

Inclusion of all children

ASSESSMENT 1 (of 3)

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

CHC50113 Diploma of Early Childhood Education and Care

**Units of competency**

CHCECE020 Establish and implement plans for developing cooperative behaviour

CHCECE021 Implement strategies for the inclusion of all children

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

**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.*

**Student signature and date**

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

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# Assessment 1

### Assessment Instructions

Table 1 Assessment instructions

| Assessment details | Instructions |
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| **Assessment overview** | *The objective of this clustered assessment is to assess your knowledge relating to:*   * *supporting both individual and group plans for developing cooperative behaviour (CHCECE020); and* * *the inclusion of all children and working with relevant others to plan and implement support strategies where required (CHCECE021).* |
| **The Assessment Event number** | *1 of 3* |
| **Instructions for this assessment** | ***Assessment: 1 of 3***  *This is a written assessment and it will be assessing you on your knowledge of the unit CHCECE020 and CHCECE021.*  *This assessment is in 1 part and contains an Evidence Guide and final Assessment Feedback.*   1. *Short answer questions*   ***You must read the entire document before commencing your assessment so you are aware of all requirements****.*  *All questions must be answered correctly, adhere to word limits and include* [*APA*](https://tafensw.libguides.com/research/referencing) *referencing (where required) in order to satisfactorily complete this assessment event.* |
| **Submission instructions** | *On completion of this assessment, the student is required to upload it as per the instructions on their online platform or hand it to your teacher for marking.*  *Students are required to have written their name at the bottom of each page of the assessment.*  *It is important that students 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 for documentation, computer if typing assessment, internet access.* |
| **Assessor must provide** | *Nil* |
| **Due date/time allowed** | ***Due Date: 13/10/2020***  ***The time allowed****: Untimed but allow up to four hours*  ***Venue****: May be completed 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 Knowledge questions

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| **QUESTION 1** | | **(Part 1)** |
| **Instructions:** Locate and access The Early Years Learning Framework. Using the table below record three learning outcomes that specifically promote:   1. inclusive practices and 2. cooperative behaviours 3. For each learning outcome, provide one strategy you could implement in an education and care service to support practice | | |
| 1. **Inclusive Practices Outcomes** | **c) Strategy to support practice** | |
| 1. Children feel safe, secure, and supported | recognise that feelings of distress, fear or discomfort may take some time to resolve | |
| 2. Children respond to diversity with respect | plan experiences and provide resources that broaden children’s perspectives and encourage appreciation of diversity  expose children to different languages and dialects and encourage appreciation of linguistic diversity | |
| 3. Children resource their own learning through connecting with people, place, technologies and natural and processed materials | provide opportunities and support for children to engage in meaningful learning relationships | |

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| **b) Cooperative Behaviour Outcomes** | **c) Strategy to support practice** |
| *1.* Children feel safe, secure, and supported | are emotionally available and support children’s expression of their thoughts and feelings |
| *2.* Children learn to interact in relation to others with care, empathy and respect | model explicit communication strategies to support children to initiate interactions and join in play and social experiences in ways that sustain productive relationships with other children |
| *3.* Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation. | provide opportunities for children to investigate ideas, complex concepts and ethical issues that are relevant to their lives and their local communities. |

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| **QUESTION 2** | **(Part 1)** |
| **Instructions:** Locate and access The Guide to the National Quality Framework 2018 *(updated January 2020)*. Refer to section 3: National Quality Standard and Assessment and Rating, in the document to answer the following questions relating to the two categories:   1. Inclusion 2. Supporting children’s cooperative behaviour, including their dignity and rights.   Using the table provided, **for each category above**:   1. Identify the Standards and Elements under the Quality Area headings provided in the table 2. Identify the laws and regulations that apply to the relevant Standard and Element. 3. Provide one workplace practice you would implement in an education and care service to support the relevant Quality Area   *Word limit is 15-25 words for each workplace practice.* | |

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|  | 1. Inclusion | | |
|  | **Quality Area 1 – Educational program and practice** | | |
| a) | Standard | 1.2 | Child directed learning |
| Element | 1.2.3 | Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world |
| b) | National Law and Regulations | National Law: Section 168 National Regulations: Regulations 73–76  The National Law and National Regulations require an approved service to provide a program that is:  • based on an approved learning framework www.acecqa.gov.au 54 TWO – Guide to the National Law and National Regulations Last updated February 2017  • delivered in accordance with that framework  • based on the developmental needs, interests and experiences of each child, and  • takes into account the individuality of each child. | |
| a) | Element | 1.3.3 Information for families | Families are informed about the program and their child's progress. |
| b) | National Law and Regulations | National Regulations: Regulations 75–76  The following information must be given to a child’s parents when requested:  • the content and operation of the educational program as it relates to that child  • information about that child’s participation in the program.  • a copy of assessments or evaluations in relation to that child. | |
| c) | One workplace practice  (15-25 words) | Information about the educational program we displayed every week learning programming sheet at the service in a place that is easily accessible to parents. | |
|  | **Quality Area 3 – Physical environment** | | |
| a) | Standard | 3.1 | Design |
| Element | 3.1.1 | Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose. |
| b) | National Law and Regulations | National Regulations: Regulations 103, 105  National Regulations: Regulation 107  National Regulations: Regulation 110 | |
| a) | Standard | 3.2 | Inclusive environment |
| Element | 3.2.1 | Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments. |
| b) | National Law and Regulations | National Law: Section 167  National Regulations: Regulation 104  The Building Code of Australia sets requirements for physical facilities in new education and care buildings, including, for example, the height of fences.  Services should also consider the placement of outdoor play equipment or permanent structures (such as a shed) in relation to the fence or barrier, noting that some equipment may provide potential footholds to scale a fence.  National Regulations: Regulation 108  National Regulations: Regulation 113  National Law: Section 167 (protection from harm and hazards)  National Regulations: Regulations 114, 168 | |
| c) | One workplace practice.  (15-25 words) | This regulation only applies to centre-based services. An education and care service must ensure that outdoor spaces at the premises include shaded areas to protect children and educators from over exposure to ultraviolet radiation. | |
|  | **Quality Area 5 – Relationships with children** | | |
| a) | Standard | 5.1 | Positive educator to child interactions |
| Element | 5.1.1 | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included |
| b) | National Law and Regulations | National Regulations: Regulations 155, 168  National Regulations: Regulations 156, 168 | |
| c) | One workplace practice  (15 – 25 words) |  | |
|  | **Quality Area 6 – Collaborative partnerships with families and communities** | | |
| a) | Standard | 6.1 | Parent views are respected |
| Element | 6.1.2 | The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing. |
| Standard | 6.2 | Community engagement |
| Element | 6.2.3 | The service builds relationships and engages with its community. |
| b) | One workplace practice   * 1. ords) | • maintain enrolment records and procedures that provide information about the family and children’s health needs | |

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|  | 1. Supporting children’s cooperative behaviour, including their dignity and rights: | | |
|  | **Quality Area 5 – Relationships with children** | | |
| a) | Standard | 5.1 | Positive educator to child interactions |
| Element | 5.1.1 | 5.1.1 Positive educator to child interactions Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. |
| b) | National Law and Regulations | National Regulations: Regulations 155, 168 | |
| a) | Standard | 5.2 | Collaborative learning |
| Element | 5.2.1 | 5.2.1 Collaborative learning Children are supported to collaborate, learn from and help each other. |
| Element | 5.2.3 | Element 5.2.3 The dignity and rights of every child are maintained at all times |
| b) | National Law and Regulations | National Regulations: Regulations 156, 168 | |
| c) | One workplace practice  (15-25 words) | Every day we spend ‘story time’ that group time we read some stories regarding their age level and their interest. After finishing story we asked them regarding the srory. | |

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| **QUESTION 3** | **(Part 1)** |
| **Instructions:** Using the table provided below answer the following questions:   1. List the name and date of two pieces of legislation, (e.g. a Law, Act, or Ethics Document) that relates to the rights of Australian citizens to participate in society and have their culture and needs acknowledged and respected. 2. Select one of these documents and provide your interpretation of how the legislation supports inclusion. (15-25 words) 3. Provide one example of a workplace practice that would support the implementation of this legislation. (15-25 words) | |

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| 1. Two pieces of legislation with the date | 1. The **Racial Discrimination Act 1975**  2. The **Sex Discrimination Act** 1984 |
| 1. Legislation document selected and interpretation of the legislation (15-25 words) | The **Racial Discrimination Act 1975** (Cth), (RDA) is a statute passed by the Australian Parliament during the prime ministership of Gough Whitlam. The RDA makes **racial discrimination** in certain contexts unlawful in Australia, and overrides States and Territory legislation to the extent of any inconsistency.  The **Sex Discrimination Act** 1984 is an **Act** of the Parliament of **Australia** which prohibits **discrimination** on the basis of mainly sexism, homophobia, transphobia and biphobia, but also **sex**, marital or relationship status, actual or potential pregnancy, **sexual** orientation, **gender** identity, intersex status or breastfeeding ... |
| 1. One workplace practice (15-25 words) | We respect all educators whatever their sex. We also showed the same respect who are the same sex parents. |

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| Question 4 (Part 1) |
| **Instructions:** The Guide to the National Quality Framework glossary (p 614) states that the term ‘additional needs’ applies to “children who require or will benefit from special considerations or adaptations and who: …” Using the document list ten groups of children who are included in this definition other than those with a disability.  Write your answers in the table provided below. |

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| Ten groups of children who are included in this definition other than those with a disability. |
| 1.are experiencing difficult family circumstances or stress |
| 2. are at risk of abuse or neglect |
| 3.are experiencing language and communication difficulties |
| 4. have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder |
| 5.have a medical or health condition |
| 6.demonstrate challenging behaviours and behavioural or psychological disorders |
| 7.have developmental delays |
| 8. have learning difficulties |
| 9.are gifted or have special talents |
| 10.have other extra support needs |

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| Question 5 (Part 1) | | | | |
| **Instructions:** Access the [Developmental Milestones and the Early Years Learning Framework](https://www.acecqa.gov.au/sites/default/files/2018-02/DevelopmentalMilestonesEYLFandNQS.pdf) document. Refer to the document and use the table below to answer the following questions:   1. Identify four typical developmental milestonesthat an educator would expect to see from each of the following age groups 0-2, 2-3 and 3-5, across all the developmental domains. 2. Identify from your list one developmental milestone that may impact a child’s behaviour, needing educator support. 3. Identify one behaviour that you might see based on this developmental milestone. (10-15 words) 4. Provide one strategy you would implement to either manage or support the behaviour. (15-20 words) | | | | |
| **Age group** | **Social and emotional** | **Cognitive** | **Language** | **Physical** | |
| 1. 0-2 years | begins to cooperate when playing | points to body parts in a game | says many words (mostly naming words) | walks, climbs and runs | |
| may show anxiety when separating from significant people in their lives | mimics household activities, e.g. bathing baby, sweeping floor | begins to use one to two word sentences, e.g. ”want milk” | dances in place to music | |
| seeks comfort when upset or afraid | spends a lot of time exploring and manipulating objects, putting in mouth, shaking and banging | comprehends and follows simple questions/ commands | begins to run (hurried walk) | |
| assists another in distress by patting, making sympathetic noises or offering material objects | will search for hidden toys | enjoys rhymes and songs | rolls large ball, using both hands and arms  hands up for balance | |
| 1. One developmental milestone | may show anxiety when separating from significant people in their lives | | | | |
| 1. The behaviour you might see. (10-15 words) | When parents dropped children in centre some of children were upset/ crying and screaming. | | | | |
| 1. Strategy to manage or support the behaviour. (15-20 words) | Stay calm and give them smile.  When children were upset educators need to one to one support, give them hug, put on their lap and made some funny activities.  Encourage them to engage their interesting play through learning. | | | | |
| **Age group** | **Social and emotional** | **Cognitive** | **Language** | **Physical** | |
| 1. 2-3 years | plays with other children | builds tower of five to seven objects | uses two or three words together, e.g. “go potty now | y walks, runs, climbs, kicks and jumps easily | |
| may prefer same sex playmates and toys | recognises and identifies common objects and pictures by pointing | copies words and actions | jumps from low step or over low objects | |
| shows distress and protest when they leave and wants that person to do things for them | enjoys playing with sand, water, dough; explores what these materials can do more than making things with them | likes listening to stories and books | jumps from low step or over low objects | |
| demands adult attention | begins to count with numbers | explosion’ of vocabulary and use of correct grammatical forms of language | uses a pencil to draw or scribble in circles | |
| 1. One developmental milestone | demands adult attention | | | | |
| 1. The behaviour you might see. (10-15 words) | When children demands adult attention, they resort to outbursts, tantrums, nagging, teasing, and other annoying behaviours. They think, "If I can't get attention by being good, then I'll misbehave to get educators attention. | | | | |
| 1. Strategy to manage or support the behaviour. (15-20 words) | Give smiling at the child  Educators making eye contact and using caring facial expressions  being physically gentle and caring with the child  using words to celebrate and encourage child  showing interest in child’s interests, activities and achievements. | | | | |
| **Age group** | **Social and emotional** | **Cognitive** | **Language** | **Physical** | |
| 1. 3- 5 years | enjoys playing with other children | understands opposites (e.g. big/little) and positional words (middle, end) | speaks in sentences and use many different words | dresses and undresses with little help | |
| shares, smiles and cooperates with peers | uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water | answers simple questions | climbs playground equipment with increasing agility | |
| understands when someone is hurt and comforts them | engages in dramatic play, taking on pretend character roles | tells stories | holds crayon/pencil etc. between thumb and first two fingers | |
| may praise themselves and be boastful | follows simple rules and enjoys helping | takes part in conversations | toilet themselves | |
| 1. One developmental milestone | may praise themselves and be boastful | | | | |
| 1. The behaviour you might see. (10-15 words) | Children of this age group feel encourage when educators prise. Prise boast up children self esteem. | | | | |
| 1. Strategy to manage or support the behaviour. (15-20 words) | Toys tidy up time , educators encourage children who wants to be good helper. After finishing tidy up educator told them thanks for help. Stories sharing time say thanks and give claps for children. | | | | |

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| Question 6 (Part 1) |
| **Instructions:** Access the links for [Our Philosophy and Approach](https://www.northernnursery.nsw.edu.au/philosophy/) ([Philosophy](https://www.northernnursery.nsw.edu.au/wp-content/uploads/2019/10/The-NNS-Philosophy-2019.pdf)) and read the section titled **‘**Equity and Inclusiveness’.  In the table below, provide two examples explaining how you would support this statement in your curriculum. You may consider resources, the learning environment, or your interactions in your response. |

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| Example 1:  (15-25 words) | creating a sense of belonging for all children, families and staff, where diverse identities, backgrounds, experiences, skills and interests are respected, valued and given opportunities to be expressed/developed |
| Example 2:  (15 – 25 words) | working to ensure children are not discriminated against on the basis of background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability or additional needs, family structure or lifestyle |

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| Question 7 (Part 1) |
| **Instructions:** Access the link and read the sample [Inclusion Policy](https://www.ecrh.edu.au/docs/default-source/resources/ipsp/policies-in-practice-diversity-and-inclusion.pdf?sfvrsn=6). Refer to this policy to respond to the following:   1. Identify one strategy from the policy implementation section that addresses anti-bias in practice. 2. Provide an explanation of how you would implement this strategy in a program for an education and care service to support an anti-bias approach. You may consider resources, the learning environment or your interactions in your response. (15-25 words)   Write your answers in the table provided below. |

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| a). Strategy relating to anti-bias | b). Program implementation |
| Educators will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia’s Aboriginal and Torres Strait Islander and multicultural heritage. | Naidoc Week Activities NAIDOC Week is usually held in the first week (a Sunday to Sunday) of **July** that incorporates the second Friday – which historically was celebrated as 'National Aboriginal Day'.   * Display the National NAIDOC Poster or other Indigenous posters around your classroom or workplace. * [Listen to Indigenous musicians or watch a movie about Aboriginal and Torres Strait Islander history.](https://www.pinterest.com.au/gypseylea/" \t "_blank) * [Study Aboriginal and Torres Strait Islander arts and crafts.](https://www.pinterest.com.au/gypseylea/" \t "_blank) * [Work with an Aboriginal or Torres Strait Islander artist to produce an artwork representing the th](https://www.pinterest.com.au/gypseylea/" \t "_blank) * [Invite an Indigenous sportsperson or artist to visit you.](https://www.pinterest.com.au/gypseylea/" \t "_blank) |

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| Question 8 (Part 1) |
| **Instructions:** Access the link and refer to the [Behaviour Guidance](http://goolwacc.sa.edu.au/wp-content/uploads/2017/07/goolwa-childrens-centre-behaviour-guidance-policy-2017.pdf) policy.  Identify three strategies from this policy under the heading, ‘Positive behaviour strategies’, that educators could implement to support children’s positive relationships with others. |

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| Strategies to develop positive relationships between children | |
| 1. | Promote positive, empathetic relationships between children assisting them to develop respectful relationship |
| 2. | Provide positive feedback and focus on children’s strengths and achievements and build on their abilities |
| 3. | Provide age appropriate and interesting activities, experiences and equipment for children to use and become engaged in as they challenge their development |

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| Question 9 (Part 1) |
| **Instructions:** Access the [Early Childhood Code of Ethics](http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2019/08/ECA-COE-Brochure-web-2019.pdf) and respond to the following:   1. Identify from the Code of Ethics the statement relating to anti-discrimination. 2. Describe in your own words, how the [Behaviour Guidance](http://goolwacc.sa.edu.au/wp-content/uploads/2017/07/goolwa-childrens-centre-behaviour-guidance-policy-2017.pdf) policy reflects this statement. (30-50 words) |

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| 1. ECA Code of Ethics statement | ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin |
| 1. How the policy reflects the statement (30-50 words) | We aim to create positive relationships with children making them feel safe, secure and supported within our Service. We will ensure children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner. |

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| Question 10 (Part 1) |
| **Instructions:** Access the [United Nations Convention on the Rights of the Child](http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf) and respond to the following:   1. From the Rights of the Child, identify one article (with number and statement) relating to guiding children’s behaviour. 2. Describe in your own words, how the [Behaviour Guidance](http://goolwacc.sa.edu.au/wp-content/uploads/2017/07/goolwa-childrens-centre-behaviour-guidance-policy-2017.pdf) policy reflects the Article you have identified. (30-50 words) |

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| 1. United Nations Convention on the Rights of the Child Article (number and statement) | Article 29: Education should develop each child’s personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures. |
| 1. How the policy reflects this Article (30-50 words) | Collaborate with Educators and professional agencies when required in order to develop a broader understanding of the child’s developmental level, the child's family, the parent's approach, and any recent events, which may be influencing the child's behaviou |

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| Question 11 (Part 1) |
| **Instructions**: Identify one of the procedures from the [Behaviour Guidance](http://goolwacc.sa.edu.au/wp-content/uploads/2017/07/goolwa-childrens-centre-behaviour-guidance-policy-2017.pdf) policy relating to behaviour from a child that educators would need to address. Answer each of the questions based on this procedure:   1. Identify one inappropriate behaviour that you might see from a child that relates to the procedure that you have selected. (10-15 words) 2. Identify one appropriate behaviour that you would support a child to work towards that followed the service’s policy and procedures. (15-25 words) 3. Reflect on why you decided each of the behaviours were inappropriate and appropriate. Discuss your own professional views and values that you have when it comes to these two behaviours. (20-30 words for each behaviour)   Write your answers in the table provided below. |

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| The procedure from the policy |  |
| 1. Example of one inappropriate behaviour   (10-15 words) | I worked with one child who has aggressive behaviour . If that child didn’t get his asking staffs, he bang his head. |
| 1. Example of one appropriate behaviour   (15-25 words) | When the child asked any thing he/she asking with good manner.  In morning tea time one child told me. Miss please give me some milk. |
| 1. Reflection about inappropriate and appropriate behaviour   (40-60 words) | Some children were frustrated when they wanted something but they did not get it. They were frustrated and crying, angry, mood off, hurting themselves and tried to stay isolated. But they can ask it with good manner.  Continue observing the child, where a similar incidence occurs three times the child’s parents and educators will meet to discuss the issue and create a behaviour management plan of action to support the child in the environment.  Guide children to remove themselves from situations where they are experiencing frustration, anger or fear.  • Remain calm, tender and tolerant as they encourage children who are strongly expressing distress, frustration or anger.  • Guide children’s behaviour with a focus on preserving and promoting children’s self-esteem as they learn to self-regulate their behaviour. |

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| Question 12 (Part 1) |
| **Instructions:** Research cultural differences in parenting styles and discipline. You must include Aboriginal culture and three other cultures of your choosing.  Explain in your own words, the characteristics of these styles in relation to discipline for children.  Provide a reference to the source/s that you used to support you with your response following [APA referencing procedures](http://libguides.library.curtin.edu.au/ld.php?content_id=40613039).  Write your answers in the tables below. Word count (100-200 words per culture) |

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| Cultural Research | |
| Culture 1  Aboriginal | Aboriginal strengths in family life and child-rearing practices:Taken together, the themes presented in this paper highlight some of the strengths of Aboriginal culture in terms of raising children and family functioning. Traditional Aboriginal cultural practices help children to grow into active contributors to family, community and societal life. Children have access to a wide network of support, and through a collective community approach, Aboriginal people work together to ensure their children are safe and happy. In doing so, children are given opportunities to explore the world, develop their independence and, hence, build their capacity to make responsible decisions that help them throughout their journey to adulthood.The kinship system, which embodies the spiritual essence of the Dreaming, helps Aboriginal people to understand their relationships to one another, and the roles and responsibilities they have in raising children. The importance of harmonious social relationships and the spirit of culture continue to be a feature of traditional Aboriginal family and community life. Modelling positive behaviours, such as caring and sharing, and working together to help children build their identity, discipline and self-confidence help both children and families to trust others in the community. Grandparents and elderly family and community members play an important role in this respect, and they are particularly valued for passing down their cultural knowledge and traditional values to the children. These values help to build family and community strength and, provided the necessary social conditions are in place, Aboriginal culture is a protective force for Aboriginal children, families and communities. Reference:  <https://aifs.gov.au/cfca/publications/strengths-australian-aboriginal-cultural-practices-fam/summary-aboriginal-strengths> |
| Culture 2 | Parenting in France:  All over the world there are different cultural group who teach their children discipline in differ ways. We are discussing France parenting style below’  Hands-off approach: Parenting expert Ann Pleshette Murphy says that French parents manage a certain detachment, which many frazzled American parents admire. "Although it is impossible to generalize, I would also say that American parents probably do more for their children [for better or worse] than French parents," Murphy says. "You don't see French mothers following their children around the playground and commenting on everything their children are doing.”  Demand respect: “French mothers are stricter and expect their children to be respectful more patient and self-sufficient than U.S. moms," Murphy says.  In France, great importance is placed on family. The basic domestic unit includes all persons living in the same household. The nuclear family is still the most important unit in society. Many children will remain at home until they finish their education.  https://www.care.com/c/stories/4721/different-parenting-styles-in-different-count/en-au/  https://culturalatlas.sbs.com.au/french-culture/french-culture-family |
| Culture 3 | Parenting in South Africa:African parents control their emosion.African parents are strict because they believe in the old fashioned way of raising kids “ you spare the rod, you spoil the child. They got tough love for their kids. Being strict is their Way of showing they really love.Open to new ideas: “In a political and economic environment that is less predictable than in most first-world countries, I think that parents have an obligation to engender a pioneering spirit that is open to new ideas and quick learning," says Natalie Naude, who runs the country's premier baby and parenting expo. "Education is an area that needs special attention from South African parents. We should play a more active role in our children's education than is possibly necessary in other countries."Learn from example: “Heritage and traditional parenting styles are very common in South Africa and often the grandparents will be the primary caregivers," Naude says. "Income and geography play decisive roles in ways that parents parent. More young parents are referring to friends and the internet to gain an understanding of the latest parenting ideas." Reading and taking advice from trusted peers and professionals is smart, but parents must find what works for their particular family in order to attain balance. Taking notes from generations past is natural, but attention should be paid to the fact parenting methods change with the times. .<https://www.quora.com/Why-are-African-parents-so-strict-no-matter-where-in-the-world-they-live><https://www.care.com/c/stories/4721/different-parenting-styles-in-different-count/en-au/> |
| Culture 4 | Parenting in the Indian Culture:  Indian culture can vary in approach to raising children. Urban areas of India and Indian families living in the United States are similar in teaching children general values of respect, honesty and independence. Other parenting tactics commonly seen in the Indian culture, however, can differ from the typical Western perspective.  Family Structure:  As a patriarchal culture, Indian families are generally run by the father or grandfather with family life and home structure based on decisions made by the male family members. Women are responsible for domestic duties and daily childcare tasks  Disciplining of Children:  Traditional Indian families tend to discipline their children in a more aggressive and stern manner than most typical U.S. families. Mild corporal punishment such as spanking is considered a normal aspect to parenting in many Indian families. Children are rarely coddled or allowed to misbehave in any way. Since the respect of elders is such a key component to how children are raised, speaking or acting out against adults is punished in a fairly harsh manner.  <https://www.hellomotherhood.com/parenting-in-the-indian-culture-9889722.html> |

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| Question 13 (Part 1) | |
| **Instructions:** Access the document [Theories into Practice](http://www.earlychildhoodaustralia.org.au/shop/wp-content/uploads/2015/06/SUND606_sample.pdf) referring to pages 9 – 11 as the basis for your research to respond to the following:   1. In your own words, explain socio-cultural theory 2. Provide one example of a behaviour that could be influenced by a child’s culture   Write your responses in the table provided below. | |
| a). Socio-cultural theory (50-100 words) | There are different interpretations of socio-cultural theory. They draw heavily on the work of Vygotsky (1962), and more recently Rogoff (1990). Socio-cultural theories propose that educators need to understand ‘the development of children in the context of their own communities’ (Rogoff et al. 1998, p. 228). Children are positioned as learning through the belief system to which they are exposed and through their interactions with others.  The socio-cultural perspective has major implications for early childhood education, with a key feature being that higher order functions develop out of social interactions. There are two noteworthy aspects of this theory. First, it is fundamentally cultural – and educators are agents of culture who perceive children’s actions within a setting that is deeply informed by their own cultural knowledge and beliefs. Children in their turn are viewed as cultural apprentices who seek the guidance of more knowledgeable others. Second, the zone of proximal development (ZPD) reveals how developmental change is generated through adult support, or the support of a more knowledgeable other, being experienced over time, followed by independent child accomplishment. |
| b). Behaviour  (15-30 words) | Cooperative Behaviour :  Children feel safe, secure, and supported.  Traditional Aboriginal cultural practices help children to grow into active contributors to family, community and societal life. Children have access to a wide network of support, and through a collective community approach, Aboriginal people work together to ensure their children are safe and happy. |

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| Evidence Guide Assessment 1 (of 3) Inclusion for all Children Cluster | | | | | | | | | | | | | | | | | |
| **Course** | | CHC50113 Diploma of Early Childhood Education and Care | | **Unit/s** | CHCECE020 Establish and implement plans for developing cooperative behaviour (2)  CHCECE021 Implement strategies for the inclusion of all children (2) | | | | | | **Task/s** | | Part 1 Knowledge questions | | | | |
| **Student Name** | |  | | | | | | **Student Number** | | | | |  | | | | |
| **Essential skills & knowledge** | | | | | | **KEY: Satisfactory – S Resubmission required – R Not yet satisfactory - NS** | | | | | | | | | | | |
| **Part 1 Knowledge questions** | | | | | | | **TAFE NSW ASSESSOR ONLY** | | | | **Comments** | | | | | | |
| The student locates and accesses The Early Years Learning Framework to identify three learning outcomes that promote inclusive practices and cooperative behaviours in education and care services. (1a & b) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student provides one strategy that they could implement in the service that supports children’s inclusion and cooperative behaviours addressing the outcome they have identified. (1c) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student locates and accesses the Guide to the National Quality Framework 2018, referring to the National Quality Standards to identify the standards, elements, based on the Quality Areas in the table that relate to inclusion and cooperative behaviour, including children’s dignity and rights. (2i & ii) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student identifies the laws and regulations that apply to the appropriate Standard and Element for inclusion and cooperative behaviour, including children’s dignity and rights. (2i & iia) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student identifies the laws and regulations that apply to the appropriate Standard and Element. (2i&iib) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student identifies one workplace practice that supports inclusion and cooperative behaviour, including a child’s dignity and rights in the Quality Area, following the 15-25 word count. (2) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student identifies two pieces of legislation including the date, that relate to the inclusion of children and adults in Australia. (3a) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student selects one document and provides an interpretation of how the legislation supports inclusion. (3b) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student provides one example of a workplace practice that they would implement to support that document. (3b) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student accessed the Guide to the National Quality Framework 2018 and referred to page 616 to provide ten other groups of children who are included in the definition of additional needs. (4) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has completed the following bullet points provided in the table, based on the document Developmental Milestones and the Early Years Learning Framework:   * The student has identified four typical developmental milestones that an educator might see for the 0-2, 2-3 and 3-5 year age groups (5a) * The student has identified one developmental milestone from their list that may impact a child’s behaviour, needing educator support. (5b) * The student has identified behaviour that has been identified based on a developmental milestone described in 10-15 words. (5c) * The student has provided one strategy that they would implement that is positive, to manage or support the behaviour in 15-20 words. (5d) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has refered to the service document relating to Equity and provides two examples relating to practice that support the implementation of the document statements. (6) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has identified one strategy from the policy that relates to anti-bias in practice. (7a) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has provided a detailed example of how they would implement this strategy in a program in an education and care service that follows the word count of 15-25 words. (7b) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has identified three strategies from the policy document that would support children’s positive relationships with others. (8) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has identified the statement from the ECA Code of Ethics that relates to anti-discrimination. (9a)The student describes in their own words how the policy reflects the statement following the word count of 30-50 words. | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has described in their own words how the policy reflects the statement following the word count of 30-50 words. (9b) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has identified the Article with its number and statement relating to guiding children’s behaviour. (10a) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has described in their own words how the Article is reflected in the policy. (10b) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has identified a procedure from the Behaviour Guidance policy that relates to a behaviour from a child that an educator would need to address. (11) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has provided written responses for each of the questions based on this procedure:   * The student has identified an inappropriate behaviour that they might see based on the procedure (11a) * The student has identified an appropriate behaviour that they would support the child to work towards and meets the service’s policy and procedures in 15-25 words. (11b) * The student has reflected on an inappropriate behaviour that they have identified based on their own views and values relating to the behaviour in 20-30 words. (11c) * The student has reflected on the appropriate behaviour that they have identifies based on their own values and views relating to the behaviour in 20-30 words. (11c) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has provided information about cultural differences in parenting styles and discipline. Including Aboriginal culture and three other cultures. (100-200 per culture) (12) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has provided a detailed understanding of socio-cultural theory in their own words based on their research of the topic from the document provided, Theories in Practice following the 50 – 100 words. (13a) | | | | | | | S  R  NS | | | |  | | | | | | |
| The student has provided an example of a behaviour that may be influenced by a child’s culture in 15-30 words. (13b) | | | | | | | S  R  NS | | | |  | | | | | | |
| **Assessment Outcome** (submission 1) | | | | | | | | | Satisfactory  Not satisfactory | | | | | Resubmission required | | | **RESUBMISSION DUE DATE** |
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| **Assessor Feedback** | Was the assessment event successfully completed?  YES  NO  Was a reasonable adjustment in place for this assessment event?  YES  NO | | | | | | | | | | | **Details of any reasonable adjustment** | | | | | |
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| **Assessor Name** | | |  | | | **Signature** | | | |  | | | | | **Date** |  | |
| **Assessor comments** | | |  | | | | | | | | | | | | | | |
| **Student acknowledgement of assessment outcome:** I acknowledge that I have received and understood the feedback provided by the Assessor on this assessment item. | | | | | | | | | | | | | | | | | |
| **Student Name** | | |  | | | **Signature** | | | |  | | | | | **Date** |  | |
| **Student comments**  *Would you like to make any comments about this assessment?* | | | | | |  | | | | | | | | | | | |
| **Resubmission – Assessment outcome** (if required) | | | | | | | | | | | | Satisfactory  Not satisfactory | | | | | |
| **Assessor Feedback** | Was the resubmission/reassessment successfully completed?  YES  NO  Was a reasonable adjustment in place for this assessment event?  YES  NO | | | | | | | | | | | **Details of any reasonable adjustment** | | | | | |
|  | | | | | |
| **Assessor Name** | | |  | | | **Signature** | | | |  | | | | | **Date** |  | |
| **Assessor comments** | | |  | | | | | | | | | | | | | | |
| **Student acknowledgement of assessment outcome:** I acknowledge that I have received and understood the feedback provided by the Assessor on this assessment item. | | | | | | | | | | | | | | | | | |
| **Student Name** | | |  | | | **Signature** | | | |  | | | | | **Date** |  | |
| **Student comments**  *Would you like to make any comments about this assessment?* | | | | | |  | | | | | | | | | | | |

Version: *1.0*

For queries, please contact:

TAFENSW Health Wellbeing and Community Services Heads of Skills Teams

Sydney Region: Karen McLaren   [karen.mclaren@tafensw.edu.au](mailto:karen.mclaren@tafensw.edu.au)

Northern Region: Jane Smith       [Jane.Smith8@tafensw.edu.au](mailto:Jane.Smith8@tafensw.edu.au) 

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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