CHC50121 Diploma of Early Childhood Education and Care - Assessment Conditions Checklist

Instructions: Please check the following lists to indicate the types of workplaces, equipment, facilities, industry resources and organisational policies and procedures that you currently or have had access to.

Training Package Requirements	Contextualised Industry Examples	Have access?	BSBTWK502	CHCECE041	CHCECE042	CHCECE043	CHCECE044	CHCECE045	CHCECE046	CHCECE047	CHCECE048	CHCECE049	CHCECE050	CHCPRP003	CHCECE053	CHCMGT003	CHCPOL003
Workplace documents relevant to team task objectives	Activity planning sheets, daily routines schedules, staff duty rosters, and child supervision checklists.	☐	✓	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Access to a regulated children's education and care service in Australia	A licensed childcare centre or early learning facility that complies with Australian National Regulations.	☐	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-
Access to interactions with children and a supervisor who is an approved early childhood educator	Supervised play sessions, group learning activities, or observation of child development by an experienced early childhood educator.	☐	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-
Access to children up to six years of age in a regulated education and care service in Australia.	Observing and engaging with children during activities, meals, and nap times in a childcare centre.	☐			✓	✓											
280 hours of work in a regulated children's education and care service in Australia	Completing structured placement hours in a licensed childcare centre, where trainees engage in daily routines, educational activities, and child supervision.	☐	-	-	✓	-	-	-	-	-	-	-	-	-	-	-	-

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Access to review of policies and development of a risk management plan	Reviewing the centre's child protection, health and safety, and emergency response policies; developing a plan to mitigate potential risks.	☐	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
Access to information technology tools for research and documentation	Using computers, tablets, or software to record observations, document child progress, and conduct research on best practices.	☐	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	✓
Access to observation-recording tools	Tools such as checklists, notebooks, and software for tracking child development milestones.	☐	-	-	-	-	-	-	-	✓	-	-	-	-	-	-	-
Access to children's records (real or simulated)	Reviewing enrolment forms, health records, and progress reports of children at the childcare centre (with permission or using anonymised data if real records are not accessible).	☐	-	-	-	-	-	-	-	✓	-	-	-	-	-	-	-
Access to resources to support specific play and learning opportunities	Access to toys, educational materials, outdoor play equipment, and sensory activities that align with early childhood development goals.	☐	-	-	✓	-	-	-	-	-	-	-	-	-	-	-	-
Access to resources that support specific opportunities for creativity	Art supplies (e.g., crayons, paint, clay), music instruments, and materials for imaginative play.	☐	-	-	-	✓	-	-	-	-	-	-	-	-	-	-	-

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Access to curriculum documentation	Viewing the centre's weekly or monthly curriculum plans that outline planned learning activities, themes, and objectives.	☐	-	-	-	✓	-	-	-	-	✓	-	-	-	-	-	-
Access to one (1) aspect of the curriculum	Focusing on a specific component such as literacy, numeracy, or physical activities.	☐	-	-	-	-	-	-	-	-	✓	-	-	-	-	-	-
Access to National Quality Framework, including: Education and Care Services National Regulations including health, safety and wellbeing of children, incidents, injury, trauma and illness, infection control, medical conditions, administration of medication, emergencies and evacuation, collection of children from premises and excursions, National Quality Standard	National Quality Framework documents available at the centre for reference and guidance on policies.	☐	-	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	-	-	✓
Access to National Quality Framework, including: National Quality Standard, relevant approved learning framework	Access to the National Quality Standard (NQS) and frameworks such as the Early Years Learning Framework (EYLF) to guide programming.	☐	-	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	-	-	✓

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Access to National Law	Viewing the Education and Care Services National Law, which governs regulatory practices in childcare settings.	☐	-	-	-	-	✓	✓	✓	✓	✓	-	-	-	-	-	-
Access to existing policies and procedures of a regulated children's education and care service	Reviewing the centre's existing policies, such as child protection, behaviour guidance, and hygiene protocols.	☐	-	-	-	-	✓	-	-	-	-	-	-	-	-	-	-
Access to Quality Improvement Plan template	Reviewing a template for the Quality Improvement Plan (QIP) used by the centre to track and plan service improvements.	☐	-	-	-	-	✓	-	-	-	-	-	-	-	-	-	-
Access to Early Childhood Australia Code of Ethics	Reviewing the Early Childhood Australia (ECA) Code of Ethics to guide professional conduct in the childcare environment.	☐	-	-	-	-	-	✓	-	-	-	-	-	-	-	-	-
Access to UN Convention on the Rights of the Child	Accessing articles from the UN Convention on the Rights of the Child as a reference for children's rights in early childhood settings.	☐	-	-	-	-	-	✓	-	-	-	-	-	-	-	-	-
Access to service standards, policies, and procedures for collaborative partnerships with families and communities	Accessing guidelines on family engagement and building community connections, such as parent-teacher	☐	-	-	-	-	-	✓	✓	✓	✓	-	✓	-	✓	✓	✓

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	meetings, newsletters, and local event participation.																
Access to service standards, policies, and procedures for relationships with children	Observing or participating in interactions with children that are guided by policies on respectful communication, positive reinforcement, and emotional support.	☐	-	-	-	✓	✓	✓	✓	✓	✓	-	✓	-	-	-	-
Access to service standards, policies, and procedures for educational course and practice	Reviewing guidelines on structuring learning activities, assessment methods, and planning educational experiences.	☐	-	-	✓	✓	-	-	✓	✓	✓	-	✓	-	-	-	-
Access to service standards, policies, and procedures for physical environment	Examining standards for setting up safe, accessible, and engaging physical spaces within the centre, such as playground safety protocols and equipment maintenance.	☐	-	-	-	✓	-	-	✓	-	✓	✓	-	-	-	-	-
Access to service standards, policies, and procedures for adults for consultation activities	Reviewing protocols for consulting with external professionals (e.g., child psychologists, speech therapists) who support children's development.	☐	-	-	-	-	-	-	-	-	-	✓	-	-	-	-	-

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Access to service standards, policies, and procedures for families or carers of children	Accessing guidelines for effective communication with families, including sharing progress reports, addressing concerns, and maintaining confidentiality.	☐	-	-	-	-	✓	-	-	-	-	-	✓	-	✓	-	-
Access to regulations and requirements associated with the transport of children in vehicles	Reviewing policies and protocols for safe transport, including car seat safety, child checklists, and emergency procedures during excursions.	☐	-	✓	-	-	-	-	-	-	-	-	-	-	-	-	-
Access to publicly available information about the service	Reviewing promotional materials, brochures, and publicly accessible documents about the centre's philosophy, services, and goals.	☐	-	-	-	-	-	-	-	-	-	-	✓	-	-	-	-
Access to educators for collaboration	Engaging with experienced educators for guidance, lesson planning, and feedback on child observations and progress tracking.	☐	-	✓	-	✓	✓	✓	✓	✓	✓	-	✓	-	-	-	-
Access to communication and collaboration with families or carers of the above children	Participating in family meetings, creating communication logs, and updating families on children's progress and milestones.	☐	-	-	-	-	✓	-	-	✓	-	-	✓	-	✓	-	-

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Access to models and processes of professional reflection	Accessing reflective journals, performance reviews, and feedback sessions to evaluate one's practices and identify improvement areas.	☐	-	-	-	-	-	-	-	-	-	-	-	✓	-	-	-
Access to professional development opportunities, including industry networking, professional associations, training requirements and options, informal and formal ways of learning and developing	Attending workshops, networking events, and completing professional training courses relevant to early childhood education.	☐	-	-	-	-	-	-	-	-	-	-	-	✓	-	-	-
Access to grievances or complaints about the service (at least three (3) different complaints) and complaints management proceses.	Reviewing anonymous case studies or real examples of complaints and understanding the steps taken for resolution.	☐	-	-	-	-	-	-	-	-	-	-	-	-	✓	-	-
Access to at least one (1) plan for a team or group of individuals, including: effective procedures to maximise staff work performance; strategies for collaboration and cooperative work practices; strategies for work performance and outcomes;	Reviewing team performance plans and strategies for improving collaboration, accountability, and overcoming challenges in a childcare team setting.	☐	✓	-	-	-	-	-	-	-	-	-	-	-	-	✓	-

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identification of barriers and constraints and development of strategies to address them																	
Access to real working conditions using suitable facilities, equipment, and resources, including current research, evidence-based studies, industry intelligence, and access to research tools	Observing and using up-to-date educational materials, learning tools, and research-backed resources within a well-equipped childcare environment.	☐	-	-	-	-	-	-	-	-	-	-	-	-	-	-	✓