

Assessment Cover Sheet

THEORY ASSESSMENT TASK			
Qualification Code	CHC50113	Qualification Title	Diploma of Early Childhood Education and Care
Unit Code	CHCECE026	Unit Title	Work in partnership with families to provide appropriate education and care for children
Student Name	Mudita Johar		
<p>Student's Declaration:</p> <p>I certify that this assignment is my own work based on my personal study and/or research. I also certify that I have not accessed any other student's work, either electronically or written to complete this assignment. I have not copied in part or whole or otherwise plagiarised the work of other students. Further, I understand that the copying of practical reports and other work from students constitutes plagiarism. I confirm that if I am identified as cheating or plagiarising I will receive NC. I understand that I will receive NC, if my result is not satisfactory in any of the above assessments tasks.</p>			
Student Signature	Mudita	Date	14.8.2020

Assessor Report				
Assessment Task	Satisfactory	Not Satisfactory	Date	Signature
Theory Assessment Task			/ /	

CHCECE026

Work in partnership with families to provide appropriate education and care for children

Theory Assessment Task

Unit Purpose

The assessment tasks within this unit provide you with the opportunity to demonstrate evidence of the knowledge and skills required to work in partnership with families to provide appropriate education and care for the child.

Elements

The following elements define the essential outcomes of this unit:

- ☐ *Element 1 Provide families with opportunities to be involved in the service*
- ☐ *Element 2 Provide information to families about their child*
- ☐ *Element 3 Provide information to families about the service*
- ☐ *Element 4 Provide information about community services and resources*

Assessment Requirements

- 001: Family/Educator Relationships
- 002: Working with Families
- 003: Providing Information to Parents
- 004: Partnership with Parents
- 005: Communicating and Supporting Families

Authenticity Requirements

Copying or passing off someone's work as your own is a form plagiarism and may result in a participant's exclusion from a unit or the entire course.

The following activities will be considered plagiarism:

- Presenting any work by another individual as one's own intentionally or unintentionally
- Handing in work copied from another student.
- Presenting the work of another individual or group as their own work.
- Handing in work without the adequate acknowledgement of sources used, including work taken totally or in part from the internet.

You must PRINT AND SIGN this document

Student Declaration

You must sign your completed tasks and acknowledge the authenticity of your work prior to submission.

<p>I understand my responsibility to provide assessment responses with my own materials and thoughts, except where specifically acknowledged or taken from other sources. The material contained in these tasks is my own work.</p> <p>I understand that at any time if it is shown, that in an assessment task, a student has significantly misrepresented material, any assessment outcome awarded to that student on the basis of this material may be revoked including any qualification outcomes and/ or statement of attainment</p>		
Name: Mudita Johar	Signature: Mudita	Date:14.8.2020

Assessment Instructions

Students are required to complete a range of assessment tasks throughout the training period to demonstrate competency in each relevant unit. To facilitate the appropriate learning and practice of developing skills ALL workplace assessment tasks MUST be completed within a regulated children's service. Workplace supervisors must authenticate these tasks have been completed, under supervision and to an acceptable workplace standard for organisation policies and procedures.

Attempting assessment tasks

Students are required to provide appropriate responses to the indicated questions for each task.

Assessment Outcomes

The Early Childhood Education and Care training packages are vocational qualifications that are competency based. For each assessment undertaken you will be assessed as *Satisfactory*, *Not Yet Satisfactory* or *Incomplete*. Where students are assessed as '*Not Yet Satisfactory*' or '*Incomplete*' the trainer/assessor will provide the student with feedback and guidance regarding what needs to be completed for resubmission.

Student Appeals

Students have the right to appeal an unfavourable decision or finding during assessment. All student appeals must be made in writing using the Appeals Form and specify the particulars of the decision or finding in dispute. Appeals must be lodged within 28 days of the decision or finding.

Required Readings

In order to complete this unit of competency you are required to access the following key resources.

Textbook

- Kearns, K. (2017). *Frameworks for Learning and Development: Working in Early Childhood Education and Care Series* (4th ed.). Victoria: Cengage Learning Australia.
- Kearns, K. (2017). *'Birth to Big School'* (4th ed.). Victoria: Cengage Learning Australia.

Additional Readings for this Unit

- Cavner, D. (2010). *When concerns arise: Talking to parents about their child's development*. Newcastle, NSW: ICCC.
- *Effective communication between families and early childhood staff*. (n.d.). Kids Matter. Australian Early Childhood Mental Health initiative. Retrieved from: https://www.kidsmatter.edu.au/sites/default/files/public/03_Effective%20communication%20between%20families%20and%20early%20childhood%20staff.pdf (Accessed January 2018).
- Kearns, K. (2016). *Blue Bay Early Learning Centre Philosophy Statement*. Newcastle, NSW: ICCC.
- Kearns, K. (2013). *Guiding Principles of the National Quality Framework*. Newcastle, NSW: ICCC.
- *National Scientific Council on the Developing Child*. (2004). Young children develop in an environment of relationships. Working Paper No. 1. Retrieved from: <http://developingchild.harvard.edu/resources/wp1/> (Accessed January 2018)

Recommended Website

- Raising Children Network: <http://raisingchildren.net.au/>

001 Family/Educator Relationships

CHCECE026 Work in partnership with families to provide appropriate education and care for children

Element 1 Provide families with opportunities to be involved in the service

Element 2 Provide information to families about their child

Element 3 Provide information to families about the service

Performance Evidence

Knowledge Evidence

Question 1

To complete this task refer to your reading:

- *Guiding Principles of the National Quality Framework.*

One of the key principles of the National Quality Framework (NQF) includes:

‘The role of parents and families is respected and supported’

Explain the importance of this principle in relation to the provision of quality services for young children and their families.

The NQF acknowledges a view of children in the context of their family and community, that families are children’s first and most influential teachers. It is envisaged that education and care services will actively seek out partnerships and develop secure respectful relationships to ensure that families are informed, consulted and supported regarding their child’s learning and development.

Question 2

To complete this task refer to your reading:

- *Young children develop in an environment of relationships.*

National Scientific Council on the Developing Child (2004), believes that ‘Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development.’

What rationale is provided to support this statement?

The quality and stability of a child's human relationships in the early years lay the foundation for a wide range of later developmental outcomes that really matter – self-confidence and sound mental health, motivation to learn, achievement in school and later in life, the ability to control aggressive impulses and resolve conflicts in nonviolent ways, knowing the difference between right and wrong, having the capacity to develop and sustain casual friendships and intimate relationships, and ultimately to be a successful parent oneself.

Question 3

To complete this task refer to (p. 53) of your textbook *‘Frameworks for Learning and Development’*.

List the *nine* characteristics of partnerships that contribute to positive relationships with parents.

Valuing the parent as the primary educator

Mutual respect

Working towards shared goals

Mutual cooperation
Considering the views of others
Open, two-way communication
Ensuring an equal balance of power in the relationship
Acknowledging the common goal of ensuring the best possible outcomes for the child
Sharing information about the child

Question 4

To complete this task refer to (p. 52 - 54) of your textbook *'Frameworks for Learning and Development'*.

Read and reflect on the elements of QA 6.1 (Effective partnerships with families). Explain how QA 6.1 promotes the development of a strong partnership between educators and families.

Families are the primary influence in their children's lives, they often have strong beliefs and values regarding the education and care of their children. when families and services collaborate and build respectful relationships, children could develop a positive sense of self and experience respectful relationships.

Question 5

To complete this task refer to (pp. 45) of your textbook '*Birth to Big School*' and refer to your reading:

- *Blue Bay Early Learning Centre Philosophy.*

a) List and describe the *three* levels of Bronfenbrenner's ecological systems theory that relate to the relationship between the child, family and educators.

Microsystem- Roles and interpersonal relationships as they occur in the Family, education and care service, playgroup, school, church

Mesosystem- Links among them microsystems, such as the relationship between home and childcare, and the relationships of child and family with the school, neighbour, the community, peer, church, sporting and cultural groups.

Exosystem- There is relationship ship between child and school.

b) Based on Bronfenbrenner's theory what are the implication for educators when working with the child and family?

Bronfenbrenner's theory emphasises that each child is unique, and they develop are different pace. Each family will have their own set of child rearing practices. For example, some families prefer not to eat beef as a part of their cultural belief.

c) Explain how the Blue Bay Centre Philosophy recognises and supports the importance of working in partnership with families?

1. Acknowledge and celebrate individual and family social and cultural diversity and actively advocate on the behalf of the child and family where bias or discrimination occur.
2. Respect each family's right to make choices in relation to child rearing and acknowledge that families are their child's first teachers.
3. Provide programs that are responsive to the needs of the children's and families and reflect best practices in relation to early childhood education and care; using pedagogical frameworks.
4. We are committed to working with our community, agencies and professionals to support better outcomes for children.

Question 6

To complete this task refer to your reading:

- *Effective communication between families and early childhood staff.*

a) Explain how families benefit from regular effective communication with educators.

Effective communication helps families and staff share important information about children. Families benefit from effective communication with staff as:

1. Effective communication helps build relationships between families and staff through respectfully sharing information and observations.
2. Families and staff are more likely to share information if they feel listened to and understood by each other.
3. Families feel more involved in their child's experiences at the early childhood service.

b) Explain how staff benefit from regular effective communication with families.

Staff benefit from regular, effective communication with families by:

1. Building a deeper understanding of the children in their care.
2. Feeling appreciated in their role (e.g., when families talk and share information staff provide about children).
3. Understanding what is happening with families and children (e.g., when families share information with staff, this knowledge helps them support children).

c) How can staff find out more from the family about the child?

1. Meeting with the parents/Family
2. By having face to face conversation
3. By telephone
4. By sending emails to them

d) Explain how children benefit from effective communication between families and staff.

1. It helps both families and staff to be mindful of children's needs on a particular day.
2. A model of communication is demonstrated to children, which may help them in their own social development.
3. It helps children build good relationships with staff when they see their families and staff communicating well.
4. Their family may wish to become more involved in the early childhood service, which helps them better understand and contribute to children's social and emotional development.
5. The early childhood program and curriculum can build more effectively on children's interests and developmental needs.
6. It builds connections between home and the early childhood service which is an important part of developing a high-quality early childhood environment.

Question 7

To complete this task refer to your reading:

- *Effective communication between families and early childhood staff.*

As an educator there will be times when you may need to discuss matters in relation to the care and education of the child which may raise sensitive issues for the family.

Explain how you would raise issues in the following situations:

- a) Having different values or opinions about children.**

- a) Arrange meeting with parents and discuss the issues and opinions regarding child's development.
- b) Ask questions from the parents which will enhance understanding.
- c) Show respect for family's point of view and be a active listener and acknowledge their values and opinions.

d) Feeling as though you can't find the right words to express yourself.

- a) First, discuss with other staff members or supervisor the concerns and issues, you want to communicate with the parents. This will be helpful approach.
- b) Ask another staff member to help you at the time you feel stuck.

002 Working with Families

CHCECE026 Work in partnership with families to provide appropriate education and care for children

Element 1 Provide families with opportunities to be involved in the service

Element 2 Provide information to families about their child

Element 3 Provide information to families about the service

Element 4 Provide information about community services and resources

Performance Evidence

Knowledge Evidence

Question 1

To complete this task refer to Chapter 1 of your textbook '*Frameworks for Learning and Development*'.

Blue Bay Early Education and Care Centre provides care for children from diverse cultural and social backgrounds.

The service reflects the cultural diversity of families by ensuring that the environment and program convey a sense of 'belonging' for all families and children.

Describe, in practical terms, how the Centre might demonstrate that it reflects the cultural diversity of families by ensuring that the environment and program convey a sense of '*belonging*' for all families and children.

- Celebrate cultural days and festivals in the service.
- Greet the parent or family members in their language.
- Use cultural music and read stories, books and cultural games.
- For example, making different colour hand ties
- Include or add flags of different countries.
- Teach keywords or phrases of different languages
- Cooking experiences and add cultural food in the menu.
- Different dressups from different countries.

Question 2

To complete this task refer to Chapter 1 of your textbook '*Frameworks for Learning and Development*'.

Scenario: All about Harry

I was very nervous when I arrived at the service for our first orientation visit. Harry (10 months) hadn't slept well the night before – he had been awake every 2 hours so we were both feeling a little stressed. As I got Harry ready that morning I kept telling him that we were going to child care and that he would have lots of fun. Even as I was saying this I felt bad. I was going back to work and Harry was going to be cared for by strangers. He would be at their mercy and he had no way of telling me if he had been well cared for, if he had been cuddled or if he was scared.

I told Harry that his dad and I had carefully investigated this service and had heard many good reports about it – the staff seemed really friendly and it looked clean and well maintained.

As I walked through the door the Director was waiting for me. She smiled and said she was pleased to see us and that she knew that I must be feeling a little anxious. She put her arms out to Harry and he went to her with a big smile. She then took us through to the nursery, all the time explaining to me what was happening in the room. We were introduced to the educators and to several of the children. Harry's primary educator Zennie was wonderful.

The Director was very patient with all of my questions and was gentle with the children. She showed me the cot room and asked about Harry's daily routine. She took lots of notes and asked lots of questions. I felt that she was genuinely interested in knowing all about Harry. Several times she commented on what a lovely nature Harry had and what a good job we were doing as parents. She asked how I felt about going back to work and reassured me. As we left on that first day I felt so relieved and was actually looking forward to returning the next day.

Identify the practices demonstrated in the scenario that assists in nurturing a true partnership with the parent.

Director was waiting and please to see Parents and Harry. She greeted the parents with smile and Harry when they arrive at the center. She was making Harry more comfortable in the Centre. The Director was very patient to all the questions and gentle towards the children. Director asked about Harry's daily routines and reassured the parents. She explained the room routines to Mom and Dad. She introduced all the staff members and Harry's primary educator. She praised Harry's lovely nature and provide feedback on parenting.

Scenario: Getting to Know You

Today Zennie is going to show me how she will plan to support Harry's development. I was quite surprised when Zennie said that she would like me to help her set some goals for Harry. I didn't think that I could be so involved! Yesterday we looked at the communication book which will tell me all the details of Harry's day, what he ate, how long he slept and when his nappy was changed. Zennie sings a lot to the children and is always smiling. Harry just loves her. I have learnt some of the songs and have started to sing them to Harry at night before he goes to sleep.

How do the service policies and procedures reflect quality care practices?

1. Zennie, the educator is detailing and sharing information in the communication book about Harry's day.
2. Zennie is always smiling, involved with Harry, singing for Harry and having caring behavior towards the children.
3. Zennie promotes cooperative partnership with parents by setting goals for Harry's development.

Scenario: Information Sharing

It's been 3 weeks since we started our orientation. Harry now gets excited when he sees the service and always has a big smile for his educator. Last night my partner and I took the time to read though the parent handbook. I was surprised by the number of policies they have. It was really reassuring to know that so many procedures are in place to ensure that care practices are consistent. I was really interested to read about the quality improvement process. My partner and I are looking forward to being

involved in the service. There are few things that I read in the handbook that I want to ask Zennie about today. She is such a kind and patient person. We feel so lucky to have her as Harry's educator.

Describe how you would explain the reason for having in place a range of policies and procedures for the operation of the service.

The center must arrange policies and procedures, to ensure that care practices are consistent and to protect the wellbeing and safety of children and staff members.

All Early Childhood Educators need to be aware of and comply with the policies, procedures and protocols of the Service in which they work. These are guidelines and practices developed to address legal, ethical and regulatory requirements and to meet the license and guidelines of National Quality framework.

Compliance with the policies, procedures and protocols of a Service is important as it ensures all staff are working in a consistent manner. Different scenarios would relate to different policies and will often require staff to follow a combination of several policies that suit the situation.

Scenario: Happy Family

Next week when I go back to work full-time I know I am going to be sad because I will miss my little boy, but I will also be happy knowing that he is happy and safe with people who care about him and care about me as his mother. Zennie said I can ring her just to see how Harry is going and to reassure myself that he is OK. Zennie is so caring, she makes me feel so special and she really respects me as a parent. The orientation process has been great for Harry and I. Some of my friends felt that being expected to have a 4 week orientation was too much, but I'm so glad we did. Harry is happy; I am happy and my partner is happy. The orientation process also allowed him to get to know the educators. We are looking forward to the family fun night and getting to know some of the other parents. The service is now very much a part of our lives.

Why is an extended orientation process effective, especially for children under 2 years?

When first enrolling, an extended orientation process is effective for all children, especially for children under 2 years. It ensures all parties have enough time to get to know each other and exchange information. Extended orientation process is very effective because it allows children to adjust in the new environment, routines and educators.

This allows Parents to ask more questions and clarify the information. Educator can use this time to observe the parent & child and ask questions and clarify expectations of parent. It allows parents to read the policies and procedures and get familiar to the educators.

It also allows children to gradually learn the daily routines and practices used at the service and allows parent time to read relevant policies and seek clarification as needed.

Question 3

To complete these questions you will need to draw on knowledge and information gained in relation to working in partnerships with families.

Scenario A: Najla

“Najla (9 months) is our first child and she was born in Australia. I want her to know her culture and her roots. I want her to speak our language and grow to be a good Muslim woman. I have to work so that we can buy a home. Najla goes to Family Day Care with an educator from our own culture. This is important to me – she teaches Najla our ways.”

Najla will grow up in Australia as an Australian with a strong sense of her family’s culture of origin. How will this assist Najla to face the challenges of growing up with a dual culture?

Najila will have sense of identity and this will assist her to learn the differences in values and beliefs.

Educator should teach Najila both the cultures like Muslims and Australian. when she gets mature it would be her choice to choose the principles and standards for herself. In short, knowing that both cultures are import to her and her family and she is being able to continue to be a good Muslim woman in an Australian culture.

Scenario B: Ava

“Ava (3 years) attends a child care service near my office. It’s great because I can pop in and have lunch with Ava a few times a week. The staff always makes me feel welcome. The service has a sound academic program which I think is very important, this week they are learning about snails. They also have an excellent music program which Ava loves. I want Ava to have a wide range of experiences and a good all round education so that when she leaves school she can make sound choices about her future.”

Ava’s mother has expressed the importance of an academic program for Ava. How could educators involve Ava’s mother in curriculum planning and goal setting for Ava?

- ***By sitting with Ava's mom face to face to set goals for Ava. Talk to Ava's mother about Ava's interests.***
- ***Share ideas and activities with her Mom.***
- ***Ask her Mom to plan the activities or ask her suggestions regarding the academic activities. Encourage Ava's mother to become involved in decisions such as policies and procedures.***
- ***Encourage Ava's mother to participate in activities at the centre along with Ava.***
- ***Provide details of experiences she would like Ava to participate in.***

Scenario C: Hanya

"Hanya (4 years) goes to the preschool run by our mob. They teach them about our culture and our ways. The teachers are called aunty, that's our way. Hanya goes on the bus because we live out of town. She loves goin' because she gets to play with all the kids. She cries when she's sick and can't go, that makes me laugh! I go with her sometimes. She's learnin' a lot. I want that for her. I didn't go to school much so I can't read too good. I want Hanya to be a proud woman, be proud of her culture and her people, that's what I want for her."

Explain why Hanya's mother would choose to enrol her daughter in a service specifically for ATSI children?

Hanya's mother sending Hanya to ATSI because she can teach her own culture, practices and believes. She feels comfortable in sending Hanya to ATSI children service.

ATSI Families as First Educators. Hanya's Mom knows the importance of being educated and she wants Hanya to be educated as well as teach her own culture. It will help her in future.

Scenario D: PJ

"PJ (5 years) has been goin' to the local child care service for about four and half years. It's good for him. He gets to play with lots of toys and the

teachers read to him every day, he loves books. We haven't got much and some of the people around here are a bit rough – they fight and swear and you know, drink too much. I want him to have a good education so he can get a good job and not have to live in a place like this. Yeah, that's what I want for him."

How might PJ's life chances be positively affected by attending child care?

1. PJ learns good manners and morals.
2. By attending the childcare, PJ will get positive environment around.
3. PJ can be supported in all aspects of developmental like social, physical, emotional language.
4. PJ and his family can figure out his interests and favourite things and help setting a goal for his future.
5. A foundation of good education will be built, and he would be able to learn to behave in society, more socialize and realization of good and bad in his life.
6. PJ can develop Relationship.
7. PJ will understand right from wrong.
8. He has an opportunity to learn and develop new and current skills

Scenario E: Kirra

"Kirra (2 years) was born at 26 weeks and was in the NICU (neonatal intensive care unit) for a long time. I remember she was so tiny, I was afraid to touch her. She has some brain damage and is a slow learner. She's only been walking for 6 months, and she's still so tiny for her age. She goes to the Special Education Centre four days a week. I go with her on Wednesdays and the teachers show me how I can help her to learn things. Sometimes at night I still cry for her. I just want her to be like all the other kids, but I know that's not going to happen. I'm scared about her future. What if something happens to me or her father, who will look after her?"

If Kirra were to transition to a mainstream Early Childhood service in the future what support might her family need?

1. Kirra require one on one support and education support worker to meet her developmental needs.
2. She may need special resources for learning and some modifications in the current environment and planning.
3. Support for family
4. Support for choosing school options
5. Support from specialist
6. Reassurance Kirra will be safe at the centre

Question 4

To complete these questions you will need to draw on knowledge and information gained in relation to working in partnerships with families.

Social justice in relation to Early Childhood education and care covers a range of issues that must be addressed to ensure that the most vulnerable children (and their families) have access to appropriate resources and services.

Scenario: Battlers

Shirley and Malcolm both come from families where unemployment was the 'norm'. Malcolm works three part-time jobs; Shirley works as a casual at a local factory. They both want to 'get ahead' so their children have a better life than they did. They would love to buy their 'own little place' but find it impossible to save, even though they both work long hours. Shirley was offered a full-time, permanent job but by the time she paid child care fees the family would be no better off financially.

Scenario: Declining Circumstances

John, a senior manager, and Mary, a management consultant, enjoyed an affluent lifestyle until the birth of their third child, Christa, who was born with multiple disabilities. Mary resigned her position as it was the only way she could cope with the demands of caring for Christa. When Christa was three months old, John was retrenched as part of his company's restructure. Faced with a huge mortgage, supporting his wife and family and with no prospects of another job, John is very depressed and has begun to use alcohol as an escape from his problems.

a) How do the scenarios '*Battlers and Declining Circumstances*' relate to issues of social justice?

Both families are experiencing financial problem which will have direct influence on the welfare of their children. In both cases, Families need affordable childcare services so that they can send their children to the care and work for long hours.

Social justice is concerned with equal justice in all aspects of society. This concept demands that people have equal rights and opportunities. Recognition of the rights & dignity of all individuals. Equality of opportunity in education & employment for all.

b) Explain why a quality Early Childhood service must include support to families, such as those in the scenarios.

Quality early childhood education must include support services for families as they are the primary supporters of children. If the family is supported then the child is more likely to receive the emotional and practical support necessary for healthy development. If the parents are in stress and facing hardships, this will impact on children's development and growth. Stress and depression can impact negatively on children's health and wellbeing.

Positive relationships between educators and children, and educators and families is identified as a key indicator of quality care. Early childhood education and care can contribute to the building of social capital by providing programs that strengthen family functioning.

c) What community resources or services could you refer the families to for assistance?

Parents often get lack traditional support networks like extended family, neighbourhood, church/synagogue)

For battler- Centrelink for advice, contact numbers of occasional carers, Refer to financial counsellor, Playgroup.

Declining circumstances-Foster care, red cross, Beyond Blue, Family support services, NDIS services.

Register to any online community newsletters.

Through social media - Facebook, twitter etc.

Visit the local council where they may have information on current events. etc

003 Providing Information to Parents

CHCECE026 Work in partnership with families to provide appropriate education and care for children

Element 1 Provide families with opportunities to be involved in the service

Element 2 Provide information to families about their child

Performance Evidence

Knowledge Evidence

Question 1

To complete this task refer to Chapter 1 of your textbook *'Frameworks for Learning and Development'* and refer to your reading:

- *Blue Bay Early Learning Centre Philosophy.*

Scenario: The Last Straw

Max Brown (3 years 9 months) was always losing things -his shoes, socks, glasses, hat, jumper... He was always 'too busy' to put his belongings into his locker. Every afternoon staff hunt round for Max's things. Mrs Brown, an accountant in a large accounting company, has a very stressful and demanding job. She is always in a hurry - rushing to and from the service. Mrs Brown often seems agitated and short tempered with Max. Some staff feel that her expectations of Max are unrealistic as he is quite immature for his age and is a bit of a day dreamer.

Today Max arrived wearing brand new joggers his uncle gave him for his birthday. Mrs Brown's parting words to Max, but also for the benefit of the staff were, "Max, when I come to collect you this afternoon make sure you have both joggers on your feet!"

Max had his joggers on and off several times during the day and staff paid special attention, ensuring the joggers were accounted for at all times. No one wanted to encounter an angry Mrs Brown! When Mrs Brown came to collect Max she was assured that his joggers were in his locker.

Unfortunately only one shoe could be found. Max had no idea where the other jogger might be. Mrs Brown became extremely angry with Max and the staff. "I'm fed up with having to search for things every single day. Doesn't anyone around here take responsibility for anything! I'm fed up with you too Max, from now on you can come to child care without any shoes." Mrs Brown grabbed the now crying Max by the arm and stormed out of the service.

The staff ask to talk to Jo, the Director. They explain the altercation and told Jo they are sick of being abused by Mrs Brown. They ask that Jo talk to her about her bullying behaviour.

The next morning another parent returned Max's shoe, which had

accidentally become mixed up with her child's belongings.

Jo telephones Mrs Brown and requests that the Browns meet with her at the service. Jo negotiates a time to meet the following evening.

a) How is Mrs Brown feeling about the educators and the care of her child?

Mrs Brown was feeling that the educators are irresponsible for Max's belonging and feels the staff members are disrespectful. She also thinks that staff is not doing their job properly.

Mrs Brown is probably feeling irritated, angered, annoyed, and frustrated with the educators; being open minded that she has a busy lifestyle, we can imagine what other frustrations may be why Mrs Brown also isn't happy with how things are. She might have too much on her plate. Mrs Brown may be so overloaded that she is unable to see the pressure and uncomfortable ways that the staff feel around her.

b) How might the educators be feeling about Mrs Brown?

1. Mrs Brown is probably feeling irritated, angered, annoyed, and frustrated with the educators; being open minded that she has a busy lifestyle, we can imagine what other frustrations may be why Mrs Brown also isn't happy with how things are. She might have too much on her plate. Mrs Brown may be so overloaded that she is unable to see the pressure and uncomfortable ways that the staff feel around her.
2. The educators felt that Mrs Brown is disrespectful towards her staff as Mrs Brown uses inappropriate language while talking to Max and educators.
3. She has unrealistic expectations from Max.
4. Mrs Brown is not good example for her son. She is short tempered and gets angry easily.

c) Suggest how the Director, Jo, should address the relationship between Mrs Brown and the staff?

I would look at the centre's grievance policy to see how the relationship should be addressed. I personally feel that it's important that both parties are supported during this process, as you don't want staff feeling bullied by a parent, and you don't want a parent to feel as though the staff are irresponsible. Director must

1. Organize a one on one meeting with Mrs Brown.
2. Ask Mrs Brown concerns and listen to her Respectfully
3. Ask ideas from her. Make Mrs Brown understand that she is having unrealistic expectations form Max.
4. Acknowledge her frustrated feelings as her job is very demanding.
5. Ask Mrs brown to modify her dealing with staff as it is against our centre's policy to disrespect or use bullying language to the educators.

d) Explain why is it important for Jo to address the behaviour of Mrs Brown?

The staff seem to have an uncomfortable relationship with Mrs Brown as it is, and the Director may be more of a neutral person to try to sort out any issues that are occurring. Director is responsible for the wellbeing of staff, children and families. It is important to make Mrs Brown understand so that she won't continue this behaviour. Every person's situations and feelings should be considered by the director in the meeting and it should be acknowledged without labelling or pointing fingers, reminded that we are in the best interest of everybody's needs and wants to come to a mutual understanding and in finding a plausible solution to meet everyone's needs including considering Max's needs and situation. Director must ask Mrs Brown to change her way of dealing with staff as it is against our centre's policy to disrespect or use bullying language to the educators and make Mrs Brown understand that her son is in the best care.

Question 2

Reflect and draw on the knowledge you have acquired from the text and readings in this unit to answer the following question.

Scenario: Independence

The Wang family arrived in Australia from China 4 months ago. Their son, Yim has been attending the children's service for 1 month.

Mrs. Wang was very distressed when she learned that the educator was not feeding her child, instead leaving him to feed himself finger food.

Mrs. Wang: *"You are not caring for my child. You must feed him. He is only two and does not know that he must eat regularly. If you don't feed him I will not know how much he has eaten. This is very important to me. I always feed my children properly. I am a good mother."*

Educator: *"Yim (26 months) can feed himself very successfully. I do supervise him but it's important that he learns to feed himself. Remember he is one of ten children. I just don't have the time to feed him!"*

Later the educator shared the incident with her colleagues. *"I don't know why she made such a big issue over Yim feeding himself. You'd think she'd be pleased to see him becoming independent!"*

a) What should the educator take into account when reflecting on Mrs Wang's concerns?

The educator should acknowledge Mrs Wang's concern of worrying that her son is not being fed enough while at the centre. Educator should consider the cultural difference as Mrs Wang is from Chinese background and they have different child rearing practices.

Educators must listen to Mrs. Wang and should investigate this matter from Parent's perspective. The educator should then give her information to her about the importance for children to learn to become independent. Discuss with parents how to support Yim in learning and gaining independence at home.

National Quality Standard 6.2 states 'Families are supported in their parenting role and their values and beliefs about child rearing are respected'.

b) In light of this statement, give a more sensitive and appropriate response. Write exactly what you would say to Mrs Wang.

I will listen to Mrs Wand good-naturedly and respect her concern for Yim. I would say, Children like to feed themselves and we should encourage them to being independent for feeding. I would inform her that it is important for social development (sitting with his peers and eating) and emotional development (learning through independent skills) of the child for behave and stay in a group and learn skills. From next time, I will sit next to Yim and record how much he has eaten. I will ensure Mrs Wand that a staff member will feed Yin if he can't feed himself, but I would like him to start to begin to feed himself at home and at the centre.

Question 3

Reflect and draw on the knowledge you have acquired from the text and readings in this unit to answer the following question.

Scenario: Unhappy

Mrs. Holz, the parent of an 11 month old, withdrew her child from the service without any explanation after 4 months in care. Another parent told the Director that she and the family have a mutual friend who said the family was unhappy that there seemed to be a different educator in the room every day.

The child's primary educator had been on extended sick leave and there had been several casuals covering her absence. This was compounded by several changes in the roster which led to a series of staff working the early and late shift.

The Director had not informed parents of the reason for the many changes in staff.

a) What information should have been provided to parents?

Center should inform the parents and families that the educators has extended her leaves and there is change in the shifts. Center can inform parents by sending emails or put a notice near the reception/entrance. Center should make assure that parents know about this condition and there is no need to be worried, because Center will look after the children as usual.

b) What alternative strategy could have been put in place to cope with this team member's absence (give a reason for your suggestion)?

Enter must create a fixed schedule for teachers (even casual. New staff member should be introduced to the children and parents before going on the extended leave, so that children will be familiar to the new educator otherwise, Children will be confused and feel uncomfortable because they don't know their educator. Parent also uncomfortable and anxious to leave their children at the centre.

Paste the photograph of the new staff member in the room or at the reception area. This will help parents to recognise the new staff member.

Assign permanent or experience staff members in the baby's room and replace casuals on the preschool children's room as babies are more connected to the familiar faces.

c) How should the Director follow-up with Mrs Holz?

The director must contact Mrs Holz and explain the situation to her and ask the concerns and questions like what happened? Alternatively, invite her to have meeting or ask suggestions and inform her about the situation and apologies for not informing her before.

Question 4

Reflect and draw on the knowledge you have acquired from the text and readings in this unit to answer the following question.

Scenario: Expectations

Nazneen's husband is in his final year of medicine and works long hours. Nazneen is a qualified Occupational Therapist and works three days per week. The extended family lives in Pakistan. Nazneen has very high expectations of Rina (2 years 10 months) and is keen for her to excel academically. She has told you that she works with Rina each evening teaching her the alphabet, counting, colours and shapes. She is concerned that Rina doesn't pay attention to these lessons and is always wants to play with her dolls. Nazneen asks if she should have Rina assessed because she thinks she might be 'slow'.

At the service, Rina is bright and bubbly. She engages in a wide range of experiences and relates well to both adults and peers. You have no concerns in relation to her development.

a) What might account for the very different perceptions of Rina's development?

Nazneen is keeping high expectations from Rina. She is preparing her home lessons which are not age appropriate for Rina because she is only 2 years and 10 months old.

Nazneen should understand that playing with dolls in this age is very good for Rina's development. She could incorporate what she wants Rina to learn in her interest if playing with her dolls.

b) How would you respond to Nazneen's concerns?

Educator should make Nazneen understand that every child is different has own interests and feelings. At centre she interacts very well with everyone and always participates in all the activities with full enthusiasm and seek positive experiences. Rina is progressing well in the childcare. May be at home she just feels like to play with dolls because want to enjoy moments of solitude and doesn't want to involve in the activity. Educator must make Nazneen understand that academic lesson like alphabets, shapes, counting are not age appropriate for Rina as she is too young. We as educator would rather Suggest age appropriate games and books to learn alphabets, shapes and counting.

004 Partnerships with Parents

CHCECE026 Work in partnership with families to provide appropriate education and care for children

Element 1 Provide families with opportunities to be involved in the service

Element 2 Provide information to families about their child

Element 3 Provide information to families about the service

Element 4 Provide information about community services and resources

Performance Evidence

Knowledge Evidence

Question 1

To complete this task refer to Chapter 1 of your textbook *'Frameworks for Learning and Development'* and refer to your reading:

- *Blue Bay Early Learning Centre Philosophy.*

Scenario: Anxious

Milo (4 years 4 months), an only child, is a chronic asthmatic and has been in and out of hospital many times. Milo's mother, Jane, is very protective of her son. Milo has never been away from his mother's care – when he is hospitalised she always stays with him. Jane has tried to avoid Milo having contact with other children – she fears he will catch an infection that may trigger his asthma. Ted, her husband, feels that Jane is “babying Milo and fussing too much.” He has persuaded Jane that it would be good for Milo to mix with other children, to “toughen up a bit and learn to stand on his own two feet.”

Milo has been at the service two days per week for the last five weeks. He has settled well and his asthma is being monitored and well managed by the staff.

Jane remains extremely anxious. Every morning she checks with the staff that they know what to do in the event of an asthma attack. Jane also gives the same instruction each day: “No running around, stay off the climbing equipment in case you fall, keep your shoes and socks on, don't play in the water in case you get wet.”

Jane usually telephones the service twice a day to make sure he is safe and

well.

Jo, the Director, is aware that the staff find Jane very difficult and always finish with the comment “Poor Milo”.

a) Describe the situation from Jane’s perspective.

Jane is very protective of her son. She has been primary carer to Milo, and he has never been in the care of others. Milo has chronic asthma and it can be life threatening. Milo is only 4 years old and he is unable to manage his asthma. Milo is new to the care and it is very difficult for Jane to trust the educators.

b) Describe the situation from the staff’s perspective.

According to the Staff, Jane needs to trust on educator's care. She is overprotective towards Milo. It may be possible that Jane's anxious behaviour will have negative effect on Milo health. It important for Milo to play with other children to develop social and emotional development. Jane should be informed that Childcare staff is fully trained, and all the educators have their first aid certificate and have experiences on how to deal and follow the asthma management plan.

c) What could Jo do to try to alleviate some of Jane’s anxiety?

Jo must acknowledge Jane's concerns and make her understand that Milo is in the best care. Also, Jo must tell Jane that childcare staff is fully trained and have experienced on how to deal and follow the asthma management plan.

Jo should talk about Milo strengths rather than his asthma problems. Jo has to reassure Jane by showing Milo's photos at various routines and engaged in the play and interactions. Jo must inform Jane that it is very important for Milo to play and involved as it is important for his development.

d) What policies and procedures could Jo share with Jane to reassure her?

Jo should share with the following policies and procedures

1. Asthma management plan
2. dealing with medications.
3. Updated First aid training for staff every year.
4. Infection control
5. Staff children ratio in the room.
6. Hand washing procedures.
7. Cleaning procedures.
8. Education and Care Services

e) What might Jo do to encourage staff to be more empathic towards Jane?

Allow them to know that Milo is the only child and Jane is very protective of him

- Try and respect Janes wishes and do the best that they can do
- Explain the issues that Jane must face
- Explain Jane is worried about Milo
- Encourage the staff to be ready and prepared for Milo's asthma management plan.
- Consider the Jane's concerns and respect her perspectives.
- Make sure we avoid or dismiss any trigger for Milo's asthma.
- Encourage the staff to work on Milo's strengths.
- Have staff members ask about Milo asthma before arrival and give a run down when Jane is to pick up Milo

005 Communicating and Supporting Families

CHCECE026 Work in partnership with families to provide appropriate education and care for children

Element 1 Provide families with opportunities to be involved in the service

Element 2 Provide information to families about their child

Element 3 Provide information to families about the service

Element 4 Provide information about community services and resources

Performance Evidence

Knowledge Evidence

Question 1

To complete this task refer to your reading:

- *When concerns arise: Talking to parents about their child's development.*

-
- a) **Cavner suggests that there are a number of barriers that both educators and parents face when discussing concerns about a child's development. Describe the *three* key barriers included in the article.**

Fear

If a parent challenges the teacher's observations of their child or the information may feel they need to defend their knowledge and teaching competence.

Defensiveness

Parents naturally want to protect and defend their children. When uncomfortable information is shared with parents about their child, their first response may be defensiveness. They may interpret your words as an attack on their parenting.

Anger

Uncomfortable feelings can turn to anger. A parent's feelings of fear and/or defensiveness can manifest in angry outburst. Feelings of anger can build within the childcare professional too. style of communication and how you approach and speak with parents.

b) List and briefly explain the *eight* steps suggested by Caver that may contribute to positive communication with parents.

Institute a Parent Involvement Plan- It helps to ensure that communication occurs on a regular basis and not only when there is a concern. It articulates the important role that the parent plays in their child's development and the many ways they can contribute to their child's learning. It states the program's goals and philosophy in working with children.
Validate the parent's role- When speaking with a parent, it is important to remind them of the positive effect they have on their child.
Provide Proof- When there is a need to speak to a parent about a child's behaviour or development, share information and/or observations gained during class time. Have developmental screening and assessment data available. Be specific when describing the child's behaviour.
Be Positive- Every parent wants to know that their child is liked, loved and wanted. Respond positively to each child and continue to remind parents that your goal is to help their child be successful and that you are on their side.
Help the parent be successful- By giving parents the right tools, parents can help them to be consistent with what is being provided in the classroom. Have the ideas ready that parents can use at home to help their child. Encourage parents to spend quality time with their child.
Create a safe place- Prioritize your conversations with families. Provide a safe and respectful environment for those conversations by offering a confidential area to meet and speak with each other. Ensure that others cannot overhear your conversations.
Use open communication- Good communication skills will help the parent feel more comfortable. It maintains an open stance both physically and verbally. Show the parent that you are listening and that you are truly trying to understand what they are trying to say.
Availability of resources- To control children challenging behaviour, parent support group should be started. Invite specialists to speak to parents and families about parenting challenges. Offer a resource library. Staff should attend workshops and conferences.

Question 2

Reflect and draw on the knowledge you have acquired from the text and readings in this unit to answer the following question.

Scenario: My name is Paul

"I am a widower. My wife died 4 months ago of breast cancer. I have a 1year old daughter and a 3 year old son. I currently work Part-time; I am finding it difficult to cope."

Paul has stated that he is finding it difficult to cope.

a) What questions could the educator ask Paul to gather more information?

1. Does he have any family or friend to support?
2. Is he received any child support or any other support services?
3. How would be like the staff help him?
4. what is the most difficult task for him to perform?
5. How are the children handling it?
6. Children's routines (to follow up within the center)?
7. Any problems or difficulties he is having with the children?

8. What support could an educator offer him?

1. Introduce him to support services for ex-Centrelink, mental health, financial hardships, foster care, information on various groups, counselling.
2. Provide him with contact details of home delivering.
3. Assist him with care routines like- sleep, behavior, feeding.
4. Provide moral support and have one on one conversation to discuss any issues.
5. Provide easy and quick food recipes to Paul.
6. Priority Access Care - meaning if this family needs care at any time at all even though they may not be booked for the day they should be given priority for a spot.
7. Reassurance from the center that his children will be well looked after and supported through this time in order to help the family through the grieving process and that the center will assist him in any way they can.

Question 3

Reflect and draw on the knowledge you have acquired from the text and readings in this unit to answer the following question.

Scenario: My name is Rhonda

"I am a single parent. I have twins girls aged 2 years and a son aged 4 years. My partner is the father of the twins and he is in jail for repeated physical abuse of me and my son. My son has been in foster care for 3 months but is now back with me. My son gets very angry. The welfare thinks I am a bad mother."

Rhonda has discussed her situation with an educator.

a) What questions could the educator ask Rhonda to gather more information?

1. What are the triggers for her son's angry behavior?
2. What are the most difficult situations for her to deal with the children?
3. How does he behave when he gets angry and how she copes with this behavior?
4. What are the strategies to deal with his behavior?
5. Do the children see your partner in the jail?
6. Is she receiving any counselling from the support services?
7. can you please tell me about twin girls?
8. Do you have any questions for me?

b) What support could the educator offer her?

1. Provide information for support services like counselling services.
2. Provide support with behavior management and suggest some strategies to deal with angry behavior.
3. Assist with care routines like health and wellbeing of children.
4. Have regular one on one meetings to give her moral support.

Question 4

Reflect and draw on the knowledge you have acquired from the text and readings in this unit to answer the following question.

Scenario: My name is Adanna

"I arrived in Australia 6 months ago with my husband and children. We are resettled refugees from Sudan. Our country has been at war for many years. My sister and her family were killed by the soldiers. I have 3 children; 1, 2 and 3 years old. We do not speak much English. We need care for our children while we go to English classes."

'My children have never been to a child care service, what can I expect?'

a) How could the educator respond to this statement?

- Welcome Adanana in the childcare service.
- Discuss how the service runs like routine, hours, what to provide the children, play opportunities.
- Talk to her patiently and slowly as Adanana doesn't know much English.
- If possible, provide the information in Sudanese's language or arrange interpreter so that she can understand.
- Show the center around and play areas to her.
- The educator can explain the routine and what the children do during the day.
- How long have they been here, where are they staying, children's routines etc.
- Tell her about the center, community services that may help.

b) What questions could the educator ask Adanna to gather more information?

- Ask Adanana, what are the routines of children at home?
- Ask about children's like/dislikes?
- Is there any cultural practice, they are following?
- Any comforter for children?
- How will the children cope with separation?
- Ask about any allergies or medications, if children are having?
- Any dietary requirements?
- Ask about children's understanding about English language?
- Ask her, if children are toilet trained?

c) To support Adanna, what information could you provide to this family in their home language?

We will provide the information on Policies and procedures to Adanana in their home language.

1. Newsletter
2. Parent handbook
3. Food Menu
4. Fee structure