

Student Work Placement

Stage 2

**Qualification/Course code, name and release number**

CHC50113 Diploma of Early Childhood Education and Care (4)

**Cluster/Unit of Competency**

**CHCECE016 Establish and maintain a safe and healthy environment (2)**

**HLTWHS003 Maintain work health and safety (3)**

**CHCECE020 Establish and implement plans for developing cooperative behaviour (2)**

**CHCECE021 Implement strategies for the inclusion of all children (2)**

**CHCECE025 Sustainability**

**CHCECE019; CHCMGT003; CHCPRP003Compliance, Leadership and Reflective Practice**

**Student details**

|  |  |
| --- | --- |
| Student name | Student number |
| *Wahida Moon* | *808689448* |

**CHCECE019; CHCMGT003; CHCPRP003Compliance, Leadership and Reflective Practice**

**Assessment Declaration**

* *This assessment is my original work and no part of it has been copied from any other source except where due acknowledgement is made.*
* *No part of this assessment has been written for me by any other person except where such collaboration has been authorised by the assessor concerned.*
* *I understand that plagiarism is the presentation of the work, idea or creation of another person as though it is your own. Plagiarism occurs when the origin of the material used is not appropriately cited. No part of this assessment is plagiarised.*

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| Student name | Student number |
| *Wahida Moon* | *808689448* |

**Student signature and date**

(If you are submitting this assessment online, your online submission will be deemed your digital signature)

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**TAFE NSW would like to pay our respect and acknowledge Aboriginal and Torres Strait Islander Peoples as the Traditional Custodians of the Land, Rivers and Sea. We acknowledge and pay our respect to the Elders, past, present and emerging of all Nations.**

### Introduction

This **Work Placement Portfolio** is designed to support you undertaking your work placement and qualification, and is to be used in conjunction with the **Work Placement Logbook.**

The **Work Placement Portfolio** includes the work place assessment tasks that must be completed in a regulated education and care service. The assessments require you to apply your skills and knowledge to complete a range of tasks. During your work placement:

* You should work on your tasks that are in the Work Placement Portfolio daily
* Make your work available for viewing by your workplace supervisor
* Contact your TAFE NSW Teacher/Assessor and speak with your Workplace Supervisor if you fall behind or have any difficulties with your work
* You should use opportunities at your service to practice tasks that are directly related to the unit(s) you are learning at TAFE NSW

The **Work Placement Logbook** includes important information about your work placement, as well as the Evidence Guides where your TAFE NSW Teacher/Assessor will record your assessment outcome as you complete your tasks and skills demonstrations.

Your assessments include Written Tasks and Demonstration Reports, as well as Workplace Supervisor Verifications (located in the Evidence Guides in the logbook) that will be used by the TAFE NSW assessor to assess your performance or as supplementary evidence. Your TAFE NSW Teacher/Assessor will verify your skills and knowledge with your Workplace Supervisor through-out your work placement.

You must keep these documents up to date and well organised. They must be available at all times for the workplace staff and your TAFE NSW Teacher/Assessor. When not at your workplace you must ensure that you keep all documents in a safe location where you can ensure the contents remain confidential.

Check with your TAFE NSW Teacher/Assessor if you are unsure of any of the requirements or assessment tasks.

Always seek advice through your employer for any work-related concerns and/or your TAFE Teacher for course-related concerns.

### What do I need to do to achieve a satisfactory result?

To successfully complete these assessments, you will need to be available at the arranged times to complete all the assessment criteria as outlined in the assessment instructions.

All parts of each observable task must be performed to a satisfactory level, and as indicated in the assessment criteria.

All written and verbal questions must be answered correctly to be deemed satisfactory. Assessors may ask additional questions to clarify understanding or verify knowledge/information.

### Submitting your Workplace Logbook and Portfolio

Once all tasks and activities outlined in this Workplace Portfolio have been completed, you must submit the completed Workplace Portfolio to your assessor or upload the tasks as per the instructions provided to you by your assessor.

It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE NSW and complete the assessment declaration when submitting the assessment.

As part of the Portfolio, you will also be required to submit documents, photographs and possibly videos to demonstrate you have the knowledge and skills required in the unit. Some evidence may be emailed and other evidence (such as video evidence), that is too large to email will need to be submitted in other ways. Please check with your teacher or assessor for specific requirements.

**Workplace Assessments**

# CHCECE016 Establish and maintain a safe and healthy environment

Table 1 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Specific assessment conditions** | *Skills must be demonstrated in a regulated education and care service.*  *In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.*  *Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.* |
| **Assessment overview** | *The objective of this assessment is to assess your skills and knowledge as would be required to maintain establish and maintain a safe and healthy environment for children.* |
| **The Assessment Event number** | *3 of 3* |
| **Companion documents** | *Workplace Portfolio*  *Workplace Logbook* |
| **Instructions for this assessment** | *This assessment is in two parts and also includes a Demonstration Report, Third-Party Verification, Evidence Guide and Final Assessment Feedback:*  *Safety Audit*  *Set up and supervise afternoon routine*  *Detailed instruction for each assessment part is contained at the beginning of each assessment part and include:*   * *Assessment task introduction* * *When the assessment task must take place* * *Where the assessment task will take place* * *Resources and equipment required to complete the assessment task* * *Specific assessment conditions (where required)*   *You must read the entire document before commencing your assessment, so you are aware of all requirements.* |
| **Submission instructions** | *On completion of this assessment, you are required to upload* ***your response and any marking tools as they appear in this assessment workbook*** *as per the instructions on your online platform or hand it to your assessor for marking*  *Ensure you have written your name at the bottom of each page of this assessment.*  *It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment.* |
| **Confidentiality Instructions** | *Where an assessment task requires the recording of child observation and/or development of a plan for a child, the child must only be identified by:*   * *Their first name* * *Age in years and months – for example 5 years 3 months*   *Where a student is required to collect and provide evidence of documentation from an Education and Care Centre, each document must be de-identified to protect the child’s right to privacy and confidentiality.*  *Prior to undertaking any observation:*   * *parental/guardian consent must be obtained, and a copy included in the submitted assessment; and* * *Students must also request the child’s permission prior to commencing an observation.*   *Where an assessment requires video recording of adults, each participant must provide* ***written consent*** *and this consent must be included in the student’s assessment submission.* |
| **What do I need to do to achieve a satisfactory result?** | *To achieve a satisfactory result for this assessment you must complete each part of your assessment to a satisfactory standard.*  *You must ensure your assessment responses are written in your own words (unless otherwise specified), include* [*APA*](https://tafensw.libguides.com/research/referencing) *references where required and adhere to the word count requirements where specified.* |
| **What do I need to provide?** | *Pens to complete documentation. You will need to self-source observational tools and planning templates or use the service formats.* |
| **What the assessor will provide?** | *Nil* |
| **Due date and time allowed** | ***Due Date****:*  ***The time allowed****: To be completed during the work placement.*  ***Venue****: Parts of this assessment will need to be completed during attendance at a regulated education and care service however written tasks may be completed outside of the service in the classroom, home or online environment.* |
| **Assessment feedback, review or appeals** | *In accordance with the TAFE NSW policy Manage Assessment Appeals, all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within* ***14 working days*** *of the formal notification of the result of the* *assessment.*  *If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher or Head Teacher. If they are unavailable, contact the Student Administration Officer.*  *Contact your Head Teacher for the assessment appeals procedures at your college/campus.* |

Part 1 Safety audit

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| --- | --- |
| **INSTRUCTIONS** | **(Part 1)** |
| **Introduction** | |
| *To complete this part of the assessment the student must, in consultation with their supervisor, identify hazards by completing a safety audit and communicate identified hazards to the appropriate person within the service.* | |
| **When will the assessment take place?** | |
| *This task will be completed in a regulated education and care setting. The written questions of the assessment task may be completed outside of work placement hours.*   * *Completion of the written components of the plan should occur outside of placement hours so as not to impact on child/staff engagement during placement.* * *You should negotiate an agreed time with the supervisor to discuss the items of the audit when supervisor input is required.* | |
| **Where will the assessment take place?** | |
| *Must be completed in a regulated education and care service* | |
| **What resources and equipment do I need?** | |
| *Access to the service’s organisational standards, procedures and policies. This will be related to individual criteria.* | |
| **Specific assessment conditions** | |
| *Skills must be demonstrated in a regulated education and care service.*  *In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to an emergency or unplanned procedure where assessment in these circumstances would be unsafe or is impractical.*  *Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.* | |

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| **TASK 1** | **(Part 1)** |
| In consultation with the workplace supervisor complete the following Safety Audit. Conduct a visual inspection to complete the audit and engage in a discussion with the supervisor to assist in answering any criteria than cannot be observed. You will also need to discuss risks and controls with your workplace supervisor.  Your supervisor will observe you completing this checklist and provide feedback to your Assessor it’s completion and your discussion regarding the risks, controls and responsible person.  For each item indicate YES OR NO.  For every item that receives a yes, record the details in the current state column.  For every item that receives a no, record the required action and who this would need to be reported to.  Complete Safety Audit format on following pages. | |

Safety Audit Record

| **Student’s name:** | *Wahida Moon* | **Service Name:** | *Greenwood Hunters Hill* | **Date conducted:** | *16-Nov-20* |
| --- | --- | --- | --- | --- | --- |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Item |  | Current State | Action | Reporting  (Who would you report this to) |
| 1 | Risk minimisation/medical management plans are in place for children with specific health care needs, allergy or relevant medical conditions | YES NO | Allergic children,  Anaphylaxis children,  Asthma children | Be cautious about food and dietary allergies.  Follow the anaphylaxis and asthma action plan. | Another staff,  Room leader,  Centre manager,  Call emergency (000). |
| 2 | Records of pest/vermin inspections and/or eradications are kept | YES NO | They do paste control every 6 months. | Keep records of paste control. | Room leader,  Centre manager |
| 3 | Information about correct handwashing procedures are displayed near each handwashing sink. Shares this information with families | YES NO | Picture and instruction about handwash are displayed | Educators supervise and give instructions during handwash. | Room leader |
| 4 | Simple warning signs are located where potentially dangerous products are stored | YES NO | Chemical warning sign is in place | Ensure door is always locked where the warning sign is displayed. | Another staff,  Room leader,  Centre manager |
| 5 | Emergency procedures are displayed prominently throughout the premises | YES NO | Emergency exit routes poster is displayed in every room near door. | Make aware of emergency procedure among all staff members. | among all staff members |
| 6 | All educators have ready access to a phone or similar means of communication | YES NO | Every room has phone for communications | In case of emergency use phone to contact with staffs and another emergency number. | Another staff,  Room leader,  Centre manager |
| 7 | Emergency numbers are located near telephones | YES NO | Emergency numbers are displayed near telephones. | If there is any emergency situation use emergency numbers. | Another staff,  Room leader,  Centre manager |
| 8 | A portable record of children’s emergency contacts in case of emergencies is maintained | YES NO | Children emergency contacts are kept in phone and emergency bag. | During emergency situation all staffs can use emergency number from iPad and emergency bag. | Another staff,  Room leader,  Centre manager |
| 9 | Emergency equipment is available and has notification tag of being tested | YES NO | Yes, emergency equipment is available and notification tag is being tested once a year. | WHS responsible person should check equipment and throws out expired/non-functional ones and tag units. | Another staff,  Room leader,  Centre manager |
| 10 | Staff are trained in the use of emergency equipment | YES NO | Every month staffs are trained how to use emergency equipment | Keep training all staffs about emergency equipment every month. | All staff members |
| 11 | Basic training and testing on, how to move and fit car seats, restraints and booster seats are available to all educators | YES NO |  |  |  |
| 12 | Safety checks of the service are regularly implemented and documented | YES NO | Yes, safety checks of the service are regularly implemented and documented. | Perform daily service checks twice a day as per safety checklist and document it with supervisor signature. | Centre manager |
| 13 | Action is taken as a result of any service safety checks | YES NO | They follow safety checklist and take appropriate actions. | If any repairs are needed, fix it as per requirement. | Centre manager |
| 14 | Child health needs are discussed as part of the services enrolment procedures | YES NO | They keep record of dietary choices, sleeping routine and kid’s interests. | Keep doing the record keeping and discuss as part of the enrolment procedures. | Office staffs and centre manager |
| 15 | Procedures are in place for ongoing discussions of children’s health needs with families | YES NO | Educators discuss with children’s families | Follow centre policy | All staffs |
| 16 | Procedures are in place and followed to contact and inform families of any health concerns with a child including cases of infectious diseases | YES NO | Yes, procedures are in place and strictly followed. | If any child shows sign of infectious disease, service contact with parents and emergency personals to take the child out of the centre. | All staff members, parents |
| 17 | Child immunisation records up to date. | YES NO | All children’s immunisation records are up to date. | Regularly keep checking to ensure immunisation records are up to date | All staff members |
| 18 | A procedure is in place to monitor and maintain immunisation records. Families and educators are provided information about the child and adult immunisation recommendations | YES NO | Service maintains immunisation records | Ask parents to collect updated immunisation records from Australian Immunisation Register (AIR) | Office staffs, centre manager |
| 19 | A procedure is in place to ensure relief educators are aware of supervision arrangements and practices | YES NO | Procedure is in place | Follow supervision policy, safety checklist | All staffs |
| 20 | Schedule for toy and equipment washing checked regularly and written record of days completion has been entered | YES NO | Washing schedules are checked and written records are kept. | Follow bathroom checklist, cleaning policy and WHS safe environment policy | All staffs |
| 21 | The safety of cooking utensils and appliances is checked for safety when used as part of the program. | YES NO | Regular safety checking is in place as part of the program | Use different utensils as part of the program and perform safety check | All staffs |
| 22 | A process for monitoring who enters and leaves the service is developed and maintained at all times. | YES NO | Surveillance process is in place to monitor who enters and leaves the service | Parents need to use their own entry password.  Use intercom if any visitor wants to enter the service.  Always be vigilant about who enters and leaves the service. | All staffs |

Part 2 Set up and supervise an afternoon routine

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| **INSTRUCTIONS** | **(Part 2)** |
| **Introduction** | |
| *To complete this part of the assessment, students are required to participate in a practical demonstration of setting up and supervising the afternoon routine following the services procedures. This procedure will start at lunchtime and progress to rest and onto wake and play after rest routine. You will also be required to write some journal entries to explain your practices in a variety of situations relating to establishing and maintaining a safe and healthy environment.*  *Your workplace supervisor will observe you completing this routine and provide feedback to your TAFE Assessor – see below in instructions for further information.* | |
| **When will the assessment take place?** | |
| *The practical demonstration will be demonstrated in an education and care setting. The written questions of the assessment task may be completed outside of work placement hours.* | |
| **Where will the assessment take place?** | |
| *Must be completed in a regulated education and care service.* | |
| **What resources and equipment do I need?** | |
| *Access to the service’s health and safety procedures and policies, including food-handling.* | |
| **Specific assessment conditions** | |
| *Skills must be demonstrated in a regulated education and care service.*  *In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to an emergency or unplanned procedure where assessment in these circumstances would be unsafe or is impractical.*  *Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.* | |

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| **TASK 1** | **(Part 2)** |
| **Instructions:**  This demonstration will take place from the start of the lunch time routine through to the end of afternoon playtime (when some children start to be collected). You are required to demonstrate how you followed the service’s procedures to set up and supervise this entire routine / session. You will respond to the questions below to reflect on your implementation of the procedure.  **How you will be assessed:**  **During your skill demonstration, you are required to follow the service’s routine for the afternoon period, performing the following activities:**   1. Effectively coordinate the supervision of children throughout this time 2. Support the administration of medication to any child in an appropriate manner within their job role. If there is no child with medication, you are to discuss this with your supervisor and record the information below. 3. Use appropriate strategies throughout the afternoon to support children’s health, wellbeing and safety. This may include but is not limited to talking about healthy food and drink, ways of being safe and role modelling safe practice in the environment such as using toys safely and putting them away after use. 4. Arrange the beds in a way to minimise risk of illness, injury and/or overcrowding following the service’s procedures. 5. Set up a rest space to enable quiet rest time following the service’s procedures. 6. Provide appropriate environments after rest time including a balance of active and restful experiences that takes supervision into account to ensure the safety and wellbeing of children. 7. Group children to minimise risk of injury and maximise comfort taking into account the activity type and ages of children. 8. Support children to make appropriate decisions regarding participation in experiences.   This practical assessment will be observed where possible by the TAFE NSW Assessor and documented on the skills demonstration in the evidence guide below. You will need to organise a time to implement this demonstration in collaboration with your TAFE NSW Assessor and your Workplace Supervisor. Where this is not possible, the practical assessment will be observed by the workplace supervisor and detailed feedback provided to the Assessor using the skills demonstration report.  You may need to respond to questions about the routine reflecting on their practical demonstration. The questions and your responses will be recorded in the evidence guide at the end of this assessment. | |
| You will coordinate the afternoon routine following the service’s procedures. In each of the sections below, answer each of the questions to explain what you did to ensure the safety and well-being of children at all times. | |

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| **A.** | **Lunch:** How did you: (75-200 words) | |
| Set up the environment for lunch in an aesthetic manner and to ensure the safety of children and avoid overcrowding? | | *In our service before lunch we do group activities with children. Lunchtime we call children’s names one by one for handwash. One of our educators always supervises during handwash time and provide them handwash instructions.* |
| Coordinate the supervision of children during lunchtime including implementing safe food handling practices and managing the group sizes of children to be safe and avoid overcrowding? | | *After handwash, we send children to the lunch table. Everyone sits on the table calm and quietly. To avoid overcrowding, six children are allowed for one table. Before touching any type of food items, educators clean their hands and put on gloves. Use utensils for serving foods.* |
| Support the safe administration of medication? If no child has medication, discuss the process required with your supervisor and document what you would have done to ensure medication is administered safely? | | *In our service, we have medication policy. If any child needs medication, at first parents fill up medication form. Educators give medication as per the instructions given in medication form. After giving medication, educators also document the time and quantity. Service stores medication according to medication storage instruction.* |

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| **B.** | Discuss the three (3) strategies you used with children to increase their responsibility for their own health and physical wellbeing. An example could be that you have talked about the importance of drinking water regularly during the day. (50-100 words) |
| **1** | ***Handwashing****: Educators encourage children washing their hands. Educators advise children to wash their hands before and after eating their meal, after outdoor play, after toileting, in case of touching any dirty things. Handwashing is very important to maintain health hygiene.* |
| **2** | ***Healthy foods:*** *Our service maintains healthy food items for morning tea-time, lunch time and afternoon tea time. We educate children which foods are healthy. We also tell children that if they want to be strong and intelligent, they need to eat plenty of health foods.* |
| **3** | ***Sunscreen:*** *Sunscreen is very important for young children. We have sunscreen policy in our centre. Some children do not want to put on sunscreen. We encourage children to put on sunscreen and tell them that otherwise their skin will be burnt. We put on sunscreen 20 minutes before going outside activities. We put sunscreen in every exposed parts of the skin.* |

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| **C.** | **Rest/sleep**: Discuss how you set up the sleep/rest-time space using the following strategies:  (75-100 words in total) | |
| Placed beds in an arrangement to minimise the risk of illness, injury and/or overcrowding and maximise children’s comfort | | *When we arrange sleeping are for children, we follow rest and sleep policy. We put on low (safe) height bed on the floor. We make sure the bed sheets are always clean. We setup beds maintaining safe distance. We follow the head and tail system for arranging the beds to avoid germs transmission. After sleeping time, we clean all beds with disinfectant.* |
| In a way that supported children to engage in rest or quiet activities if not sleeping as per the service’s procedures | | *Some children don’t want to sleep. We arrange quiet play activities for them. One organize table in a corner of the room for quiet play. Educators can easily supervise both awake children and sleeping children. Service also arranges quiet play stuffs like painting, play dough, reading books, or play in the home corning quietly.* |

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| **D.** | **After rest period**: When the sleep/rest-time period is finished, discuss how you:  (75-100 words total) | |
| Provided a balance of active and restful experiences, taking into account effective supervision strategies | | *Create a relaxing atmosphere for resting children by playing*  *relaxation music, reading stories, cultural reflection, turning*  *off lights and ensuring children are comfortably clothed. The environment should be tranquil and calm for both educators and children. Educators will sit near resting children and support them by encouraging them to relax and listen to music or stories.*  *If children are awake In this time, they will be*  *provided quiet activities for the duration of rest time*  *Maintain adequate supervision and maintain educator ratios throughout the rest period. Maintain sleeping duration time record and uploaded xplor parents can also watched it.* |
| Grouped the children considering the play space size to minimize the risk of injury and maximize comfort and appropriate privacy when needed | | *In sleeping time group of children are awake . So educators provide them quiet activities , stories reading, on chair and table drawing/ painting and playdough activities. This group children play one side or corner in the room educators can easily supervised them.* |
| Supported children to make appropriate decisions of participation in experiences | | *Educators arranged for children different kinds of quiet activities, children chose their interesting quiet activities when another group of children are sleeping.* |

# HLTWHS003 Maintain work health and safety

Table 2 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Specific assessment conditions** | *Skills must be demonstrated in the workplace.*  *In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.*  *Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.* |
| **Assessment overview** | *The objective of this assessment is to assess your knowledge and performance as would be required to maintain work health and safety.* |
| **The Assessment Event number** | *3 of 3* |
| **Companion documents** | *Workplace Portfolio*  *Workplace Log Book* |
| **Instructions for this assessment** | *This assessment is in two parts and also includes a Demonstration Report, Third-Party Verification, Evidence Guide and final Assessment Feedback:*  *Safety Checklist and Risk Assessment*  *Practical Demonstration*  *Detailed instruction for each assessment part is contained at the beginning of each assessment part and includes:*   * *Assessment task introduction* * *When the assessment task must take place* * *Where the assessment task will take place* * *Resources and equipment required to complete the assessment task* * *Specific assessment conditions (where required)*   *You must read the entire document before commencing your assessment so you are aware of all requirements.* |
| **Submission instructions** | *On completion of this assessment, you are required to upload* ***your response and any marking tools as they appear in this assessment workbook*** *as per the instructions on your online platform or hand it to your assessor for marking*  *Ensure you have written your name at the bottom of each page of this assessment.*  *It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment.* |
| **Confidentiality Instructions** | *Where an assessment task requires the recording of child observation and/or development of a plan for a child, the child must only be identified by:*   * *Their first name* * *Age in years and months – for example 5 years 3 months*   *Where a student is required to collect and provide evidence of documentation from an Education and Care Centre, each document must be de-identified to protect the child’s right to privacy and confidentiality.*  *Prior to undertaking any observation:*   * *parental/guardian consent must be obtained and a copy included in the submitted assessment; and* * *Students must also request the child’s permission prior to commencing an observation.*   *Where an assessment requires video recording of adults, each participant must provide* ***written consent*** *and this consent must be included in the student’s assessment submission.* |
| **What do I need to do to achieve a satisfactory result?** | *To achieve a satisfactory result for this assessment you must complete each part of your assessment to a satisfactory standard.*  *You must ensure your assessment responses are written in your own words (unless otherwise specified), include* [*APA*](https://tafensw.libguides.com/research/referencing) *references where required and adhere to the word count requirements where specified.* |
| **What do I need to provide?** | *Pens to complete documentation. You will need to self-source observational tools and planning templates or use the service formats.* |
| **What the assessor will provide?** | *Nil* |
| **Due date and time allowed** | ***Due Date****:*  ***The time allowed****: To be completed during the work placement.*  ***Venue****: Parts of this assessment will need to be completed during attendance at a regulated education and care service however written tasks may be completed outside of the service in the classroom, home or online environment.* |
| **Assessment feedback, review or appeals** | *In accordance with the TAFE NSW policy Manage Assessment Appeals, all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within* ***14 working days*** *of the formal notification of the result of the* *assessment.*  *If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher or Head Teacher. If they are unavailable, contact the Student Administration Officer.*  *Contact your Head Teacher for the assessment appeals procedures at your college/campus.* |

Part 1 – Outdoor Safety Checklist, Risk Assessment & Consultation

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| --- | --- |
| **INSTRUCTIONS** | **(Part 1)** |
| **Introduction** | |
| *To complete this part of the assessment, you are required to participate in the completion of an outdoor safety checklist and risk assessment.*  *This practical demonstration will be observed by the workplace supervisor and feedback will be documented on the Evidence Guide under workplace supervisor feedback.*  *You will then need to reflect on the activity by answering the questions below.* | |
| **When will the assessment take place?** | |
| *This task will be completed in attendance at a regulated education and care setting. The written questions of the assessment task may be completed outside of work placement hours so as not to disrupt engagement in work placement.* | |
| **Where will the assessment take place?** | |
| *Must be completed during the required hours of work placement in a regulated education and care service* | |
| **What resources and equipment do I need?** | |
| *Access to the service’s outdoor safety checklist.*  *Policy and procedure relating the WHS and completion of risk assessment* | |
| **Specific assessment conditions** | |
| *Skills must be demonstrated in a regulated education and care service.* | |

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| **TASK 1** | **(Part 1)** |
| In order to complete this task, you will need to speak with your workplace supervisor and obtain a copy of the service’s outdoor safety checklist.   1. You will complete this outdoor safety checklist on a day that has been negotiated with your workplace supervisor. 2. Complete the **outdoor safety checklist** according to the centre's policies and procedures and include a copy of the checklist with your assessment. 3. During the completion of this checklist, your workplace supervisor will watch and verify that you have completed the checklist following the service’s policies and procedures accurately. | |
| *Attach your completed (and Supervisor signed) Safety Checklist to this task.*  *Note: I will submit Centre Outdoor Safety Checklist in my final submission. I have completed my assessment in hard copy centre checklist.* | |

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| **TASK 2** | **(Part 1)** |
| On the Risk Assessment Record below, document two (2) hazards that you identified.  For each hazard, use the Hierarchy of Controls to manage the risk including:  Elimination  Substitution  Engineering  Administrative  Behaviour  Personal Protective Equipment (PPE)  In the Risk Assessment Record, indicate who you would report the risk to and when. Use the risk matrix located below the Risk Assessment Record to identify the level of risk.  NOTE: If no hazards are identified discuss with your supervisor about three previous hazards that have been identified at the service. | |

**Risk Assessment Record**

| **Student’s name:** | *Wahida Moon* | **Date:** | *17-Nov-20* |
| --- | --- | --- | --- |

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| Risk assessment | | | | | |
| **Activity** | **Hazard identified** | **Risk assessment**  **(use matrix)** | **Elimination/control measures**  **(list which of the Hierarchy of control/s to be used & describe action to be taken)** | **Who will report to?** | **When will you report the hazard?** |
| *Toys on the floor* | *tripping* | *moderate* | *Use the toys in organised way. Educators and children should put toys in the certain place. Strong supervision is needed in outdoor areas.* | *Educators* | *Outdoor play time* |
| *Wet surface near water based play areas* | *Slipping and fall down* | *low* | *Put wet safety sign*  *Make it dry with towels*  *Strong supervision is needed until dry* | *Educators* | *When playing outdoor near water based play area* |
| *Sand on the outdoor walk area* | *Slipping and fall down* | *moderate* | *Put slippery surface sign nearby sandpit area (there is a slope path). Clean sand from the path and near sandpit area. Strong supervision needed until fully clean.* | *Educators* | *Outdoor play time near sandpit area* |

**Risk Matrix**

This matrix is to be used when assessing the risk of an actual or potential hazard.

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| --- | --- | --- |
| Risk Matrix | | |
|  | | **Consequence** |
| **Likelihood** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | Insignificant | Minor | Moderate | Major | Catastrophic | | Almost certain | Moderate | High | High | Extreme | Extreme | | Likely | Moderate | Moderate | High | Extreme | Extreme | | Possible | Low | Moderate | High | High | Extreme | | Unlikely | Low | Low | Moderate | High | High | | Rare | Low | Low | Low | Moderate | High | | |

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| **TASK 3** | **(Part 1)** |
| 1. You are required to discuss your Outdoor Safety Checklist and Risk Assessment form that you completed in tasks 1 and 2 with your workplace supervisor and one other staff member. 2. Describe the strategies you have used for implementing the risk controls and how this is relevant to the service’s workplace policies and procedures. 3. Document this discussion by completing the **Consultative Activity Record** below | |

**Consultative Activity Record**

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| Hazard Identified | Recommended risk control and housekeeping strategies to ensure that WHS policies are followed | Is there a Residual Risk? Explain if YES | Link to WHS policy and procedure | Discussed with (names of staff members and their positions – must be at least 2): |
| *Spot (e.g. drop of blood less than the size of a 50-cent coin)* | *Wear gloves*  *• Wipe up blood immediately with a damp cloth, tissue or paper towel*  *• Place the cloth, tissue or paper towel in a plastic bag or alternative; seal the bag and put it in the rubbish bin*  *• Remove gloves and put them in the rubbish bin*  *• Wash surface with detergent and warm water*  *• Wash your hands with soap and water* | ☐ Yes NO | *2. the work environment*  *WHS regulation clause-40*  *Duty in relation to general work-place facilities*  *2.6 House Keeping* | *Joshllyn Singh-Khan (Centre Manager)*  *Martina Borsetto (Room Leader)*  *Rhiannon Hoese (Educator)* |
| *Faeces, vomit and urine* | *When cleaning up faeces, vomit or urine, the following procedures should be used:*  *•Wear gloves.*  *•Place paper towel over the spill and allow the spill to soak in. Carefully remove the paper towel and any solid matter. Place it in a plastic bag or alternative, seal the bag and put it in the rubbish bin.*  *•Clean the surface with warm water and detergent and allow to dry*  *.•If the spill came from a person who is known or suspected to have an infectious disease (e.g. diarrhoeaor vomit from a child with gastroenteritis), use a disinfectant on the surface after cleaning it with detergent and warm water .*  *•Wash hands thoroughly with soap and running water (preferably warm water).* | ☐ Yes NO | *2. the work environment*  *WHS regulation clause-40*  *Duty in relation to general work-place facilities*  *2.6 House Keeping* | *Joshllyn Singh-Khan (Centre Manager)*  *Martina Borsetto (Room Leader)*  *Rhiannon Hoese (Educator)* |
| *Bathroom* | *Bathrooms-wash tap handles, toilet seats and door knobs. Check the bathroom during the day and clean if visibly dirty*  *Wash after every use.*  *Wash daily plus when visibly dirty.*  *Wash weekly plus when visibly dirty.* | ☐ Yes NO | *2. the work environment*  *WHS regulation clause-40*  *Duty in relation to general work-place facilities*  *3.3 toilets* | *Joshllyn Singh-Khan (Centre Manager)*  *Martina Borsetto (Room Leader)*  *Rhiannon Hoese (Educator)* |

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| **TASK 4** | | **(Part 1)** |
| Describe two occasions where you have provided accurate information to workers and explained relevant WHS policies and procedures. Explain what happened and what strategies you used and how it related to the WHS policies and procedures in the service.  1. One strategy must be an explanation about the correct use of one type of Personal Protective Equipment (PPE).  2. The other must relate to safe housekeeping practices | | |
| **1** | *Gloves: In early childhood education program, we use gloves for different working times. We use gloves for safe food handling, gardening, nappy changing time, while putting sunscreen on children’s skin, nose cleaning time and any type of cleaning activities.* | |
| **2** | *Floor Mop: We follow WHS policy. We put on gloves before starting mop.*  *We use certain colour of bucket and mop for surface cleaning/mopping floor.*  *When we clean floor, we put on wet safety sign and keep mop and bucket out of the room in a certain place. Strong supervision is needed until dry.* | |

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| **TASK 5** | **(Part 1)** |
| Record one (1) strategy that you have used to encourage educators and staff to participate in WHS consultative activities. | |
| *3.4. Hand washing :*  *Hand washing facilities must be provided to enable workers to maintain a good standard of personal hygiene. Workers may need to wash their hands at different times, for example after visiting the toilet, before and after eating meals, after handling chemicals or handling greasy machinery.*  *Design of hand washing facilities Hand washing facilities should*  *:− be accessible at all times to work areas, eating areas and the toilets*  *− be separate from troughs or sinks used in connection with the work process*  *− contain both hot and cold water taps or temperature mixers*  *− be protected from the weather*  *− be supplied with non-irritating soap preferably from a soap dispenser, and*  *− contain hygienic hand drying facilities, for example automatic air dryers or paper towels. Where a business engages in activities such as food preparation or health care, there are also duties under health legislation in relation to hand washing facilities.*  *We all staff try to follow WHS handing policy and procedure.* | |

Part 2 – Housekeeping and safety procedures

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| **INSTRUCTIONS** | **(Part 2)** |
| **Introduction** | |
| *You are required to complete a record of the ways that you have monitored and demonstrated housekeeping practices and safety procedures during your work or work placement. This will be verified by your supervisor by your TAFE Assessor.* | |
| **When will the assessment take place?** | |
| *This part will be completed in a regulated education and care service during work or work placement hours. The written questions of the task may be completed outside of work placement hours.* | |
| **Where will the assessment take place?** | |
| *Must be completed in a regulated education and care service.* | |
| **What resources and equipment do I need?** | |
| *Access to service policies and procedures* | |
| **Specific assessment conditions** | |
| *Skills must be demonstrated in a regulated education and care service.* | |

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| **QUESTION 1** | **(Part 2)** |
| Explain how you consistently monitored and demonstrated housekeeping practices and safety procedures in the day-to-day work activities required by your job role.  Explain how you ensure that WHS policies and procedures are followed.  List the policies and procedures you followed and how what you did reflects the policy and/or procedures that you have included. (Your response should be at least 75 – 100 words) | |
| *An untidy workplace can cause injuries, in particular injuries resulting from slips and trips,*  *therefore good housekeeping practices are essential for all workplaces. For example:*  *− spills on floors should be cleaned up immediately*  *− walkways should be kept clear of obstructions*  *− work materials should be neatly stored, and*  *− waste should be regularly removed.*  *This is WHS housekeeping policy. So, in our workplace we follow this policy and centre policy related to this.*  *We follow supervision centre policy, health and safety policy, dealing with infectious disease policy, cleaning policy, food handling and safety policy, hand hygiene and usage of gloves policy. We follow our every day to day house keeping practice and safety procedure activities.* | |

# CHCECE021 & CHCECe021: Inclusion of all children cluster

Table 3 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Specific assessment conditions** | *Skills must be demonstrated in a regulated education and care service.*  *In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.*  *Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.* |
| **Assessment overview** | *The objective of this clustered assessment is to assess your knowledge and performance of:*   * *Establishing and implementing plans for developing cooperative behaviour (CHCECE020); and* * *Implementing strategies to support the inclusion of all children (CHECE021)* |
| **The Assessment Event number** | 3 of 3 |
| **Companion documents** | Workplace Portfolio  Workplace Log Book |
| **Instructions for this assessment** | *This is a clustered Portfolio-based assessment and will be assessing you on your knowledge and performance of all the units listed in this assessment.*  *This assessment is in two parts and includes a Workplace Verification Report, Evidence Guide and final Assessment Feedback (Marking Tools):*   1. *Journal Entry* 2. *Individual Support and Inclusion Plan*   *Detailed instructions for the assessment are contained at the beginning of the assessment and includes:*  *•Assessment task introduction*  *•When the assessment task must take place*  *•Where the assessment task will take place*  *•Resources and equipment required to complete the assessment task*  *•Specific assessment conditions (where required)*  *You must read the entire document before commencing your assessment so you are aware of all requirements.* |
| **Submission instructions** | *On completion of this assessment, you are required to upload* ***your response and any marking tools as they appear in this assessment workbook*** *as per the instructions on your online platform or hand it to your assessor for marking*  *Ensure you have written your name at the bottom of each page of this assessment.*  *It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment.* |
| **Confidentiality Instructions** | *Where an assessment task requires the recording of child observation and/or development of a plan for a child, the child must only be identified by:*   * *Their first name* * *Age in years and months – for example 5 years 3 months*   *Where a student is required to collect and provide evidence of documentation from an Education and Care Centre, each document must be de-identified to protect the child’s right to privacy and confidentiality.*  *Prior to undertaking any observation:*   * *parental/guardian consent must be obtained and a copy included in the submitted assessment; and* * *Students must also request the child’s permission prior to commencing an observation.*   *Where an assessment requires video recording of adults, each participant must provide* ***written consent*** *and this consent must be included in the student’s assessment submission.* |
| **What do I need to do to achieve a satisfactory result?** | *To achieve a satisfactory result for this assessment you must complete each part of your assessment to a satisfactory standard.*  *You must ensure your assessment responses are written in your own words (unless otherwise specified), include* [*APA*](https://tafensw.libguides.com/research/referencing) *references where required and adhere to the word count requirements where specified.* |
| **What do I need to provide?** | *Pens to complete documentation. You will need to self-source observational tools and planning templates or use the service formats.* |
| **What the assessor will provide?** | *Nil* |
| **Due date and time allowed** | ***Due Date****:*  ***The time allowed****: To be completed during the work placement.*  ***Venue****: Parts of this assessment will need to be completed during attendance at a regulated education and care service however written tasks may be completed outside of the service in the classroom, home or online environment.* |
| **Assessment feedback, review or appeals** | *In accordance with the TAFE NSW policy Manage Assessment Appeals, all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within* ***14 working days*** *of the formal notification of the result of the assessment.*  *If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher or Head Teacher. If they are unavailable, contact the Student Administration Officer.*  *Contact your Head Teacher for the assessment appeals procedures at your college/campus.* |

Part 1 Exploring diversity, fairness and equity

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| **INSTRUCTIONS** | **(Part 1)** |
| **Introduction** | |
| **Introduction:**For this task, you are required to complete a reflective journal based on your practice in a regulated education and care service with children.  Guided by the service’s philosophy and any policies and procedures that relate to inclusion, equity and diversity, you are required to document in detail either an interaction, a conversation, or spontaneous moment you had with a child/children in the curriculum.  The journal entry will document, in detail, the interactions, conversations, or spontaneous moments the student had with a child/children in the curriculum. | |
| **When will the assessment take place?** | |
| This assessment task will be conducted during the students work placement or during their role as an educator in a regulated education and care service. | |
| **Where will the assessment take place?** | |
| Skills must be demonstrated in a regulated education and care service. | |
| **What resources and equipment do I need?** | |
| * Access to service philosophy and relevant policies and procedures * Students may use the service’s play resources and equipment for this task, or their own. If the student chooses to use their own resource/s it must be shown to their workplace supervisor before implementation. | |
| **Specific assessment conditions** | |
| Skills must be demonstrated in a regulated education and care service.  In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.  Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. | |

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| **Task 1 Journal Entry: Exploring diversity, fairness and equity** | **(Part 1)** |
| **Instructions:**  Document an example of how you explored diversity with children, recognising its contribution to inclusiveness in Australian society with children. In your journal, include your discussions with children that relate to similarities and differences with a child/children, including how we interact or work cooperatively with each other, drawing children’s attention fairness and equity and how we can learn to live together.  **How you will be assessed:**  ***Written Documentation:***   * You must accurately document all areas of the *Journal* template below | |

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| **JOURNAL**  ***Exploring diversity with children, fairness and equity*** | |
| Day and Date | *16/11/20* |
| Journal entry  Entry:  (100-150 words) | Australia is a country of multicultural. So respect different culture one of the important issue. Equity and diversity in the early learning framework and putting it into practice relies on a clear understanding of the terms diversity, inclusion and equity. Concepts and practices related to inclusion and equity overlap considerably and are explored in this resource.  The term diversity is used broadly to refer to the variety of differences in people, including their cultural and language backgrounds, religion, values, sexual orientation, abilities, educational background, socioeconomic status, lifestyles, and gender. Within any of these categories there are many differences as well – that is, people who share one characteristic will differ in many other ways. Respect for diversity is essential to provision of high quality services.  Early childhood professionals understand that every child develops and learns in unique ways and has unique learning dispositions, strengths, abilities and interests. This means they respond to individual children in different ways – for example, by providing additional support, adapting learning experiences or making special provisions.  Equality refers to everyone having the same rights and being offered the same opportunities, while equity involves ensuring individuals have what they need to enact those rights. For example, every child has a right to early education, some children and families require additional support to access early childhood education and participate fully .  Early childhood education provide support and respect all the children and families with fairness and equity. |
| a. Promoted respect for diversity, and supported anti-bias and inclusive practices:   * 1. – 60 words) | Every Early childhood educational organisation respect all children and families . Support them to practice their cultural values and language.  In my centre the celebrate different cultural activities. Like NAIDOC week they did aboriginal art ,craft painting, story reading, dress up, singing and dancing.  They enjoy the “Dewali “ festival. Children and educators did painting story reading.  Now they are starting activities regarding “christmas”. They put new christmas books, big Santa’s picture and they are also doing painting and craft.  Here also encourage children to practice there own/ cultural/home language practice. Some times educators asked families to shared their common word from their language. |
| b. Identify the strategies that worked well and areas you would like to improve:  (40 – 60 words) | **Successful strategies:** |
| Aboriginal cultural practice like arts , craft ,story reading and decoration inside the room is good.  Putting a map from where they come from .  Celebrate different cultural program.  Encourage practice another or own language  Arranged to practice program for another language  Respect all children and families whatever their culture ,religions, race or language. |
| **Areas for improvement:** |
| They need to improve more practice aboriginal dancing and singing.  Celebrate more different cultural program.  Encourage families to involvement more in children activities |
| c. Practices that were fair and equitable, to support children’s learning outcomes:  (40 – 60 words) | *Encourage positive role models, displayed through toys, imaginary play, books and posters that promote non- stereotyped images. All children will be encouraged to join in all activities, dressing up, role play corner, dolls, climbing on large equipment, bikes etc.*  *Provide assistance as requested by our parents/carers that use English as an additional language*  *Treat each child as an individual and respect their religions and culture*  *Ensure activities are accessible for all children.* |
| d). Identify the policy and procedures and statements from the service philosophy that relate to inclusion, equity and diversity. Reflect on how these were implemented from your practice. How would you improve?  (40 – 60 words) | *Comply with all relevant legislation*  *•Foster a respectful culture that supports diversity, encourages inclusiveness and belonging for all persons*  *•Develop and implement processes to ensure that decisions relating to team members are based on merit, fairness and equity*  *•Provide information ,instruction, supervision and training to ensure all team members are aware of acceptable and unacceptable forms of behaviour*  *•Provide equal employment opportunities and ensure all team members have equitable access to recruitment, selection, promotion, training and transfer opportunities*  *•Provide a formal process for team members to raise concerns where they believe that the objectives of this policy have been breached*  *•Respond promptly to any concerns or allegations raised by team members, children or families in relation to inappropriate behaviours*  *TO follow the instruction and create different activities for children and families.* |

Part 2 Individual Support and Inclusion Plan

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| **INSTRUCTIONS** | **(Part 2)** |
| **Introduction** | |
| To complete this part of the assessment you are required to develop and implement an Individual Support and Inclusion Plan for a focus child.  In consultation with your workplace supervisor, you are to select one child who requires support for participation and cooperative behaviour.  Once you have identified a child requiring support, you can gather information to develop and implement an *Individual Support and Inclusion Plan* for your focus child.  You are required to complete the following:   * **Task 1: Permission to Observe** * **Task 2: Journal Entries** * **Journal Entry 1** * **Journal Entry 2** * **Task 3: Child Observations** * **Anecdotal Record** * **Jottings** * **Behaviour Chart** * **Task 4: Child Summary** * **Task 5: Engage in consultation with educators and family** * **Task 6: Develop an individual plan for support and inclusion** * **Task 7: Evaluate the individual plan for support and inclusion** | |
| **When will the assessment take place?** | |
| This assessment task will be conducted during the students work placement or during their role as an educator in a regulated education and care service. | |
| **Where will the assessment take place?** | |
| Skills must be demonstrated in a regulated education and care service | |
| **What resources and equipment do I need?** | |
| * A TAFE Permission to Observe form. * Templates for observation techniques * Access to a computer and the internet to conduct research about the child’s additional need. | |
| **Specific assessment conditions** | |
| Skills must be demonstrated in a regulated education and care service.  In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to an emergency or unplanned procedure where assessment in these circumstances would be unsafe or is impractical.  Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment. | |

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| **Task 1: Permission to observe** |
| In consultation with your workplace supervisor, you are required to choose a focus child who requires support for participation and cooperative behaviour.  This child will be your focus child for *Part 2 Individual support and inclusion plan.*  You must obtain permission to observe the child from their parent or legal guardian.  The Permission to Observe form is located in the [*Appendix*](#_Appendix_Permission_to) to this document.  **Your TAFE NSW Assessor will talk to your workplace supervisor to verify that you have collected this consent.**  **How you will be assessed:**  ***Written Documentation:***   * You must submit the signed consent form from the child’s parent/guardian |

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| **Task 2: Journal Entries** |
| You are required to gather information from primary and secondary sources to support curriculum decision making and inform future planning for your focus child.  To help you gather information about your chosen focus child, you are required to research and collaborate to inform completion of two journal entries.  Each journal entry has specific questions you need to reflect on and complete. |
| **Instructions** Complete Journal Entry 1 and Journal Entry 2 on the templates below: |

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| **Journal Entry 1:** | | |
| **Day and date:** | 18/11/20 | |
| **1** | Consult with your workplace supervisor to discuss the child’s file. Discuss and record any feedback that they have received from:  (150-200 words) | |
| 1. the family, and | |
| *My focus child Malisa is nearly 3 years old. She has too speech delay.*  *Before starting my observation I discussed about this child with my room leader. She give information about this child .*  *she is only one child at her home ,her grand parents stay with them. At home they speak Turkish language .She can speak some words like no, stop etc .She can understand common body language instruction. She can express her liking and disliking matter with her body language and facial expression . She is very social and friendly. She like to play with other children .Because of her language delay some time she unable to explain her situation that times she was upset .She was very active child.*  *She like painting , water base play , climbing ,sing , rhymes and dancing .Educators arrange activities focus on her interest. She change her mind too frequently.* | |
| 1. other professionals who may be working with the child | |
| *Because of her language delay now she is taking speech therapy . Speech therapist analysis that she is bit behind regarding language of her age. Starting therapy she is getting better.* | |
| **2** | Discuss and reflect on the following with your workplace supervisor:  (150-200 words) | |
| 1. Behaviour/s that require support | |
| *MY focus child Malisa is more active then any children on her age. And also frequently change her mind then any other child in this age. She likes to play with other children but some time she can not communicate verbally that time she was upset. When she was upset she some time scream, cry or angry .That times she need emotional support and read her ques. Because of her frequently mind change She needs different types activities to involve her self . Educators arrange for her different activities related her interest.* | |
| 1. Needs and concerns of other children who may be affected by the behaviour/s | |
| *When she playing with other child/dren some time she can not communicate verbally . She was upset and scream . When she scream the other child scared about her behaviour.* | |
| 1. Incidents that are causing concern | |
| *When she was upset , any child pocking her , can not communicate or thing snatch*  *From her ,she scream , frustrating and rarely bite .* | |
| **3** | Consult with the family to discuss the child’s interests, strengths and care needs. Before you do this, you must discuss the best approach from your workplace supervisor for talking with the family. You may decide that a face to face conversation would be suitable, or a written questionnaire to gain feedback about their child. Whatever method you use to talk with the family, you must ensure that you take into account the family’s cultural and linguistic needs.  *Example questions to ask: what are your child’s interests at home? What goals do you have for your child during their time in the service? What are your child’s strengths? Are there any concerns that you have and would like us to support?*  Document your findings about the child below:  (50 – 100 words) | |
| **Interests:** | *When parents came to pickup her ,educators today she love to play in sand pit, and when she painting she used different colour. Parents also ensured that yes she love painting and love water base play and climbing.* |
| **Strengths:** | *Malisa is very social , friendly and happy child .She participated different activities in care.* |
| **Care Needs:** | *She needs to practices new words with r. Arranged for her different group and individual activities for her.* |

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| **Journal Entry 2:** | |
| **Day and date:** | **20/11/20** |
| **1** | Describe how you have established a relationship when greeting your focus child and supporting their entry into the service and curriculum.  Record your discussions where you worked in collaboration with the child.  (150 – 300 words) |
| *Malisa is very social and friendly child. In the morning when we do group time , generally we do stories reading , rhymes, singing and dancing. When we were sing rhymes , she told to sing baa baa , I told her ‘baa baa black sheep’ .She replayed with her body language yes. I am focusing her and supporting her liking. When I was reading an book’ The rainbow Fish’ , rainbow fish picture is different colours and glittery . When Malisa saw the picture she say ’wow’. When we arranged outdoor play with water and syringe , she try to fill syringe with water but she unable to do that .She came to me asking help with her body language . When I helped her she was so happy .She love to do painting after finishing Rainbow fish story, I arranged for her paint with different colour. She used different colour for painting.* |
| **2** | What decisions have you made to respond to any incidents to ensure your strategies are implemented in a timely, calm, clear and consistent manner for the child? (100-150 words) |
| *When Malisa looked upset I try to understand her ques . Then I try to support her to overcome frustration. Like when she playing with another children some time she can not communicate verbally .she was upset and frustrated , I try to understand her what she want to say .Then told other children your friend want to do this.*  *Malisa like to climbing on sofa or shelves, we give attention on her . I told her please get down it is not safe. If you do this you f ell down and get hurt*  *.Stop her to climbing there. We involve her different activities which she like to do.*  *Sometimes another child try to snatch her toys and she was upset . I went there I told another child when Malisa play with this toy 5/10 minutes then your turn. If Malisa try to snatch then I also stop her calm and gentle voice , your friends play with this toys 10 minutes then your turn.*  *Meal time if she asked any thing , I told her to say please. She con not say clearly but she tried to say please and thanks.* |
| **3** | Identify statements from the service philosophy, policies and procedures that relate to inclusion, equity and diversity. Reflect on how these were implemented in your practice. How could you improve? |
| *Foster a respectful culture that supports diversity, encourages inclusiveness and belonging for all persons*  *Some children have different dietary ,our service provide different dietary for different children. Some children are vegetarian ,some are halal eater, Some children are prohibited some foods service support that.*  *Some children show interest different activities We provided activities regarding children interest.* |

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| **Task 3: Child Observations** |
| Observing children in a range of contexts and situations provides educators with valuable information about the child to support future planning and curriculum decision making.  Using the observation templates provided, ***document three observations of your focus child*** to gather an understanding of:   * Barriers to learning * Possible triggers or consequences that support the behaviour   You must complete the following observations:   * 1. **Anecdotal Record**   2. **Jottings**   3. **Behaviour Chart**   The observations are to include:   * An analysis of the child’s development, learning, behaviour and support needs\* * Two follow-up suggestions for future planning in each observation.   \* Student’s analysis of the child’s development, learning, strengths and behaviour must reference child and development theory and follow APA guidelines. Must also include achievement towards the EYLF outcomes.  Use the templates provided.  Word limits are advised in each section of the template where required.  **Your TAFE NSW Assessor will talk to your workplace supervisor to verify that you have complete the observation in the centre and accurately documented all tasks.** |

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| **3.1 Anecdotal Record** | | | | | |
| Child’s First Name: | *Melisa* | Age: | *2 years 9 months* | Date: | *18-Nov-2020* |
| Setting: | *Rainbow fish* | Time: | *9:30 AM* | Observer: | *Wahida Moon* |
| **Observation:** | | | | | |
| *Melisa is nearly three years old girl. She is struggling for speech. She can talk few words like no, stop, wow, etc. She can also express herself with body language and facial expression. When she went GP (General practitioner), GP sent her to speech therapist. She can hear everything and understand body language. In group time I asked children which books they want to read. Melisa pointed the book with her finger. That one is the “Rainbow fish” book. When I showed her rainbow-fish pictures with different colours and sparkly scales. Melisa said loudly “wow” and her facial expression also showed happiness.* | | | | | |
| **Analysis of Learning**  *An interpretation of any relevant development, learning dispositions, and behaviours of concern, play preferences, strengths, interests and relationships supported by relevant theory and literature and linked to the approved learning framework outcomes* | | | | | |
| *As part of her speech therapy, she needs to learn more words. Book reading is one of the best ways for Melisa to learn more words. When I was reading book, she was listening with full attention. When I showed her rainbow-fish picture, she said “wow”.* | | | | | |
| **A follow-up suggestion to extend the child’s skills** | | | | | |
| *When I was reading book, I was pointing different colours of rainbow fishes. Children replied with name of the colours. After finishing my story reading, I asked them whether they want to paint rainbow-fish picture. All children replied with happy mood and said yes. Then I arranged different colours and papers to paint rainbow fish. Melisa likes painting. She also painted rainbow fish cheerfully. She also used different colours for painting.* | | | | | |

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| 3.2 **Jottings** | | | | | | | | | |
| Child’s First Name: | *Malisa* | | | Age: | *2* | | Date range: | |  |
| Setting: |  | | | | Observer: | | | |  |
| **Observations** | | | | | | | | | |
| **JOTTING 1** | | **Date** |  | | | **Time** | |  | |
|  | | | | | | | | | |
| **JOTTING 2** | | **Date** |  | | | **Time** | |  | |
|  | | | | | | | | | |
| **JOTTING 3** | | **Date** |  | | | **Time** | |  | |
|  | | | | | | | | | |
| **Analysis of Learning**  *An interpretation of any relevant development, learning dispositions, and behaviours of concern, play preferences, strengths, interests and relationships supported by relevant theory and literature and linked to the approved learning framework outcomes.* | | | | | | | | | |
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| **A follow-up suggestion to extend the child’s skills** | | | | | | | | | |
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| **3.3 Behaviour Chart** | | | | | | | | | | |
| Child’s first initial: | |  | | Age | |  | Observer |  | | |
| **Possible behaviours identified** | | |  | | | | | | | |
| **Key:** | A  =  arguments | | | | P  =  physical contact | | | | D  =  disturbing others | W  =  withdrawn |
| N  =  non-compliance | | | | E  =  excitable behaviour | | | | DS =  distressed | O  =  other (please specify) |
| S = Sharing | | | | L = Listening | | | | C = Cooperation with others | U = Using words to communicate needs |

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|  | **Free choice play**  *(include a short description with your identification and frequency of the behaviour)* | **Group experiences**  *(include a short description with your identification and frequency of the behaviour)* | **Transitions and routines**  *(include a short description with your identification and frequency of the behaviour)* | **Rest/sleep**  *(include a short description with your identification and frequency of the behaviour)* | **Arrival/ departure times**  *(include a short description with your identification and frequency of the behaviour)* |
| *Example:* | *Example: E - III*  *(On three occasions F became excited when the other children became louder in their play when building with the blocks. Educator intervened in the play)* | *Example: D- III*  *(On three occasions F was rolling around on the floor during group times today. Educator had to come and sit with him)* | *Example: E – II*  *(On two occasions F became excited when he started to play with the water when he was washing his hands before meal times)* | *Example: D- II*  *(On two occasions F was rolling on his bed and then trying to roll on to other children’s beds)* | *Example: E-II*  *(On two occasions F became excited he saw mum arrive and say his name when she was at the door to the room)* |
| Day 1  Date: |  |  |  |  |  |
|  |
| Day 2  Date: |  |  |  |  |  |
|  |
| Day 3  Date: |  |  |  |  |  |
|  |
| **Analysis of learning:***(This is where you analyse a child’s learning, development and behaviour. Include references to child development. Include references to theory following APA referencing guidelines. You must also ensure you mention any achievement towards the EYLF Outcomes)* | | | | | |
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| **Follow-up:***(provide at least two experiences that you would follow up for future curriculum planning based on your analysis)* | | | | | |
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| **Task 4 Child Summary** |
| **Instructions**  The student must write a **summary** of their **focus child’s support needs**, based on the information that they have gathered.  The summary will also include their focus child’s behavioural needs using the information from their journals and observations about the behaviour/s they have recorded.  Behaviour guidance strategies that you, as the student, develop in this task will inform the child’s *individual plan for support and inclusion.*  The following information must be recorded in the template provided below:     1. Identify the child’s behaviours requiring support 2. List of the child’s interests, strengths and abilities 3. Identify how the child is currently supported in the service 4. List any specific considerations or adaptations that need to be addressed when making curriculum decisions (e.g. health status/ cultural values, child-rearing practices) 5. List any support services that the child and family are accessing (if appropriate). 6. Identification of any triggers or consequences that are maintaining the behaviour 7. Observations based on student’s scan of the learning environment and curriculum implementation to identify influences for the behaviour. 8. Other variables that could influence behaviour. Some examples are changes in the home, developmental considerations, emotional considerations, the child’s history, and other peer’s actions. 9. Provide three behaviour management strategies to support the child with cooperative behaviours that follow the service’s policies and procedures and take in to account any family cultural practices.   Use the template provided below to record your reflections. |

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| **Task 4: Child Summary** | | |
| Child’s Name (first initial only) |  | |
| Age: |  | |
| 1. Additional need / behaviour requiring support |  | |
| 1. Interests, Strengths and abilities:   (50 – 100 words) |  | |
| 1. Support currently provided:   (50 – 100 words) |  | |
| 1. Adaptations/modifications required:   (50 – 100 words) |  | |
| 1. Support services being accessed:   (50 words) |  | |
| **Summary of behaviour needs** | | |
| 1. Identification of any triggers or consequences.   (40-60 words) |  | |
| 1. Observation of the learning environment and curriculum.   (40 – 60 words) |  | |
| 1. Other variables.   (40 – 60 words) |  | |
| 1. Three behaviour management strategies | **1** |  |
| **2** |  |
| **3** |  |

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| **Task 5: Engage in consultation with educators and family** |
| **Instructions**  Share your journals, observations and reflections that you have gathered with your workplace supervisor or nominated educators.  In consultation with your workplace supervisor or nominated educators, discuss the following:   1. Analysis of the focus child’s learning and behaviour 2. Options for behaviour management strategies in response to behaviour that requires support 3. Discuss with your workplace supervisor how you would share the strategies with the family. Practice this discussion with your supervisor. Record your supervisor’s feedback.   Use the template provided below to record all feedback.  Word limit is 250-350 words in total.  **Your TAFE NSW Assessor will talk to your workplace supervisor to verify that you have completed this task in the early childhood service.** |
| **Instructions**   * **Use the template below to complete documentation** |

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| **Task 5: Engage in consultation with educators and family** | | |
| **a) Analysis of the focus child’s learning and behaviour** | **b) Options for behaviour management strategies in response to behaviour that requires support** | **c) Discuss with your workplace supervisor how you would share the strategies with the family. Practice this discussion with your supervisor.**  **Document strategies and record your supervisor’s feedback.** |
|  |  | How would share the strategies with the family? |
|  |
| Workplace Supervisor Feedback: |
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| **Task 6: Develop and implement an individual plan for support and inclusion** |
| *Individual Plans for Support and Inclusion* are based upon the premise that children are successful learners. Plans are strength-based and provide children with opportunities to succeed with support.  For this task, adhering to the service’s philosophy, policies and procedures, students will develop an ***Individual Plan for Support and Inclusion for their focus child***. The plan will incorporate:   * The information that they have gathered from their observations * Feedback from other staff, and professionals, and * Input from the feedback you receive from your simulated parent discussion with your supervisor *(Part 2: Task 5)*   **In the template provided, complete the following steps in order:**   1. **Long Term Goals**: Develop three long term goals. Two of these goals must relate to supporting the child’s cooperative behaviour in ways that are consistent with their age, abilities and developmental stage. 2. **What happened before the behaviour?** Document an observation of what happens before the behaviour occurs. 3. **Strategies to encourage positive behaviours.** Describe at least four. 4. **Behaviours to be promoted** 5. **Goals and strategies:**     1. Provide three **short term objectives** that support the achievement of the long-term goals.    2. Provide **three strategies** to achieve each short-term objective. 6. **Experiences to support behaviour** Complete 3 Experience Plans (two planned and one spontaneous) using the template provided. Your TAFE NSW Assessor will observe the implementation of one of your experiences. For the spontaneous experience, complete the plan as a reflective experience rather than a pre-planned experience*.* Your plans must include:  * The date of implementation * The short-term objective * Specific strategies to support the child and the group * An outline of the experience * The materials or resources required * Any environment or routine modifications required * Communication about the support provided and assistance obtained from other staff to implement the strategies * The name of the workplace supervisor you have consulted with and documented feedback from them. Record the feedback received on:  1. Suggested adaptations and modifications to the environment. 2. The plan’s goals, objectives, and strategies.   **Your TAFE NSW Assessor will observe you implementing one of your experience plans (refer to Demonstration 1 Planned experience)**  **Your TAFE NSW Assessor will talk to your workplace supervisor to verify that you have accurately documented all tasks.**  **How you will be assessed:**  ***Written Documentation:***   * You must complete this task using the provided template. * All sections of the template must be completed accurately and reflect the nine steps above   ***Skills Demonstration:***   * Refer to [*Demonstration 1 Planned experience*](#_Part_5_Demonstration) for information about how you will be assessed |
| *Individual Plans for Support and Inclusion* are based upon the premise that children are successful learners. Plans are strength-based and provide children with opportunities to succeed with support.  For this task, adhering to the service’s philosophy, policies and procedures, students will develop an ***Individual Plan for Support and Inclusion for their focus child***. The plan will incorporate:   * The information that they have gathered from their observations * Feedback from other staff, and professionals, and * Input from the feedback you receive from your simulated parent discussion with your supervisor *(Part 2: Task 5)*   **In the template provided, complete the following *nine* steps in order:**   1. Develop three long term goals. Two of these goals must relate to supporting the child’s cooperative behaviour in ways that are consistent with their age, abilities and developmental stage. 2. What happened before the behaviour? (The antecedent) 3. Strategies to encourage positive behaviours 4. Behaviours to be promoted 5. Goals and strategies:    1. Provide three short term objectives that support the achievement of the long-term goals.    2. Provide three strategies to achieve each short-term objective.   6. Complete 3 Experience Plans (planned and spontaneous\*) using the template below.  *\*\*If completed spontaneously, complete the plans as a reflective experience rather than a pre-planned experience.*  ***NOTE: You TAFE NSW Assessor will observe you implementing one of your experience plans (refer to Demonstration 1 Planned experience)***   1. Environment or routine modifications required 2. Review and discuss your plan with your workplace supervisor. The student should record the feedback received on: 3. Suggested adaptations and modifications to the environment. 4. The plan’s goals, objectives, and strategies. 5. Communicate with and provide support to staff to effectively and consistently implement and reinforce the plan relating to strategies and limits. Seek assistance from staff when required.   **Your TAFE NSW Assessor will talk to your workplace supervisor to verify that you have accurately documented all tasks.**  **How you will be assessed:**  ***Written Documentation:***   * You must complete this task using the provided template. * All sections of the template must be completed accurately and reflect the nine steps above   ***Skills Demonstration:***   * Refer to [*Demonstration 1 Planned experience*](#_Part_5_Demonstration) for information about how you will be assessed |
| **Instructions**  **Use the template provided below to develop your plan.** |

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| **Task 6: Individual Plan for Support and Inclusion** | | | | | |
| 1. **Long Term Goals** | | | | | |
| Long term Goal 1: | |  | | | |
| Long term Goal 2: | |  | | | |
| Long term Goal 3: | |  | | | |
| 1. **What happened before the behaviour? (Antecedent)** | | | | 1. **Strategies to encourage positive behaviours**   **(Describe at least four – 100 - 150 words)** | 1. **Behaviours to be promoted**   **(50 - 100 words)** |
|  | | | |  |  |
| **5. a) Provide three short term objectives that support the achievement of the long-term goals.** | | | | | |
| Short Term Objective 1: | | |  | | |
| Short Term Objective 2: | | |  | | |
| Short Term Objective 3: | | |  | | |
| **b) Provide three strategies to achieve each short-term objective.** | | | | | |
| Strategy 1: |  | | | | |
| Strategy 2: |  | | | | |
| Strategy 3: |  | | | | |

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| **6. EXPERIENCES TO SUPPORT BEHAVIOUR** | | | |
| **PLAN 1 of 3: Planned experience on guiding behaviour** | | | |
| Student name: | |  | |
| Number of children: | |  | |
| Number of children: | |  | |
| Date of implementation: | |  | |
| Name of the learning experience | |  | |
| **Short term objective** | |  | |
| **Specific strategies for your focus child and how you will support all children within the group (suggest three)** | | **1** |  |
| **2** |  |
| **3** |  |
| **Outline of the experience** | |  | |
| **Materials or resources** | |  | |
| **Environment or routine modifications required** | | | |
|  | | | |
| **Communication about the support provided and assistance obtained from other staff to implement strategies** | | | |
|  | | | |
| **Workplace Supervisor feedback (student to record)**  **Include feedback about:**   1. Suggested adaptations and modifications to the environment. 2. The plan’s goals, objectives, and strategies. | | | |
| Name of Workplace Supervisor: |  | | |
| Feedback: |  | | |

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| **6. EXPERIENCES TO SUPPORT BEHAVIOUR** | | | |
| **PLAN 2 of 3: Spontaneous Experience**  *(Document after implementation)* | | | |
| Student name: | |  | |
| Number of children: | |  | |
| Number of children: | |  | |
| Date of implementation: | |  | |
| Name of the learning experience | |  | |
| **Short term objective** | |  | |
| **Specific strategies for your focus child and how you supported all children within the group (identify three)** | | **1** |  |
| **2** |  |
| **3** |  |
| **Outline of the experience** | |  | |
| **Materials or resources** | |  | |
| **Environment or routine modifications required** | | | |
|  | | | |
| **Communication about the support provided and assistance obtained from other staff to implement strategies** | | | |
|  | | | |
| **Workplace Supervisor feedback (student to record)**  **Include feedback about:**   1. Suggested adaptations and modifications to the environment. 2. The plan’s goals, objectives, and strategies. | | | |
| Name of Workplace Supervisor: |  | | |
| Feedback: |  | | |

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| **6. EXPERIENCES TO SUPPORT BEHAVIOUR** | | | |
| **PLAN 3 of 3: Planned experience on guiding behaviour** | | | |
| Student name: | |  | |
| Number of children: | |  | |
| Number of children: | |  | |
| Date of implementation: | |  | |
| Name of the learning experience | |  | |
| **Short term objective** | |  | |
| **Specific strategies for your focus child and how you will support all children within the group (suggest three)** | | **1** |  |
| **2** |  |
| **3** |  |
| **Outline of the experience** | |  | |
| **Materials or resources** | |  | |
| **Environment or routine modifications required** | | | |
|  | | | |
| **Communication about the support provided and assistance obtained from other staff to implement strategies** | | | |
|  | | | |
| **Workplace Supervisor feedback (student to record)**  **Include feedback about:**   1. Suggested adaptations and modifications to the environment. 2. The plan’s goals, objectives, and strategies. | | | |
| Name of Workplace Supervisor: |  | | |
| Feedback: |  | | |

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| **Task 7: Evaluate the Individual Plan for Support and Inclusion** |
| After completing the implementation of the *experiences to support behaviour*, you are required to evaluate the *Individual Plan for Support and Inclusion* for your focus child.  More specifically, you will:   * 1. Evaluate the *three objectives* you set for the experiences you implemented to support the child’s behaviour.   2. Evaluate the experience and review the child’s behaviour and the level of support provided for each play experience. Address the effectiveness of the strategies based on the implementation of the three experiences and how it has impacted the child. (Are they working towards achieving the short-term objectives/goals? How did you identify and respond to any barriers based on the strategies implemented?)   3. Record supervisor and any family feedback that has been given based on the implementation of the plan and strategies.   4. Follow word count guidelines   **Your TAFE NSW Assessor will talk to your workplace supervisor to verify that you have successfully implemented and documented all tasks.** |
| **Instructions**  **Document your evaluation on the template below:** |

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| **Task 7: Evaluation** | | |
| **Evaluation of Objective**  *(Success of strategies, any barriers, level of support needed.)*  **(60 – 100 words each)** | **Evaluate the experience and review the child’s behaviour**  **(80 – 120 words each)** | **Supervisor feedback and family feedback** |
| **Objective 1:** |  |  |
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| **Objective 2:** |  |  |
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| **Objective 3:** |  |  |
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### Part 3 Demonstration of Skills

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| **INSTRUCTIONS** | **(Part 5)** |
| **Introduction** | |
| To complete this part of the assessment, you are required to participate in implementing one of your planned experiences for guiding behaviour.  You will be required to demonstrate skills with your assessor (one experience plan) and other skills with the workplace supervisor (two experience plans) according to each demonstration requirement.  ***You will be required to demonstrate the following skills:***   1. **Planned experience on guiding behaviour** | |
| **When will the assessment take place?** | |
| Skills not being observed and assessed by your assessor will need to occur when your supervisor is in sight and can verify your demonstration of these skills. | |
| **Where will the assessment take place?** | |
| This demonstrated skills assessment will take place during your scheduled work placement in the education and care setting. | |
| **What resources and equipment do I need?** | |
| * Access to children * Resources and equipment to set up activities. * Indoor and outdoor play spaces | |
| **Specific assessment conditions** | |
| This skills demonstration assessment will require the student to engage directly with children, in a regulated Education and Care environment.  You will need to **consider the time frame** in which to demonstrate these skills so your workplace supervisor or delegated can ensure verification of your skills.  You should refer to the list of criteria provided in the Demonstration below to understand what skills you are required to demonstrate. The report outlines the Performance Criteria, Performance Evidence and Assessment Conditions you will be assessed on. | |

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| **Demonstration 1 Planned experience on guiding behaviour** |
| **Instructions:**  This may be observed at any time of day e.g. during morning or afternoon activity time.  You are required to implement one of the plans you developed for *Part 6 Develop an individual plan for support and inclusion*. You will implement one of your plans with your TAFE NSW assessor, and the others under the supervision of your workplace supervisor:   * **Planned experience on guiding behaviour**   During the implementation, you will actively participate in the experience and engage the children, showing your ability to positive interact and guide behaviour.  Once implemented, you can go back to your planned experience template and complete the reflection and evaluation of the experience.  **You TAFE assessor will observe your skills to *implement one experiences*, as well as verify that you have implemented the other *two experiences* on otheroccasions.**  **During or directly after the assessor’s observation of your skills, you will be asked some strategic questions to clarify or confirm understanding.**  **How you will be assessed:**  ***During your skill demonstrations, you are required to perform the following:***   1. Clearly communicating expectations with children in an appropriate and positive tone of voice, and in a supportive manner 2. Communicating effectively with educators to seek help or to support them to implement positive behaviour guidance 3. Actively engaged with the children in activities and involved them in planning for play and making own choices 4. Collaborating and sharing information with educators 5. Actively made appropriate adjustments/modifications to experiences to include all children 6. Respond to incidents involving children in a calm manner, ensuring a consistent and clearly communication approach 7. Used positive language of equity, fairness and anti-bias, and support all children regardless of background 8. Used positive reinforcement strategies with children and encouraged their efforts to participate 9. Protect children’s rights and always put them first 10. Celebrate children’s cultures, abilities and strengths and promote an environment where children feel safe and secure to be themselves 11. Purposefully engaged children in conversation and modelled fairness and equity and draw their attention to issues of fairness 12. Point out and provide opportunities for children to learn about similarities and differences and ways we can all live together |

CHCECE025 Sustainability

Table 4 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Specific assessment conditions** | *Skills must be demonstrated in a regulated education and care service.*  *In addition, simulations and scenarios must be used where the full range of contexts and situations cannot be provided in the workplace or may occur only rarely. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe or is impractical.*  *Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.* |
| **Assessment overview** | *The objective of this assessment is to assess your knowledge and performance of as would be required for you to support children to connect with and contribute to their world and embed sustainable practices into service operations.* |
| **The Assessment Event number** | *3 of 3* |
| **Companion documents** | *Workplace Portfolio*  *Workplace Log Book* |
| **Instructions for this assessment** | *This assessment is in two parts:*  *1. Sustainability audit*  *2. Design a sustainability project, implement and evaluate a sustainability project*  *This assessment also includes a Demonstration Report, Workplace supervisor feedback, Workplace Attendance Log, Evidence Guide, and final Assessment Feedback (marking tools).*  *Detailed instruction for each assessment part is contained at the beginning of each assessment part and includes:*   * *Assessment task introduction* * *When the assessment task must take place* * *Where the assessment task will take place* * *Resources and equipment required to complete the assessment task* * *Specific assessment conditions (where required)*   ***You must read the entire document before commencing your assessment so you are aware of all requirements****.* |
| **Submission instructions** | *On completion of this assessment, you are required to upload* ***your response and any marking tools as they appear in this assessment workbook*** *as per the instructions on your online platform or hand it to your assessor for marking*  *Ensure you have written your name at the bottom of each page of this assessment.*  *It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment.* |
| **Confidentiality Instructions** | *Where an assessment task requires the recording of child observation and/or development of a plan for a child, the child must only be identified by:*   * *Their first name* * *Age in years and months – for example 5 years 3 months*   *Where a student is required to collect and provide evidence of documentation from an Education and Care Centre, each document must be de-identified to protect the child’s right to privacy and confidentiality.*  *Prior to undertaking any observation:*   * *parental/guardian consent must be obtained and a copy included in the submitted assessment; and* * *Students must also request the child’s permission prior to commencing an observation.*   *Where an assessment requires video recording of adults, each participant must provide* ***written consent*** *and this consent must be included in the student’s assessment submission.* |
| **What do I need to do to achieve a satisfactory result?** | *To achieve a satisfactory result for this assessment you must complete each part of your assessment to a satisfactory standard.*  *You must ensure your assessment responses are written in your own words (unless otherwise specified), include* [*APA*](https://tafensw.libguides.com/research/referencing) *references where required and adhere to the word count requirements where specified.* |
| **What do I need to provide?** | *Pens to complete documentation. You will need to self-source observational tools and planning templates or use the service formats.* |
| **What the assessor will provide?** | *Nil* |
| **Due date and time allowed** | ***Due Date****:*  ***The time allowed****: To be completed during the work placement.*  ***Venue****: Parts of this assessment will need to be completed during attendance at a regulated education and care service however written tasks may be completed outside of the service in the classroom, home or online environment.* |
| **Assessment feedback, review or appeals** | *In accordance with the TAFE NSW policy Manage Assessment Appeals, all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within* ***14 working days*** *of the formal notification of the result of the* *assessment.*  *If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher or Head Teacher. If they are unavailable, contact the Student Administration Officer.*  *Contact your Head Teacher for the assessment appeals procedures at your college/campus.* |

**Part 1 Sustainability Audit**

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| **INSTRUCTIONS** | **(Part 1)** |
| **Introduction** | |
| *Complete a sustainability audit on your work placement service* | |
| **When will the assessment take place?** | |
| *Complete this in the first part of your work placement* | |
| **Where will the assessment take place?** | |
| *At your work placement service* | |
| **What resources and equipment do I need?** | |
| *Pens to complete documentation. Use the template provided* | |

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| **QUESTION 1** | **(Part 1)** |
| **Instructions:** Complete a sustainability audit using the template provided. | |
| To complete the audit, inspect the service visually and engage in discussion with your supervisor if you need more information for some criteria.  For every item that you mark as ‘no’, record in the improvements column what you could do to make this item more sustainable and how you might involve children, adults and the community. | |

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| **QUESTION 2** | | | | **(Part 1)** |
| **Instructions:** Read the service philosophy and all service policies and procedures that reference sustainable practices | | | | |
| a. | Summarise how the service promotes environmental sustainability in day to day practices | | | |
| * *Use recycled materials where possible* * *Encourage children to turn off the water tap when they have finished washing their hands* * *Encourage usage of recycled paper in care and at home* * *Discuss with children about avoiding wastage of electricity and use natural lights* * *Educate children about natural decomposition cycle* | | | | |
| b. | Identify one area that could be changed in the philosophy and/or policies and procedures to improve sustainable practices at a service/management level. | | | |
| **Philosophy**  **Policies and Procedures**  **Area of change** | | **How this will improve sustainable practices for children** | **Who will you consult with** | |
| *Centre has no composed bins. Arrange for composed bins, used food wastage for natural composed.*  *Need to increase indoor and outdoor plants.* | | *We need more activities regarding sustainable practices.* | *Centre manager,*  *Room leader,*  *Another staff in the room* | |

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| **QUESTION 3** | | | **(Part 1)** |
| **Instructions:** Show and discuss your sustainability audit and your philosophy, policy and procedures review with your workplace supervisor. | | | |
| Record a summary of the discussion and develop a plan for addressing one of the areas of improvement whilst you are on work placement | | | |
| **Sustainability Plan :Tree plantation for in door and out door area using recycle stuffs.** | | | |
| **Discussion** | *As a part of our sustainability practice, we are doing a project. I discuss about my project with my director/supervisor, room leader and other staffs members. I also read books and share video with children.* | | |
| **Areas of improvement** | | *We want to improve indoor and outdoor garden.* | |
| **Action**  **Strategies** | | *In this project a group of children participating with us. We used recycled stuffs like egg-shell, egg-case, natural compos, tree branch, seeds and water.* | |
| **Evaluation**  **Qualitative and Quantitative** | | *Tree plantation is one of the most important part for our sustainability practice. I discussed with group of children how trees help us and they know trees give us fruits, vegetables and oxygen.* | |

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| **QUESTION 4** | **(Part 1)** |
| **Instructions:** *Create a notice for families* | |
| Write a short notice to display in the entry area for families informing them of the sustainability plan (show your workplace supervisor before displaying). Leave a section inviting families to record feedback. | |
| *Dear parents/care giver,*  *We are going to organise tree plantation program (indoor and outdoor) on Thursday, 19-Nov-2020.*  *If you want to participate with us, you are most welcome. Also you can share indoor tree branch pieces (cutting) and seeds.*    *Let’s make our planet green.* | |

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| **QUESTION 5** | **(Part 1)** |
| **Instructions:** *Refer to your audit findings. Share one aspect of your audit findings with:* | |
| **1. Children**  You can do this spontaneously or as part of a planned small group discussion.  Record what you discussed, including strategies to address the change and children’s responses | |
| *First day during group activity time/story time, I read a book with children which is related to fruits and plants. Showed them different colours, fruits and animals.*  *The following day, I showed children about some documentary regarding plants and garden. When they watched video, they spoke different fruits name. One child told that we get apple from tree. We asked them, “Do you like plants and gardening?” They replied that they were excited to do that.* | |
| **2. Educators**  You can do this verbally with the educators in your room or in written form via educator communication book or other staff communication channels.  Record what you did, including educator responses. | |
| *At first, I talked to my supervisor regarding my project plan. She asked me before using egg shells for your project check if there any allergic children in your room, if any then re-think your project plan. I already checked beforehand that there is no child with egg allergy. I also discussed regarding my project with my room leader and another staff in our room.* | |

**Sustainability Audit Checklist**

Student Name: Wahida Moon Service: Greenwood Hunters Hill Date completed: 18-Nov-2020

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| --- | --- | --- | --- | --- | --- |
| Air Quality | YES | | NO | N/A | Improvements:  What you could do to make this more sustainable  How will you involve children, educators, family/community? |
| Natural ventilation is used | *yes* | |  |  | *Nothing to improve as they are using natural ventilation in the best possible way* |
| Air vents are clear of obstacles | *yes* | |  |  | *Ongoing check in process, there is no obstacles* |
| All exhaust fans are visibly clean | *yes* | |  |  | *In certain routine time, professionals come to clean fan* |
| Known irritants and aerosols are avoided | *yes* | |  |  | *No aerosols are used in the centre* |
| Walking and public transport for excursions encouraged |  | |  | *N/A* |  |
| **Biodiversity** | **YES** | | **NO** | **N/A** | **Improvements: What you could do to make this more sustainable and how to involve children / Adults / Community** |
| Centre has an active vegetable/herb garden. | *Yes* | |  |  | *Centre has vegetable/herb garden but need more garden area.* |
| Children are taught how to care for plants. | *yes* | |  |  | *They put water plants. Need to use rain water. Increase gardening area.* |
| Children’s play areas are environmentally friendly and recycled materials are used where possible. | *yes* | |  |  | *Use recycle materials, need to increase recycle activities* |
| Native plants and trees are used mainly in the gardens | *Yes* | |  |  | *Organise native plants outside area. Need to plant more trees/plants* |
| Educators promote care for plants and animals | *Yes* | |  |  | *Children and educators both care for plants. In this centre they have one worm farm but I recommend to expand the warm farm and garden area.* |
| Gardens are mulched | *Yes* | |  |  | *Since kids sometimes stepped on mulches, mulches should be more organised.* |
| Gardens, potted plants maintained and watered | *Yes* | |  |  | *Need more care and maintenance* |
| **Cleaning** | **YES** | | **NO** | **N/A** | **Improvements: What you could do to make this more sustainable and how to involve children / Adults / Community** |
| Non-toxic cleaning products are used. | *Yes* | |  |  | *Avoid using chemical products. Use natural products more.* |
| Re-usable micro-fibre cleaning cloths are used. | *Yes* | |  |  | *Use different colour re-usable micro-fibre cleaning cloths for different purpose. Always need to keep cleaning cloths clean and dry, keep them organised.* |
| Cleaning products that are environmentally friendly used. | *Yes* | |  |  | *They use cleaning products which are environment friendly* |
| Sprays and aerosols that contain chlorofluorocarbon propellant are avoided. |  | |  | *N/A* | *No aerosol is used in the centre* |
| **Energy Consumption** | **YES** | | **NO** | **N/A** | **Improvements:**  **What you could do to make this more sustainable**  **How will you involve children, educators, family/community?** |
| All appliances not in use are turned off at the power points each night. | *Yes* | |  |  | *Nothing much to improve. All appliances not in use are turned off each night.* |
| Lighting and heating/cooling is turned off when not in use. | *Yes* | |  |  | *Turn off heating/cooling when not in use* |
| Natural light is the preferred option throughout the day where possible | *Yes* | |  |  | *Day time service uses natural lights more which is good.* |
| Products with batteries are generally avoided. | *Yes* | |  |  | *Most of the time battery products are avoided* |
| Heaters, air conditioners are used at recommended temperatures in winter and summer | *Yes* | |  |  | *Maintain recommended temperature* |
| **Waste** | **YES** | | **NO** | **N/A** | **Improvements:**  **What you could do to make this more sustainable**  **How will you involve children, educators, family/community?** |
| The crockery used not disposable | *Yes* | |  |  | *Use different colour re-usable crockery.* |
| Containers used for food, not plastic wrap | *Yes* | |  |  | *Use container for food* |
| Food waste composted or put into a worm farm | *Yes* | |  |  | *The service already practice putting food waste in the farm farm* |
| Children use recycled paper for drawing/ painting etc. | *Yes* | |  |  | *Most of the time, children use recycled paper for drawing/painting.* |
| Children’s rooms and staff areas including the staff room, office, kitchen or other general areas have recycle bins for all recyclable items. | *Yes* | |  |  | *In most of the areas, they use recycle bins* |
| Families are encouraged to donate recycled and/or reclaimed items for use in the children’s program. | *Yes* | |  |  | *Service encourage parents to donate recycled stuffs for children’s program* |
| Reverse Garbage and other recycling centres used |  | |  | *N/A* |  |
| **Water** | **YES** | | **NO** | **N/A** | **Improvements:**  **What you could do to make this more sustainable**  **How will you involve children, educators, family/community?** |
| All water from water play or routines is tipped onto the garden. |  | | *No* |  | *Sometimes used for gardening. Need to use properly for gardening* |
| Children and staff are involved in the planning of water conservation. | *Yes* | |  |  | *Reduce wastage of water* |
| Children’s water play is designed to minimise water waste. | *Yes* | |  |  | *Water through play is designed to minimize water wastage. Let parents know about prevention of water wastage and encourage children to practice water conservation.* |
| Outdoor areas are swept instead of being hosed off. | *Yes* | |  |  | *Everyday several times, service sweeps outdoor area. The service uses hose pipes only when it is necessary.* |
| Taps are automatic or have ‘turn off the tap’ reminder notice | *Yes* | |  |  | *When children go to wash their hands, educator supervise them and prevent water wastage. Service displays handwash sign and tape turn off sign near the tap area.* |
| Taps do not drip – check bathrooms, kitchen, laundry, staff areas, outdoors. | *Yes* | |  |  | *Check at regular interval to ensure that taps are not dripping* |
| Water is collected from leftover drinking water to use in the garden. |  | | *No* |  | *Currently service uses garden water from outside tap. I recommend to use leftover water or rain water in for gardening whenever possible.* |
| **Educational Program** | | **YES** | **NO** | **N/A** | **Improvements:**  **What you could do to make this more sustainable**  **How will you involve children, educators, family/community?** |
| Children are educated about environmental protection and conservation to encourage them to adopt sustainable practices for lifelong learning | | *Yes* |  |  | *They do lots of sustainable practice everyday. They can talk to families to use recycled materials and share with the centre for making arts and crafts.* |
| Children are involved in the planning and decision making of environmentally focused improvements. | | *Yes* |  |  | *When reading books, playing together or sharing stories. That time they express their interests and hobby. Educators include those activities in their program.* |
| Children’s artwork is sent home regularly or recycled where appropriate. | | *Yes* |  |  | *We regularly send children’s artwork to their homes.* |
| Information is provided to families on how to recycle correctly, reduce waste, and conserve energy, including ways to reduce water usage both indoors and outdoors. | | *Yes* |  |  | *We regularly send information to families about correct recycling, waste reduction, energy & water conservation.* |
| Toys and equipment are made of natural materials. | |  | *No* |  | *Not everything, some toys are made of plastic and other materials.* |
| Use of natural materials in the children’s indoor and outdoor program | | *Yes* |  |  | *We mostly use natural materials in children’s indoor and outdoor program. But some toys are made of aluminium and plastic.* |
| Use of recycled materials in the children’s indoor and outdoor program | | *Yes* |  |  | *We use one side used paper for painting and drawing.*  *Doing activities with empty jars.* |

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| Community Engagement | YES | NO | N/A | Improvements:  What you could do to make this more sustainable  How will you involve children, educators, family/community |
| Brochures, tip sheets, and visual displays on sustainable lifestyle practices such as recycling, being water-wise, cleaning choices and energy consumption are regularly available. | *Yes* |  |  | *We supervise and practice everyday to turn off water tap when not needed.*  *We mostly try to use natural light and tun off lights when not necessary. Also try to use mostly solar energy.*  *Instructions signs are displayed to turn off tap near handwash room.* |
| Community organisations or portfolios related to sustainability collaborate with the centre | *Yes* |  |  | *Service request parents to share their recycled materials like boxes, papers, newspapers or any other stuffs for children’s activities.* |
| Professional memberships or relationships with organisations that promote sustainability and assist to resource sustainable lifestyles are actively sought and maintained. | *Yes* |  |  | *Service seeks guidance from professional members.* |
| The service has a dedicated team to focus on sustainability education, promotion and improvements, consisting of staff, children and families working together. | *Yes* |  |  | *We inform parents during gardening time, Christmas time, etc.*  *We share with parents about everyday activities regarding sustainable practice via online explore web portal.* |

Adapted from

Community Child Care Association Inc. Sustainability Audit Tool-Education and care services 2015 CCC Resource Sheet

Network of Community Activities from Eco-friendly communities, promoting Sustainable Living and Working, a publication developed in 2003 for Neighbourhood centres by LCSA (local community services association) in partnership with the NSW Environmental Protection Authority. [www.netoosh.org.au](http://www.netoosh.org.au)

**Part 2 Sustainability project**

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| **INSTRUCTIONS** | **(Part 2)** |
| **Introduction** | |
| *Design, implement and evaluate a sustainability project. This could be based on your sustainability audit or on one of the actions outlined in your sustainability plan developed in part 1.*  *During your project, you will need to*   * *Create opportunities to discuss the natural environment with children and the interdependence between people, plants animals and land.* * *Role model respect, care and appreciation for natural and constructed environments* | |
| **When will the assessment take place?** | |
| *Begin this project mid-way through your work placement to allow to time implement and evaluate the project* | |
| **Where will the assessment take place?** | |
| *At your work placement service* | |
| **What resources and equipment do I need?** | |
| *Pens to complete documentation. Use the template provided.*  *Any other resources you identify when designing the project, these may either be self-sourced or after consultation with your work placement supervisor, you can use service resources (if relevant and appropriate)* | |

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| **QUESTION 1** | **(Part 1)** |
| **Instructions:** Design, implement and evaluate a sustainability project.  Using information gained in Part 1, design a sustainability project to implement as part of the curriculum during your work placement. Use the template below.  The project is not an individual learning experience, it should be designed to be explored and revisited as part of your curriculum with the children over the week. | |

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| Sustainability Project | | |
| **Focus Sustainability Area:** | Gardening (indoor and outdoor) | |
| **Reason for choice of sustainability project** | | Easy to practise with children.  Teach them using recycled usage and sustainability practice.  They know about the importance of plants for human being and earth. |
| **Name of project** | | Increase and enrich indoor and outdoor gardening. |
| **Aim of project** | | Enrich garden and teach children importance of plants. |
| **Link to NQS** | | Element 3.2.3 Environmentally responsible  The service cares for the environment and supports children to become environmentally responsible. |
| **Link to EYLF** | | Outcome 2: Children are connected with and contribute to their world  Children become socially responsible and show respect for the environment  Outcome 4: Children are confident and involved learners  Children resource their own learning through connecting with people, place, technologies and natural and processed materials |
| **Preparation**  List all the things you will need or use. (e.g. wall posters, books, photos, sustainable paints, glues, found materials, cleaning products, garden tools.)  You may (with the permission of the service) involve families by inviting them to bring in a resource that could be used to recycle, reuse, upcycle etc. Please note this must be within service guidelines. | | I discuss with my supervisor regarding my project.  Before starting my project, I read books with children regarding plants and animals. I also show them documentary videos “importance of plants and animals” (make me genius).  English singing kids vocabulary “growing a tree”.  I prepare a notice about gardening and also share this information with other staffs. |
| **Set up**  Describe, draw or photograph your set up | | I setup project staffs outside garden area with egg shells, egg case, succulent plant branches, snowpeas seeds, natural compost and water. |
| **Resources used**  Share resources with children  Use community resources collected  Wide range of natural and recycled materials  Life skills – growing and preparing food, waste reduction and recycling | | We used egg shells, egg case, succulent plant branches, snowpeas seeds, natural compost and water. |
| **Show to and discuss with supervisor** | | Supervisors signature: |
| **Implementation**  Discuss natural environment  Use intentional teaching and strategies to encourage children to exchange ideas. Role model care and respect for natural and constructed  Ethical waste disposal  Explain two ways exchange thoughts and ideas (intentional teaching, learning experiences and portfolios)  Photos should be used to show resources, display and learning experiences used and implemented during the project. Attach a copy of the notice to families to informing them of the project.  Attach photos to document the implementation **(Please note photos should not have children or staff in them)**  Engagement with families/ community | | We did our indoor and outdoor plants and vegetable gardening in outdoor place. A group of children were involved with this project. After setting up everything, children put on gloves and helped me to put on composed inside the egg-shells and other pots. Children planted succulent branches in egg-shells and also put seeds on it. Then they put water on the pots. Children were very excited and happy while participating in this project. |
| **Evaluation**  Discuss any feedback you received. Include both positive and constructive feedback.  Discuss at least one example of a positive change you noticed (qualitative change could relate to service practices or children’s practices)  Discuss one example of a positive quantitative change e.g. financial, reduction of waste, reduction of the use of products, increased number of children participating etc.  Provide an example of how you supported children to develop respect for the natural environment through intentional teaching.  How you created opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land.  How you created spaces that promote the development of life skills such as growing and preparing food, waste reduction and recycling. | | I discussed my project plan with my supervisor and she was excited to implement the project. After knowing my project tasks, she advised me to keep an eye on egg allergic children in the room. Before making my project plan, I collected information and confirmed that there are no egg allergic children in my room. I also discussed with my room leader and another staff in my room. My room leader advised me to ask for egg-shell from our centre cook.  We displayed notice at the front door regarding indoor and outdoor gardening. We conducted our project in outside play area. There are two age groups children play areas (1.5-2 yrs EL1 and 2-3.5 yrs EL2). Both room children were involved in the gardening project. Another room educator told me that it was a great idea. Children participated this project at their own interests. We also decorated three indoor pots with indoor plants. Once office staff told me that the decoration was very nice.  In this project children knew about how trees help us and plants are very important for our planet/earth. Before implementing our project, we also visited warm farm in pre-school area. We used waste food for warm farm. |
| **Future planning** | | We will provide more activities regarding gardening and tree plantation. |

Assessment 3 – Compliance, Leadership and Reflective Practice

Table 5 Assessment instructions

| Assessment details | Instructions |
| --- | --- |
| **Assessment overview** | *The objective of this clustered assessment is to assess your knowledge and performance in the following units:*   * *CHCECE019 Facilitate compliance in an education and care service* * *CHCMGT003 Lead the work team* * *CHCPRP003 Reflect on and improve own professional practice.* |
| **The Assessment Event number** | *3 of 3* |
| **Instructions for this assessment** | *This assessment is in four parts and also contains an Evidence Guide and final assessment feedback (marking tools):*  *Part 1 – Reflective journal and goals*  *Part 2 – Interview*  *Part 3 – Self assessment*  *Part 4 – Quality improvement plan*  *Part 5 – Conflict resolution*  *Part 6 – Skills demonstration and workplace log*  *Detailed instructions for each assessment part are contained at the beginning of each assessment part and include:*   * *Assessment task introduction* * *When the assessment task must take place* * *Where the assessment task will take place* * *Resources and equipment required to complete the assessment task* * *Specific assessment conditions (where required)*   ***You must read the entire document before commencing your assessment so you are aware of all requirements****.*  *You will be expected to maintain compliance and follow service policies and procedures during your work placement.* |
| **Submission instructions** | *On completion of this assessment, you are required to upload* ***your response and any marking tools as they appear in this assessment workbook*** *as per the instructions on your online platform or hand it to your assessor for marking*  *Ensure you have written your name at the bottom of each page of this assessment.*  *It is important that you keep a copy of all electronic and hardcopy assessments submitted to TAFE and complete the assessment declaration when submitting the assessment.* |
| **What do I need to do to achieve a satisfactory result?** | *To achieve a satisfactory result for this assessment you must complete each part of your assessment to a satisfactory standard.*  *You must ensure your assessment responses are written in your own words (unless otherwise specified), include* [*APA*](https://tafensw.libguides.com/research/referencing) *references where required and adhere to the word count requirements where specified.* |
| **What do I need to provide?** | *Pens, computer if typing the assessment, internet access* |
| **What the assessor will provide?** | *Organisational standards, policies and procedures will be provided by and accessed at the Early Childhood Education Care Service,* |
| **Due date, the time allowed and venue** | *Due Date: This assessment is to be completed and submitted at the conclusion of work placement*  *The time allowed: Untimed but allow six hours for writing or typing assessment for presentation.*  *Venue: Parts of the assessment must be completed in a Regulated Early Childhood Education Care Service in Australia however some parts may be completed in the home, classroom or online environment.* |
| **Supervision** | *This is a supervised, workplace project. However, your assessor may ask for additional evidence to verify the authenticity of your written submission and confirm that the assessment task was completed by you.* |
| **Assessment feedback, review or appeals** | *In accordance with the TAFE NSW policy Manage Assessment Appeals, all students have the right to appeal an assessment decision in relation to how the assessment was conducted and the outcome of the assessment. Appeals must be lodged within* ***14 working days*** *of the formal notification of the result of the assessment.*  *If you would like to request a review of your results or if you have any concerns about your results, contact your Teacher or Head Teacher. If they are unavailable, contact the Student Administration Officer.*  *Contact your Head Teacher for the assessment appeals procedures at your college/campus.* |

Part 1 – Reflective journal and goals

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| **INSTRUCTIONS** | **(Part 1)** |
| **Introduction** | |
| *This assessment task requires the student to reflect, undertake self-evaluation and seek feedback from others about their leadership and pedagogical practice in order to develop a reflective journal. You will be required in write an entry each day over a 10-day period.* | |
| **When will the assessment take place?** | |
| *You will provide an initial reflection of your own leadership and learning styles prior to work placement, then complete the remaining journals and goals over the following 10-15 days of the education and care service placement.* | |
| **Where will the assessment take place?** | |
| *The entries may be made whilst in the service, or outside of the service.* | |
| **What resources and equipment do I need?** | |
| *Either computer or pen and book for documentation.* | |
| **Specific assessment conditions** | |
| *The journal entries will contain reflections based upon practices undertaken whilst in a licenced education and care service.* | |

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| **TASK 1 – Personal reflection** | | **(Part 1)** |
| **Instructions:** You will be required to document 10 reflective journal entries during your work placement. Use the tables below to guide your reflections. | | |
| Prior to the commencement of your work placement, reflect on the following: | | |
| **Describe your learning style**  (50 – 100 words) |  | |
| **Describe your leadership style**  (50 – 100 words) |  | |

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| **TASK 2 – Reflective journal Week 1** | | | **(Part 1)** |
| **Instructions:** Over the first five days of your work placement, you will need to reflect on the following topics and document below.   * Reflect on and recognise the effect of values, beliefs and behaviour in practice * Align own leadership practice with the values, ethical guidelines, policies and procedures of the organisation * **Record evidence of consultation with your workplace supervisor in relation to your skills, the self-assessment and quality improvement plan tasks (Tasks 3 and 4).**   (50 – 100 words per reflection) | | | |
|  | **DATE** | **REFLECTION** | |
| **DAY 1** |  |  | |
| **DAY 2** |  |  | |
| **DAY 3** |  |  | |
| **DAY 4** |  |  | |
| **DAY 5** |  |  | |

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| **TASK 3 – Professional development plan** | **(Part 1)** |
| **Instructions:** At the end of week 1, in preparation for week 2 you will need to consult with your Director or supervisor and create a professional development plan that includes:   * improvements needed based on own evaluation and feedback from others * Two personal goals with realistic timeframes * Measuring progress and performance * Types of work methods and practices which can improve performance   **You will continue to record your consultation with service stakeholders in relation to the self-assessment and quality improvement tasks (Tasks 3 and 4).**  You will implement and record progress notes this plan over the following 5 days | |

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| **Professional development plan** | | | | | | | | | | | | | | | | |
| **Name** |  | | | | | | **Date of development** | |  | | | **Date of review** | | |  | |
| **Workplace supervisor** with whom this plan was created - **Name** | | | | |  | | | | **Role** |  | | | **Signature** | | |  |
| **Professional development opportunities**  based on own reflections and feedback from others  (80 – 200 words) | | | | | | | |  | | | | | | | | |
| **Goal 1** | **Goal 1** |  | | | | | | | | | **To be completed by** | | |  | | |
| **Strategies to achieve this goal** | | **1** |  | | | | | | | | | | | | |
| **2** |  | | | | | | | | | | | | |
| **Week 2** - Record and reflect on your progress toward your goals. Include both your own reflections and the feedback and consultation that you have with colleagues. (50 – 150 words per entry) | | | | | | | | | | | | | | | |
| **DAY 1** |  | | | | | | | | | | | | | | |
| **DAY 2** |  | | | | | | | | | | | | | | |
| **DAY 3** |  | | | | | | | | | | | | | | |
| **DAY 4** |  | | | | | | | | | | | | | | |
| **DAY 5** |  | | | | | | | | | | | | | | |
| **Goal 2** | **Goal 2** |  | | | | | | | | | **To be completed by** | | |  | | |
| **Strategies to achieve this goal** | | **1** |  | | | | | | | | | | | | |
| **2** |  | | | | | | | | | | | | |
| **Week 2** - Record and reflect on your progress toward your goals. Include both your own reflections and the feedback and consultation that you have with colleagues. (50 – 150 words per entry) | | | | | | | | | | | | | | | |
| **DAY 1** |  | | | | | | | | | | | | | | |
| **DAY 2** |  | | | | | | | | | | | | | | |
| **DAY 3** |  | | | | | | | | | | | | | | |
| **DAY 4** |  | | | | | | | | | | | | | | |
| **DAY 5** |  | | | | | | | | | | | | | | |
| **Evaluation of professional plan**  Consider all of your reflections and goals during work placement | | | | | | | | | | | | | | | | |
| Evaluate your professional plan (including future plan)  (100 – 200 words) | | | | | |  | | | | | | | | | | |
| How did you identify your own self care needs and did you access additional support?  (100 – 200 words) | | | | | |  | | | | | | | | | | |
| How did you assess your own practice and ensure you are meeting the ethical and legal requirements of the job role, including?  Early Childhood Australia Code of Ethics  Duty of care requirements  Rights and responsibilities relating to job role?  (100 – 200 words) | | | | | |  | | | | | | | | | | |

Part 2 – Interview

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| **INSTRUCTIONS** | **(Part 2)** |
| **Introduction** | |
| *This assessment task requires the interview the workplace supervisor.* | |
| **When will the assessment take place?** | |
| *The interview will take place during the work placement. Students must be mindful and respectful of the workplace supervisors time and plan accordingly.* | |
| **Where will the assessment take place?** | |
| *The interview will take place in the education and care service.* | |
| **What resources and equipment do I need?** | |
| *Either computer or pen and book for documentation.* | |
| **Specific assessment conditions** | |
| *The interview will be based upon practices undertaken in the licenced education and care service.* | |

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| **TASK 1 – Interview** | | **(Part 2)** |
| **Instructions:** You are required to gather information about the services current processes for assessment and rating through an interview with the Director or supervisor. This could be either a formal or informal meeting that you must schedule at a suitable time. Summarise each response in 30 - 80 words. | | |
| **A.** | How do you clarify the details and requirements of the assessment and rating process for all stakeholders – including accessing the appropriate templates from the Australian Children’s Education and Care Quality Authority ([ACECQA](https://www.acecqa.gov.au)) | |
| **1** |
| *We used self-assessment tools,*  *Quality improvement plan and*  *National quality framework for assessment and rating.* | |
| **2** | How does the service ensure that all staff understand the assessment and rating process, and how do you facilitate staff’s accessibility to training and development? | |
| *Service ensures that all staff understand the assessment and rating process by handing out weekly notes, staff room notice board, learning lounge, staff meetings, email/workplace.* | |
| **3** | How do you inform all stakeholders that the service has been selected for assessment and rating and that the assessment and rating process has commenced? | |
| *We inform all stakeholders about the commencement of assessment and rating process via newsletters and ground-floor TV.* | |
| **4** | How do you collect information from staff, children, families and the community to inform the self-assessment process and share this information with all stakeholders? | |
| *Newsletters, explores, emails, face-to-face conversations and council websites.* | |
| **5** | How do you consult with stakeholders of the service to maximise work performance and outcomes for the assessment and rating process? | |
| *We follow quality improvement plan, workplace (main tool) and meeting to maximise work performance and outcomes for the assessment and rating process.* | |
| **6** | Have you identified any planning problems, barriers and constraints during the assessment and rating process, if so, how have you addressed these particularly in relation to staffing and resourcing needs? | |
| *N/A* | |
| **7** | Can you describe how rostering occurs within the service? | |
| Our rostering is published weekly via workplace and sometimes via email. | |
| **8** | Can you describe the structure of the organisation and the communication methods you use within the service? | |
| In our service, organisation structure starts with director as the highest authority, then second in command, then room leader, then educators and then assistant educators. We use verbal communication and workplace web portal as the communication methods. | |
| **9** | How do you and your team research current trends in the sector? | |
| *We use workplace web portal and WhatsApp messenger group.* | |
| **B.** | **Reflect on your interview and respond to the following from your own point of view:** (30 – 80 words each) | |
| **1** | Using this information from stakeholders how will your future plan ensure new and existing staff understand the assessment and rating process? | |
|  | |
| **2** | Using staffs’ knowledge how will you collect and share information with stakeholders during the self-assessment process. | |
|  | |
| **3** | How would you inform stakeholders that the service has been selected for assessment and rating and the process has commenced? | |
|  | |

Part 3 – Self assessment

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| **INSTRUCTIONS** | **(Part 3)** |
| **Introduction** | |
| *This assessment task requires the student to undertake a self-assessment of a regulated education and care service. You will be required to facilitate a meeting or discussion with two or more colleagues to discuss your findings.* | |
| **When will the assessment take place?** | |
| *The assessment will take place during work or work placement hours. Students will need to be respectful of stakeholder’s time for consultation and make appropriate arrangements for consultation to occur.* | |
| **Where will the assessment take place?** | |
| *In a regulated education and care service.* | |
| **What resources and equipment do I need?** | |
| *Either computer or pen and book for documentation.* | |
| **Specific assessment conditions** | |
| *The self-assessment will be undertaken in a regulated education and care service.* | |

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| **TASK 1 – Self-assessment tool** | **(Part 3)** |
| **Instructions:** The service in which you are employed or undertaking work placement will be consistently evaluating how they meet the National Quality Standards, National Law and Regulations. During your time at the service, complete the Self-Assessment table below in consultation with your Workplace Supervisor.  The following documents may assist with your assessment:   * [Self-assessment tool](https://www.acecqa.gov.au/assessment/quality-improvement-plans) * [Reflective questions in the guide to the National Quality Framework](https://www.acecqa.gov.au/sites/default/files/2020-01/Guide-to-the-NQF_2.pdf) * Service own self-assessment tools   You will need to observe current practices and have discussions with service stakeholders.  (200 – 300 words per standard) | |

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| Self-assessment tool – National Quality Standard | | |
| **Quality Area 1 - Educational Program and practice** | | |
| **Standard** | **Current practice** | **Consultation, feedback or examples of self-assessment from stakeholders (specify stakeholders)** |
| **Standard 1.1:** The educational program enhances each child’s learning and development.  **Standard 1.2:** Educators facilitate and extend each child’s learning and development.  **Standard 1.3:** Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.  **How is the learning framework used in practice?** |  |  |
| **Quality Area 2 - Children’s Health and Safety** | | |
| **Standard** | **Current practice** | **Consultation, feedback or examples of self-assessment from stakeholders (specify stakeholders)** |
| **Standard 2.1:** Every child’s health and wellbeing is safeguarded and promoted.  **Standard 2.2:** Each child is protected. |  |  |
| **Quality Area 3 - Physical Environment** | | |
| **Standard** | **Current practice** | **Consultation, feedback or examples of self-assessment from stakeholders (specify stakeholders)** |
| **Standard 3.1:** The design and location of the premises is appropriate for the operation of a service.  **Standard 3.2:** The service environment is inclusive, promotes competence and supports exploration and play-based learning. |  |  |
| **Quality Area 4 - Staffing Arrangements** | | |
| **Standard** | **Current practice** | **Consultation, feedback or examples of self-assessment from stakeholders (specify stakeholders)** |
| **Standard 4.1:** Staffing arrangements enhance children’s learning and development.  **Standard 4.2:** Management, educators and staff are collaborative, respectful and ethical. |  |  |
| **Quality Area 5 - Relationships with Children** | | |
| **Standard** | **Current practice** | **Consultation, feedback or examples of self-assessment from stakeholders (specify stakeholders)** |
| **Standard 5.1:** Respectful and equitable relationships are maintained with each child.  **Standard 5.2:** Each child is supported to build and maintain sensitive and responsive relationships. |  |  |
| **Quality Area 6 – Collaborative partnerships with families and communities** | | |
| **Standard** | **Current practice** | **Consultation, feedback or examples of self-assessment from stakeholders (specify stakeholders)** |
| **Standard 6.1:** Respectful relationships with families are developed and maintained and families are supported in their parenting role.  **Standard 6.2:** Collaborative partnerships: Collaborative partnerships enhance children’s inclusion, learning and wellbeing. |  |  |
| **Quality Area 7 - Governance & Leadership** | | |
| **Standard** | **Current practice** | **Consultation, feedback or examples of self-assessment from stakeholders (specify stakeholders)** |
| **Standard 7.1:** Governance supports the operation of a quality service.  **Standard 7.2:** Effective leadership builds and promotes a positive organisational culture and professional learning community. |  |  |

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| **TASK 2** | | | | | | **(Part 3)** |
| **Instructions:** This task will require you to facilitate a discussion or meeting with your workplace supervisor and another colleague. | | | | | | |
| **A.** | Organise a meeting or discussion with your workplace supervisor and one or more other colleagues. Discuss your completed self-assessment and establish the service priority areas for the Quality Improvement plan and clarify responsibilities of the group in working toward those goals.  Record you’re the details of your discussion.  (80 – 150 words) | | | | | |
| **Date** |  | **Time** |  | **Who was involved?** |  | | |
| **Summary of discussion including identification of priority areas for improvement** | | | | | | |
|  | | | | | | |
| **B.** | How did you share your self-assessment process and findings with other stakeholders?  (30 – 60 words) | | | | | |
|  | | | | | | |

Part 4 – Quality improvement plan

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| **INSTRUCTIONS** | **(Part 4)** |
| **Introduction** | |
| *This assessment task requires the student to undertake a develop and implement a quality improvement plan in a regulated education and care service. You will need to collaborate with your workplace supervisor and other staff, and facilitate a meeting/discussion to communicate progress.* | |
| **When will the assessment take place?** | |
| *The assessment will take place during work or work placement hours. Students will need to be respectful of stakeholder’s time for consultation and make appropriate arrangements for consultation to occur.* | |
| **Where will the assessment take place?** | |
| *In a regulated education and care service.* | |
| **What resources and equipment do I need?** | |
| *Either computer or pen and book for documentation.* | |
| **Specific assessment conditions** | |
| *The Quality Improvement Plan will be implemented in a regulated education and care service.* | |

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| **TASK 1 – Quality improvement plan** | **(Part 4)** |
| **Instructions:** Based on your observations and consultations in completing the self-assessment task in Task 5, you will now develop and implement a Quality Improvement Plan (QIP).  You will need to access and complete this QIP that has been adapted from the Australian Children’s Education and Care Quality Authority (ACECQA) template.  The QIP Template can be accessed below and found in the Appendix. | |
| Your Quality Improvement Plan should include:   * Service details * Operating hours * Additional information about the service   In consultation with your workplace supervisor, you will select **two quality areas** to focus on. This should align with the current centre priorities.   * From the self-assessment you are required to write a summary of strengths in your two chosen quality areas. * Outline the key improvements for your two chosen quality areas   In consultation with your director or supervisor you must implement one key improvement and record the progress notes over at least one week. Implementation will include working with other staff to achieve the desired outcomes.  Evidence of consultation should be recorded in your journals in Tasks 2 and 3. | |
| **Submission information:** You will submit a copy of your QIP with your Workplace Portfolio. | |

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| **TASK 2** | | | | | | | **(Part 4)** |
| **Instructions:** You will need to plan to collaborate regularly with your workplace supervisor and colleagues. You will record the details of one of those meetings/discussions. | | | | | | | |
| **A.** | | What is your plan to collaborate with your colleagues during the implementation of your QIP? What will you do and when will you do it? | | | | | |
|  | | | | | | | |
| **B.** | Organise a meeting or discussion with your workplace supervisor and one or more other colleagues. Discuss the progress of implementing your QIP priorities and seek clarification and/or advice on your plan. Negotiate and delegate tasks and clarify roles and responsibilities.  Record you’re the details of your discussion.  (80 – 150 words) | | | | | | |
| **Date** |  | | **Time** |  | **Who was involved?** |  | | |
| **Summary of discussion** | | | | | | | |
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| **TASK 3** | | **(Part 4)** |
| **Instructions:** Respond to the following questions relating to the implementation of your Quality Improvement plan. | | |
| **A.** | How did you consult with stakeholders in order to determine the content of the QIP? (30 – 50 words) | |
|  | | |
| **B.** | What procedures did you use to ensure that all staff involved in the implementation of the quality improvement plan were aware of their roles and responsibilities? (30 – 50 words) | |
|  | | |
| **C.** | What barriers or constraints did you encounter during the implementation of your QIP and how did you overcome them? (30 – 50 words) | |
|  | | |
| **D.** | How did you collaborate with others to implement this plan and ensure ongoing quality improvement? (30 – 50 words) | |
|  | | |
| **E.** | When completing your QIP, what strategy did you use to check the information that you recorded for accuracy? (10 – 20 words) | |
|  | | |

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| **TASK 4 - Scenario** | | **(Part 4)** |
| Your service has just received notification of your Assessment and Rating visit in 4 weeks’ time. List 5 ways that you will ensure that staff understand what may be required of them during the visit? (40 – 60 words) | | |
| **1** |  | |
| **2** |  | |
| **3** |  | |
| **4** |  | |
| **5** |  | |

Part 5 – Conflict resolution

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| --- | --- |
| **INSTRUCTIONS** | **(Part 5)** |
| **Introduction** | |
| *This assessment task relates to conflict and issues causing work disruption.* | |
| **When will the assessment take place?** | |
| *The assessment will take place during work or work placement hours. Students will need to ensure that they work within the scope of their own role. Confidentiality must be maintained in line with service policies and the National Regulations. Supervisor feedback will be sought to verify responses and actions.* | |
| **Where will the assessment take place?** | |
| *In a regulated education and care service.* | |
| **What resources and equipment do I need?** | |
| *Either computer or pen and book for documentation. Meeting space. Access to service Conflict Resolution Policy.* | |
| **Specific assessment conditions** | |
| This assessment will be undertaken in line with the Assessment Conditions for unit CHCMGT003 Lead the work team  Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources. | |

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| **IMPORTANT** |
| **Instructions:**  **It is acknowledged that a conflict or issue causing a work disruption may not occur during your work placement. It is also acknowledged that if a conflict or issue causing a work disruption does occur, it is not always within the scope of your role to be involved. Students must adhere to service policies and procedures.**   1. Are you aware of a conflict or issue causing a work disruption occurring at the service during your work placement?   YES  NO   1. Was it in the scope of your role to be involved in managing a resolution of the issue?   YES  NO  If you answered **YES to both question 1 and 2**, please **complete the questions Part 5 Task 1**. You **DO NOT** have to complete task 2 Scenario.  **If you answered NO** to ***either*** question 1, question 2 or both 1 and 2, **please move on to Part 5, Task 2 Scenario.**  Based on the questions above, students will complete **either Task 9 OR Task 10, but not both.** |

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| **TASK 1** | | **(Part 5)** |
| **Instructions:**  **You will complete this task only if there was a conflict or issue causing a work disruption occurring at the service during your work placement AND it was within the scope of your role to be involved.**  Based on the issue, complete respond to the questions below.  You must maintain confidentiality in line with service policies and National Regulations.  (200 – 300 words total) | | |
| **A.** | Describe the issue/situation that arose. What caused the conflict or disruption to work? Who was involved? (use first initial of name only) | |
|  | | |
| **B.** | What was your role in supporting the resolution of the issue? | |
|  | | |
| **C.** | How did you address the issue? Who was involved? | |
|  | | |
| **D.** | What conflict resolution strategies did you use and how did this align with the service policies and procedures? | |
|  | | |
| **E.** | How did you work collaboratively with the individual/s involved and agree on performance improvement plans? | |
|  | | |
| **F.** | What is your plan for monitoring and evaluating performance and providing feedback to the people involved? | |
|  | | |
| **G.** | What coaching strategies have you used, or will you use in order to improve the performance of the people involved? | |
|  | | |
| **H.** | In accordance with your duty of care, what type of additional support or what referral have you made to support the people involved? | |
|  | | |
| **I.** | How did you maintain confidentiality? | |
|  | | |
| **J.** | What additional advice or training did you seek during this situation or as a result of this situation? | |
|  | | |
| **K.** | How did you care for yourself during this situation? | |
|  | | |

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| **TASK 2 - Scenario** | | **(Part 5)** |
| **Instructions:**  You will complete this task only if there was **NO conflict or issue causing a work disruption** occurring at the service during your work placement **AND/OR** it was **NOT within the scope of your role to be involved**.  You will instead complete the following scenario, as if it did occur during your work placement.  For the scenario, you must maintain confidentiality in line with service policies and National Regulations. | | |
| **Scenario** | You will complete this task as if you were the Director of the service in which you are undertaking your work placement.  You arrive to work to be informed that Paul and Gemma (Preschool educators) are having a conflict over the Christmas stencils that Gemma wants to provide for the children today.  Paul has very strong opinions about children having access to creative art and does not believe that the stencils allow children the creativity that he believes they require. Gemma on the other hand strongly believes in the joy of Christmas and feels that the children will enjoy colouring the angels and Santa’s that she has on the stencils. | |
| **A.** | Refer to the service policy and identify the steps that you would take. | |
|  | | |
| **B.** | What other service documents might provide guidance and support in this situation? | |
|  | | |
| **C.** | How would you address the issue? Who would be involved? | |
|  | | |
| **D.** | What conflict resolution strategies would you use and how does this align with the service policies and procedures? | |
|  | | |
| **E.** | How would you work collaboratively with the individual/s involved and agree on performance improvement plans? | |
|  | | |
| **F.** | What would be your plan for monitoring and evaluating performance and providing feedback to the people involved? | |
|  | | |
| **G.** | What coaching strategies would you use in order to improve the performance of the people involved? | |
|  | | |
| **H.** | In accordance with your duty of care, what type of additional support or what referral would you make to support the people involved? | |
|  | | |
| **I.** | How would you maintain confidentiality? | |
|  | | |
| **J.** | What additional advice or training for yourself would you seek during this situation or as a result of this situation? | |
|  | | |
| **K.** | How would you care for yourself during this situation? | |
|  | | |

Part 6 – Skills demonstrations and workplacement hours

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| **TASK 1 – SKILLS DEMONSTRATION** | **(Part 6)** |
| **Instructions:**  During your time at the service you will be required to satisfactorily demonstrate a number of practical skills and behaviours.  These observable skills and behaviours will need to be consistently demonstrated throughout your work placement. Your workplace supervisor/s will provide feedback to the TAFE NSW Assessor and the Assessor will also make observations whilst at the service.  These observable skills and behaviours are not attached to a specific task, but rather are about the way that you work with children, families and colleagues. It is important that these skills are embedded in your daily work practices as they underpin the performance evidence of this unit. During your work placement, you will be assessed on your ability to: | |
| 1. Seek and action feedback from service stakeholders 2. Work collaboratively within the team 3. Maintain confidentiality 4. Facilitate and participate in discussions and meetings 5. Share in two-way evaluative feedback with other educators 6. Seek advice 7. Set goals, implement timeframes and measure progress 8. Share information and ideas with colleagues 9. Manage own self-care and access support as needed 10. Adhere to service policy and procedures 11. Maintain compliance 12. Model and promote effective communication | |

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| **TASK 2 – Workplace hours** |
| **Instructions:**  CHCECE019 Facilitate compliance in an education and care service requires the activities outlined in the performance criteria of this unit during a period of at least 120 hours of work in at least one regulated education and care service. The Workplace Attendance Log provides the TAFE NSW Assessor with the evidence that the student has completed these hours.  You will be required to submit a completed, verified attendance log, identifying a minimum of 120 hours of completed work placement in a regulated education and care service with this assessment. |

**Appendices**

## APPENDIX 1 Permission to observe form

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Permission to Observe, record, document –  Workplace supervisor and colleagues | | | | | |  | | | | |
| TAFE NSW Student Name |  | | | TAFE NSW Student Number | | | |  | | |
| Service Name |  | | | | | | | | | |
| Service Address |  | | | | | | | | | |
| Service Phone |  | | | Service Email | | |  | | | |
| Workplace Supervisor name | |  | | | Workplace supervisor position | | | |  | |
| Workplace supervisor: *I endorse the student use of recording (at the above-named service) and submission of video evidence for the purpose of TAFE NSW assessment.* | | | | | Workplace supervisor Signature | | | |  | |
| The student will be required to video a range experiences and interactions involving themselves with children and/or colleagues. Students will be required to be under the supervision of educators within the service during these times.  During the assessment:   * The focus of the videos will be on the Student’s interactions and experiences not specifically the children or other educators. The tablet or video camera may be propped on a shelf focussing on the student, or a colleague may assist with taking the video, however children and colleagues may still be viewed, thus permission is sought * The Student can submit the video without storing it on their own device. There is no need for video evidence to be stored on a personal device – instructions are available in the Video Evidence handout * You have a right to view to the video recording before it is submitted – please request this from the student   **I, (name below) hereby give permission for the TAFE NSW Student indicated above to record ‘*video file(s)’* that may include video of myself. I understand that the video will be used for assessment purposes only.** | | | | | | | | | | |
| Colleague name | | | Colleague Signature | | | | | | | Date |
|  | | |  | | | | | | |  |
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| Permission to Observe, record, document –  Children | | | | |  | | |
| TAFE NSW Student Name |  | | TAFE NSW Student Number | | |  | |
| Service Name |  | | | | | | |
| Service Address |  | | | | | | |
| The student will be required to undertake a range of tasks in order to be assessed. The assessment evidence may include written observations and documentation, photographs and video evidence of a range of experiences and interactions involving themselves with children and/or colleagues. Students will be required to be under the supervision of educators within the service during these times.  Written documentation:   * Will involve only the child’s first name and age (e.g. 2.3 years) * Will only be used by TAFE NSW for assessment purposes   Video evidence:   * The focus of the videos will be on the Student’s interactions and experiences not specifically the children or other educators. The tablet or video camera may be propped on a shelf focussing on the student, or a colleague may assist with taking the video, however children and colleagues may still be viewed, thus permission is sought * The Student can submit the video without storing it on their own device. There is no need for video evidence to be stored on a personal device – instructions are available in the Video Evidence handout * You have a right to view to the video recording before it is submitted – please request this from the student * The video file will be uploaded directly to a secure, private platform within Microsoft Teams where it will be provided to a TAFE NSW Assessor, to mark the assessments * The video file will be deleted by TAFE NSW after an assessment decision has been made * TAFE NSW Assessors are required to hold a valid Working with Children Check and are bound by the [Privacy and Personal Information Protection Act 1998](http://www.austlii.edu.au/au/legis/nsw/consol_act/papipa1998464/) (NSW).   **I, (named below), hereby give permission for the TAFE NSW Student indicated above to observe, record and document my child (named below) at the service indicated above for the purposes of TAFE NSW Assessment only. This assessment may involve written observations and documents, photographs and video evidence of activities and interactions under the supervision of a centre educator.** | | | | | | | |
| Parent/Guardian name | | Child name | | Parent/Guardian Signature | | | Date |
|  | |  | |  | | |  |
|  | |  | |  | | |  |
|  | |  | |  | | |  |
|  | |  | |  | | |  |

Version: *1.0*

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RTO Provider Number 90003 | CRICOS Provider Code: 00591E

This assessment can be found in the: [MS Teams Regional COP Product ECEC](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fteams.microsoft.com%2Fl%2Fteam%2F19%253a0dffc745c9c64d28b37447fcf455c99f%2540thread.tacv2%2Fconversations%3FgroupId%3Db74d2926-6709-4820-bf9f-8458434d46ae%26tenantId%3D19537222-55d7-4581-84fb-c2da6e835c74&data=02%7C01%7CVicki.Shearer%40tafensw.edu.au%7C5149536fa4444b93af5d08d829ec7105%7C1953722255d7458184fbc2da6e835c74%7C0%7C0%7C637305442766669623&sdata=SkejluMRpO1SBYwaZvWMaMuOB6JByiW3vDgrueTnt7I%3D&reserved=0)

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