an understanding of children's interests and developmental needs

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 1	The learner has demonstrated knowledge of how to gather information about the child through observation by:			1.	
1.1	<b>Evidence Guide:</b> ✓ Assisting with observations of children during their normal pattern of play and daily interactions to identify their interests and needs. Types of observations demonstrated: Anecdotal, running record, time sample ✓ Assisting with the monitoring of the strengths and needs of children (eg observations, questions, conversations with peers and carers etc)			2.	
1.2		Tasks completed in the workplace (recorded by student prior to signature of mentor) Example: <i>Observed a child's self help skills &amp; discussed with GL</i>			
Element 2	The learner has demonstrated knowledge of how to gather information about the child from secondary sources by:			1.	
2.1	<b>Evidence Guide:</b> ✓ Using children's records to collect information about each child ✓ Using information exchanged with family to collect information about each child's needs interests and cultural practices. Complete a 'Child Profile' on a child.			2.	
2.2		Tasks completed in the workplace (recorded by student prior to signature of mentor) Example:			

**Student Instructions:**

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- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

# CHC30708 Certificate III in Children's Services

CHCPR303D



Develop an understanding of children's interests and developmental needs

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 3	The learner has demonstrated knowledge of how to record observations appropriately by:			1.	
ES	<b>Evidence Guide:</b> ✓ Obtaining permission to observe a child and completing three types of introductory level observations to the required standard: 1. anecdotal observation 2. running record 3. time sample ✓ Collecting information through observations and secondary sources, then discussing with relevant staff members and recording according to centre requirements ✓ Ensuring any discussions or recording of information is free from biased comments and negative labelling of children ✓ Ensuring observations are recorded carefully and accurately			2.	
3.1		Tasks completed in the workplace (recorded by student prior to signature of mentor)  Example:			
3.2					
3.3					
Element 4	The learner has demonstrated knowledge of how to use observations and information collected to understand the child and contribute to program planning by:			1.	
4.1	<b>Evidence Guide:</b> ✓ Using information gathered about each child to provide suggestions for ways to enhance that child's play and physical activity to contribute to development of fundamental movement skills and leisure ✓ Using information gathered about child to ensure interactions with the child meet each child's individual requirements			2.	
4.2		Tasks completed in the workplace (recorded by student prior to signature of mentor)  Example:			

**Student Instructions:**

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- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

# CHC30708 Certificate III in Children's Services

CHCPR303D



Develop an understanding of children's interests and developmental needs

**Additional Evidence:** (eg Photographs, observations, copies of documentation, references from industry)

**Student Comment:**

**Workplace Mentor Comment:**

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Contribute to OHS processes

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 1	The learner has demonstrated knowledge of how to plan and conduct work safely by:			1.	
1.1	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Planning work in accordance with relevant provisions of OHS legislation, standards, codes of practice/compliance codes and guidance material relating to children's services</li> <li>✓ Identifying hazards as part of work planning and work process</li> <li>✓ Completing hazard identification inspections and addressing identified hazards prior to starting work using judgement within job description</li> <li>✓ Reporting risks, incidents and injuries in accordance with centre policies and procedures</li> <li>✓ Undertaking workplace health and safety housekeeping in work environment (eg cleaning up spills, keeping walkways, exits and traffic areas clear)</li> <li>✓ Maintaining and updating own knowledge of OHS issues as they apply in the workplace (eg systems, equipment, methods &amp; processes)</li> <li>✓ Managing own levels of stress and fatigue to ensure ability to work safely</li> </ul>			2.	
1.2		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			
1.3					
1.4,1.5					
1.6					
1.7					
1.8					
Element 2		The learner has demonstrated knowledge of how to support others in working safely by:			1.
2.1	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Sharing information on safe work practices and work procedures with other workers</li> <li>✓ Checking the OHS practices of less experienced workers and supporting others to record incidents and complete associated documentation according to centre policies and procedures</li> <li>✓ Providing guidance to less experienced workers and supporting them in working safely</li> </ul>			2.	
2.2,2.4		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			
2.3					

**Student Instructions:**

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- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Contribute to OHS processes

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 3	The learner has demonstrated knowledge of how to contribute to OHS participative processes by:			1.	
3.1 3.2,3.3 3.4	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Raising OHS issues in accordance with centre policies and procedures</li> <li>✓ Contributing to workplace meetings or inspections and support workers in a constructive manner to improve safety</li> <li>✓ Discussing the roles and responsibilities of OHS representatives and committees</li> </ul>			2.	
Element 4	The learner has demonstrated knowledge of how to contribute to hazard identification, OHS risk assessment and risk control activities by:			1.	
4.1,4.2, 4.3	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Checking the workplace for hazards using the centre/service checklist and reporting any identified hazards according to centre policies and procedures and contributing to risk assessments</li> </ul>			2.	
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)	
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)	

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Contribute to OHS processes

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 5	The learner has demonstrated knowledge of how to participate in the control of emergency situations by:			1.	
5.1 5.2,5.3	<b>Evidence Guide:</b> ✓ Identifying and responding to emergency signals and alarms ✓ Responding to and implementing emergency procedures in accordance with centre policies and procedures			2.	
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)	

**Additional Evidence:** (eg Photographs, observations, copies of documentation, references from industry)

**Student Comment:**

**Workplace Mentor Comment:**

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Work effectively with culturally diverse clients and co-workers

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 1	The learner has demonstrated knowledge of how to reflect cultural awareness in work practice by:			1.	
1.1	<b>Evidence Guide:</b> ✓ Demonstrating awareness of culture as a factor in all human behaviour by using culturally appropriate work practices ✓ Using work practices that create a culturally and psychologically safe environment for all persons ✓ Reviewing and modifying work practices in consultation with persons from diverse cultural backgrounds			2.	
1.2		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			
1.3					
Element 2	The learner has demonstrated knowledge of how to accept cultural diversity as a basis for effective work place and professional relationships:			1.	
2.1	<b>Evidence Guide:</b> ✓ Showing respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients ✓ Using specific strategies to eliminate bias and discrimination in the workplace ✓ Contributing to the development of work place and professional relationships based on acceptance of cultural diversity			2.	
2.2		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			
2.3					

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Work effectively with culturally diverse clients and co-workers

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 3	The learner has demonstrated knowledge of how to communicate effectively with culturally diverse persons by:			1.	
3.1	<b>Evidence Guide:</b> ✓ Showing respect for cultural diversity in all communication with clients, families, staff and others ✓ Using communication constructively to develop and maintain effective relationships, mutual trust and confidence ✓ Where language barriers exist, making efforts to communicate in the most effective way possible ✓ Seeking assistance from interpreters or other persons as required			2.	
3.2		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			
3.3					
3.4					
Element 4	The learner has demonstrated knowledge of how to resolve cross-cultural misunderstandings:			1.	
4.1	<b>Evidence Guide:</b> ✓ Identifying issues that may cause conflict ✓ Considering the impact of cultural differences, if difficulties or misunderstandings occur ✓ Making an effort to sensitively resolve differences, taking account of cultural considerations ✓ Addressing any difficulties with appropriate people and seek assistance when required			2.	
4.2		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			
4.3					
4.4					

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

# CHC30708 Certificate III in Children's Services

HLTHIR403B



Work effectively with culturally diverse clients and co-workers

**Additional Evidence:** (eg Photographs, observations, copies of documentation, references from industry)

**Student Comment:**

**Workplace Mentor Comment:**

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

# CHC30708 Certificate III in Children's Services

CHCRF301D



Work effectively with families to care for the child

PC, ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 1	The learner has demonstrated knowledge of how to establish a positive relationship with family members by:			1.	
1.1	<b>Evidence Guide:</b> ✓ Introducing her/himself to families and explaining job role ✓ Showing the facilities to family members ✓ Using appropriate verbal and non-verbal communication styles ✓ Creating a welcoming atmosphere for family members and providing opportunities for them to participate in the children's experiences			2.	
1.2		Tasks completed in the workplace (recorded by student prior to signature of mentor)			
1.3		Example:			
1.4					
Element 2	The learner has demonstrated knowledge of how to exchange information with family members about the child's physical and emotional care needs by:			1.	
2.1, 2.2	<b>Evidence Guide:</b> ✓ Being available to share information about child's participation in program in accordance with job description and centre policies/procedures ✓ Ensuring all communications with parents and workers are culturally appropriate ✓ Responding to messages and family member's concerns about their child promptly			2.	
2.3		Tasks completed in the workplace (recorded by student prior to signature of mentor)			
2.4		Example:			

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Work effectively with families to care for the child

PC, ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature	
		Yes	No			
Element 3	The learner has demonstrated knowledge of how to facilitate children's play, learning and physical activity by:			1.		
3.1	<b>Evidence Guide:</b> ✓ Listening to questions and concerns and responding according to organisation's procedures ✓ Directing family member to appropriate person or place when further support or action is required ✓ Ensuring communication is appropriate to age, cultural and linguistic background of individual/group			2.		
3.2						
3.3						
Element 4	The learner has demonstrated knowledge of how to reach agreement with family members about care practices:			1.		
4.1	<b>Evidence Guide:</b> ✓ Reaching agreement on specific requests by negotiation and modification of care practices ✓ Explaining importance of program aspects to parents in relation to their child's needs/development within scope of job description ✓ Explaining and discussing limitations ✓ Negotiating alternatives/compromises as necessary ✓ Clearly communicating final decision to all involved			2.		
4.2						
4.3						
4.4						
4.5						
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)		
		Example:		Tasks completed in the workplace (recorded by student prior to signature of mentor)		

### Student Instructions:

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Work effectively with families to care for the child

PC, ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 5	The learner has demonstrated knowledge of how to facilitate a child's transition into care by:			1.	
				2.	
5.1 5.2 5.3 5.4	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Encouraging parents to familiarise themselves and their children with the service and workers</li> <li>✓ Encouraging parents to develop clear and reasonably consistent process of farewell and pick up</li> <li>✓ Providing clear information and reassurance to assist parents to develop confidence in the service</li> <li>✓ Acknowledging parents' feelings about child care and provide support in all conversations.</li> </ul>	Example:  Tasks completed in the workplace (recorded by student prior to signature of mentor)			

**Student Instructions:**

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# CHC30708 Certificate III in Children's Services

CHCRF301D



Work effectively with families to care for the child

**Additional Evidence:** (eg Photographs, observations, copies of documentation, references from industry)

**Student Comment:**

**Workplace Mentor Comment:**

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Participate effectively in the work environment

PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 1	The Learner has demonstrated knowledge of how to contribute to the effective operation of the workgroup by:			1.	
1.2,1.2	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Identifying and working within own job responsibilities and understanding their contribution to service delivery</li> <li>✓ Seeking assistance and direction when appropriate</li> <li>✓ Working in a manner that complements that of others according to policies and rules of workplace practice</li> <li>✓ Completing activities to the standard expected in service/centre</li> <li>✓ Carrying out set tasks in a positive and courteous manner</li> <li>✓ Identifying resources needed to carry out own work duties</li> <li>✓ Dealing with shortages of resources according to organisation practices</li> <li>✓ Keeping work areas well organised and safe in accordance with centre policies/procedures</li> </ul>			2.	
Element 2	The learner has demonstrated knowledge of how to review and develop own work performance by:			1.	
2.1	<b>Evidence Guide:</b> <ul style="list-style-type: none"> <li>✓ Monitoring own work according to requirements for job quality and customer service</li> <li>✓ Planning work activities to achieve individual objectives and organisation expectations</li> <li>✓ Report to supervisor when work requirements are unable to be met</li> <li>✓ Clearly communicating to Group Leader, need for additional support to improve performance</li> <li>✓ Reporting need for training to supervisor and undertaking as appropriate</li> <li>✓ Taking opportunities for support and supervision as required</li> </ul>			2.	
2.2					
2.3					
2.4					
2.5,2.6					
2.7					
		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			
		Example: Tasks completed in the workplace (recorded by student prior to signature of mentor)			

**Student Instructions:**

- Students are required to demonstrate skills, knowledge and understanding of each example listed in the evidence guide. List tasks completed that relate to the examples in the evidence guide in the space provided.
- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.

Participate effectively in the work environment

PC, ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature
		Yes	No		
Element 3	The learner has demonstrated knowledge of how to work cooperatively with others by:			1.	
				2.	
3.1 3.2 3.3 3.4 3.5 3.6 3.7	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Using problem solving when necessary to complete work according to centre policies/procedures</li> <li>✓ Demonstrating respect for individual differences of workers in workplace relationships</li> <li>✓ Demonstrating understanding and application of the value of cultural differences and diversity when working with others</li> <li>✓ Identifying and showing respect for different roles and responsibilities</li> <li>✓ Behaving appropriately in the workplace, in a manner likely to promote cooperation</li> <li>✓ Sharing information with others in order to complete set activities</li> <li>✓ Reporting conflicts in the workplace to supervisor</li> </ul>	<p>Example:</p> <p>Tasks completed in the workplace (recorded by student prior to signature of mentor)</p>			
Element 4	The learner has demonstrated knowledge of how to contribute to the development of policies, practices and structures of an organisation by:			1.	
				2.	
4.1 4.2 4.3 4.4	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Reporting concerns regarding administrative policies, practices and procedures to supervisor</li> <li>✓ Reporting concerns regarding job responsibilities to supervisor</li> <li>✓ Providing information, ideas and suggestions to supervisor when requested</li> <li>✓ Participating in staff meetings/working groups,</li> </ul>	<p>Example:</p> <p>Tasks completed in the workplace (recorded by student prior to signature of mentor)</p>			

**Student Instructions:**

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# CHC30708 Certificate III in Children's Services

CHCORG303A



Participate effectively in the work environment

**Additional Evidence:** (eg Photographs, observations, copies of documentation, references from industry)

**Student Comment:**

**Workplace Mentor Comment:**

**Student Instructions:**

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PC,ES, EK & CE	Workplace Evidence	Met Industry Standard		Date/s Observed	Mentor Signature	
		Yes	No			
Element 3	The learner has demonstrated knowledge of how to settle new arrivals by:			1.		
3.1	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Observing both the primary caregiver and babies/infants for signs of stress or distress on arrival (eg a rushed entry or exit by parent, parent 'running late', clinging behaviour, child teary or crying, child is unusually quite or passive)</li> <li>✓ Interacting with the babies/infants while primary caregiver is still present to minimise abruptness of separation</li> <li>✓ Encouraging the primary caregiver to take as much time as needed to have a relaxed, unhurried separation from their baby/infant</li> <li>✓ Establishing routines to minimise distress at separation of primary caregiver and baby/infant</li> <li>✓ Responding to the distress of babies/infants at separation from primary caregiver in a calm reassuring manner</li> </ul>			2.		
3.2						
3.3						
3.5						
3.6						
Element 4	Provide an environment that provides security for babies/infants by:			1.		
4.1	<p><b>Evidence Guide:</b></p> <ul style="list-style-type: none"> <li>✓ Communicating expectations to babies/infants consistently</li> <li>✓ Preparing the physical environment to accommodate individuality and provide a relaxed and flexible atmosphere</li> <li>✓ Creating a safe and secure indoor and outdoor environment (eg scale and safety of equipment)</li> </ul>			2.		
4.2.4.3						
4.4						

**Student Instructions:**

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# CHC30708 Certificate III in Children's Services

CHCCN305A

Provide care for babies



**Additional Evidence:** (eg Photographs, observations, copies of documentation, references from industry)

**Student Comment:**

**Workplace Mentor Comment:**

**Student Instructions:**

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- Students are required to implement and document all tasks highlighted within the workplace evidence section of the booklet. These tasks must be organised with your mentor and completed during the period of your vocational placement. Documented evidence of the completion of these tasks must be presented to your trainer at the time of your workplace assessment.