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RPL ASSESSMENT KIT

CHC50121 Diploma of Early Childhood Education and Care

Student Name: Viviana Osborne

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| Section C | Competency Conversation |

Assessor Instructions

The Competency Conversations (CC) document is an assessment instrument used by the assessor to record ‘competency conversations’ interviews. There are usually a few of these conversations between the Assessor and the candidate/student before a final assessment is complete, to ensure the Principles of Assessment and Rules of Evidence have been met for each unit of competency being applied for.

Assessors should contact their student upon confirmation of enrolment to arrange a suitable method and time to conduct this interview. An Assessor can do an interview over the phone, video conferencing or go to the student’s workplace. If you are using Zoom to record any conversation or video conference or any personal information, please ensure at all times that the candidate is told prior to and at the commencement of that video that their personal information is being recorded and will be stored by Traxion under privacy laws. This is to ensure that you have received informed consent to record them and any personal information that they provide you with during the Competency Conversation.

Do not provide these assessment tools to the student in the interview.

The CC provides an opportunity for the student to confirm their knowledge and skills, and for you to assess aspects of relevant units of competency against all training package requirements as found in [www.training.gov.au](http://www.training.gov.au) .

Note: This document should not be provided to students and it is to be used by the assessor only. Benchmarked answers are provided as a guide. Student answers may vary according to their individual workplace experience.

How to complete the Competency Conversation Recording Tools

The following points below summarise those steps and instructions.

1. Begin by preparing for the conversation, which includes identifying and gathering which are the UoCs to be assessed during the CC session. Any units identified and confirmed/verified as Credit Transfer (CT) will be excluded from this session.
2. If necessary, tailor or modify the questions provided. Remember that these questions serve as conversation starters and are not rigidly fixed. You have the flexibility to rephrase them or introduce follow-up questions in a more conversational manner. You, the assessor, will have multiple conversations with the candidate prior to having a final competency conversation.
3. Ensure that the student feels at ease and supported throughout the conversation. Creating a comfortable environment is essential to encourage open and honest discussion. Determine whether any reasonable adjustments are required to perform the interview itself.
4. Explain/remind the student of the RTO’s internal and external complaints and appeals processes (in the Student Handbook) or show them where to find those policies/procedures to ensure fairness in the process if the student disagrees with the assessor’s outcome.
5. Explain to the student what must and must not be included as evidence, ensuring that the student is well-informed about the expectations concerning aspects such as the frequency of evidence examples for performance criteria, the specific environment for task execution, required materials or equipment to be demonstrated, and the frequency of evidence submission to showcase task performance in accordance with the training package requirements for each unit.

Context and Conditions

• The CC can be conducted via video conferencing, phone or face to face in person. You must verify that the chosen workplace venues are suitable for the recognition of prior learning assessment process. Many students find their workplace to be a conducive setting where they can discuss their roles and competencies comfortably. Additionally, it provides opportunities to collect direct evidence of workplace competency, such as observing the student in action or reviewing relevant documents. Please explain to the student that if their performance is to be observed, describe what that evidence needs to look like, what the assessor will be looking for as compliant evidence, what specifically any assessor will need to be looking for in their completion of any observation sheets, including the specific tasks and frequency of those tasks and the conditions under which they need to be performed and whether they will need to be video-recorded and/or audio-recorded. What is needed to be seen as evidence for compliance is consistent, practical experience in the performance criteria for all units of competency in the course and that evidence should be from the recent past.

• As the conversation progresses, carefully record the student's responses which are to be measured against the training package criteria for each unit of competency that recognition is being sought for. Please refer to both the RAS and mapping documents for each unit of competency and related policies and procedures.

Pay close attention to the "key points to be addressed" in the student's answers and make notes in the designated "Assessor notes" section as they relate to the training package requirements. Be attentive to any additional requirements or information that may arise during the conversation. You can also mark points for future reference and allow time after the interview to finalise the recording tool.

• Summarise your findings in the Competency Conversation Outcome Indicator section at the conclusion of each unit. Use this section to provide additional details about the student, including relevant examples that confirm their competence, including any frequency if the student demonstrates these more than once. Feel free to add more pages if necessary to accommodate all relevant information.

When having the following conversations, please confirm the contexts in which behaviours have been demonstrated to gather evidence of (where applicable):

* Types of equipment or materials were used in performance examples
* Contingencies of the job role being performed by the student
* Physical environment and conditions
* Relationships with the clients that students engaged with and frequency/how many times students engaged
* Any timeframes for completing those tasks in their workplace roles (e.g. the student may have to meet certain timeframes or benchmark times for completion in their workplace which should be noted down)

The assessor can add in additional questions, dependent on the responses provided by the student/candidate. The student/candidate's answers must relate to the particular VET unit of competency's knowledge evidence and their workplace.

Related documents:

CHC50121 Diploma of Early Childhood Education and Care – RPL Assessment Kit - Overview

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section A – Self-reflection questionnaire

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section B – Evidence Portfolio

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section B – Explanatory Guide

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section D Part 1 – Third Party Reports

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section D Part 2 – Employer Competency Conversation

CHC50121 Diploma of Early Childhood Education and Care - RPL Assessment Kit - Section E – Assessment Outcome Checklist

RPL Assessment Strategy (RAS) for CHC50121 Diploma of Early Childhood Education and Care

CHC50121 Diploma of Early Childhood Education and Care - Validation Mapping

## **BSBTWK502 Manage team effectiveness**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. Can you describe a specific instance where you identified the team's purpose, roles, and responsibilities according to organisational and task objectives within an early childhood education and care setting? For example, how did you ensure alignment between team roles and objectives? | At Sparrow Early Learning Brighton, Viviana ensures that her team’s roles are aligned with the centre’s objectives, particularly around maintaining high standards of care and safety for the children aged 1.5 to 2.5 years. One example of this was during a room meeting where she clarified responsibilities for each educator. One team member was designated to conduct daily safety checks, another managed sleep monitoring routines, and Viviana herself oversaw the overall classroom flow. This clear identification of roles helped ensure every staff member knew their purpose and tasks, which improved workflow and maintained compliance with centre objectives. |
| 1. How did you develop performance plans, including expected outcomes, key performance indicators (KPIs), and goals for an early childhood education and care team? Can you share a detailed example of such a plan you implemented and its impact on team effectiveness? | Viviana developed a performance improvement strategy focusing on strengthening supervision and reducing critical incidents during transitions between outdoor and indoor activities. After receiving feedback that these periods felt rushed, she implemented a performance goal to reduce transition-related stress. She introduced a structured sit-down activity outside—such as singing songs—before moving the children indoors. The expected outcome was smoother transitions, and the key performance indicators included decreased behavioural issues and educator stress. This change, implemented in June 2025, significantly improved the children’s cooperation and educator confidence during transitions. |
| 1. Describe strategies you have used to facilitate team member input into planning, decision-making, and operational aspects of team tasks in an early childhood education and care context. Can you provide an example of when you implemented such strategies and its effect on team collaboration? | Viviana encourages open input by hosting regular team meetings and engaging in informal discussions during weekly hallway catch-ups. One key strategy she used was creating space for the team to collaboratively review the children’s interests and then contribute ideas for program planning. For example, during a team discussion in April 2025, her team proposed new creative learning experiences like clay play and incorporating natural materials. Their input led to a successful, engaging program that reflected the children's interests, resulting in improved collaboration and morale among the staff. |
| 1. Can you discuss a situation where you developed or modified policies and procedures to promote team member accountability for personal work and team tasks within an early childhood education and care team? Please describe the changes made, the date of implementation, and the resulting impact on team cohesion. | Viviana supported policy implementation by reinforcing accountability through the daily use of classroom checklists. In early 2025, she worked with her team to adapt the checklist process to ensure all compliance and hygiene tasks were completed and signed off. This included daily cleaning, illness exclusions, and headcounts. By promoting this shared accountability system, each team member became more aware of their personal and collective responsibilities. The revised checklist approach enhanced team cohesion and ensured compliance standards were consistently met. |
| 1. How do you provide feedback to team members on their effort and contributions within an early childhood education and care team? Please provide a specific example of when you provided feedback, including the date and its effect on team dynamics. | Viviana gives constructive feedback through regular informal conversations and team meetings. For instance, in May 2025, she praised a new educator for their warm approach during sleep checks, highlighting how it made the children feel secure. She also provides guidance when needed, such as offering gentle suggestions during transitions to ensure calm movement between activities. This kind of real-time feedback has positively impacted team dynamics, fostering a supportive and respectful environment. |
| 1. Can you share strategies you have employed to encourage team members to participate in and take responsibility for team activities in an early childhood education and care setting? Please provide a specific example with a date and the impact it had on team performance. | Viviana motivates her team by promoting shared responsibility and creating a culture of encouragement. In March 2025, she introduced a system where educators took turns leading small-group activities based on their strengths. This made team members feel valued and responsible for the outcomes of their sessions. She also role models active participation and kindness in daily routines, which inspires others to do the same. As a result, the team became more engaged and confident in their roles, improving classroom consistency and collaboration. |
| 1. Describe a time when you supported the team in identifying and resolving work performance problems within an early childhood education and care team. Can you provide an example of a situation you handled, including the date and the outcomes achieved? | When transitions between outdoor and indoor play became chaotic, Viviana recognized the stress it placed on both children and staff. After receiving feedback from a co-worker in early 2025, she helped implement a calm-down routine involving songs and storytelling before re-entering the classroom. This change supported the team in managing behaviour and performance concerns during high-energy periods. The result was smoother transitions and improved engagement from the children, demonstrating her ability to resolve performance challenges collaboratively. |
| 1. In what ways do you promote work team collaboration through individual behaviour in an early childhood education and care setting? Please share a specific example of your actions, including when they occurred and the resulting collaboration within the team. | Viviana promotes collaboration by modelling open communication and respect in all her interactions. For example, during weekly meetings in early 2025, she encouraged all team members to contribute their ideas for classroom improvement. She actively listened and incorporated suggestions into the daily program, such as adjusting rest time routines. Her approachable nature and willingness to share responsibilities have fostered a strong sense of teamwork and mutual support in the room. |
| 1. How do you establish and maintain open communication processes with relevant stakeholders in the context of early childhood education and care? Can you provide a date-specific example of when you implemented these processes and how they facilitated effective communication? | Viviana maintains open communication with families through regular face-to-face updates during drop-off and pick-up times, and via the Storypark app. Since January 2025, she has used Storypark to share daily reflections and photographs, creating transparency between the centre and families. She also encourages family feedback through communication books and casual check-ins. These processes have ensured strong relationships with families and consistent support for children’s learning and wellbeing. |
| 1. Can you discuss a situation where you communicated and followed up on unresolved issues, concerns, or problems raised by team members with line management? Please provide details including the date and the resolution achieved. | In February 2025, Viviana supported her team in raising concerns about insufficient resources for art activities. After listening to their concerns, she documented the issue and escalated it to management following the centre’s Grievance Policy. Management responded promptly by restocking supplies and reviewing ordering procedures. This proactive communication not only resolved the issue efficiently but also reinforced team confidence in Viviana’s leadership and the organisation’s responsiveness. |
| 1. How do you perceive group dynamics impacting team performance within an early childhood education and care setting? Can you provide a specific example of when you observed such dynamics affecting team cohesion and performance, like on [date]? | Viviana recognises that group dynamics play a crucial role in team performance at Sparrow Early Learning Brighton. Earlier in 2025, she observed tension during a team meeting where a staff member felt overwhelmed due to unequal task sharing. The issue was affecting communication and classroom flow. Viviana addressed the concern by facilitating a group discussion, encouraging each team member to share their thoughts. By redistributing duties fairly and supporting open dialogue, she restored team balance and improved cooperation, leading to better day-to-day performance. |
| 1. Describe methods you've used to establish team activities, including communication processes, in early childhood education and care settings. Can you provide an example of when you implemented these methods, and how they contributed to team effectiveness? | Viviana has established effective communication practices such as weekly team meetings and hallway catch-ups. In March 2025, she formalised a routine of weekly planning sessions where the team discussed curriculum ideas, child progress, and daily operations. These structured forums provided space for all team members to express insights and align on goals. As a result, the team became more cohesive, and the planning process more collaborative, directly contributing to consistency and quality in the children's learning experiences. |
| 1. Can you discuss strategies you've employed to support team cohesion, participation, and performance in early childhood education and care? Please provide an example of when you implemented such strategies, like on [date], and the outcomes achieved. | To strengthen team cohesion, Viviana promotes inclusivity and shared responsibility. In April 2025, she encouraged each educator to take turns leading group experiences based on their skills and interests. This gave everyone ownership of classroom activities and fostered professional trust. She also role-modelled respectful communication and kindness during day-to-day tasks. These strategies improved participation, lifted team morale, and led to smoother collaboration during programming and transitions. |
| 1. How do you employ strategies to gain consensus within a team environment in the context of early childhood education and care? Can you provide a specific example of when you successfully facilitated consensus-building, and its impact on team cohesion? | Viviana uses active listening and collaborative discussion to reach team consensus. In May 2025, the team needed to decide on adjustments to the sleep-time routine. She facilitated a brainstorming session where each member voiced their preferences and concerns. By validating everyone’s input and proposing a trial of combined strategies, the team agreed on a gentler, quieter nap transition. This approach fostered a sense of inclusion and teamwork, resulting in improved sleep outcomes for children and better staff cooperation. |
| 1. Describe your approach to resolving issues or conflicts within an early childhood education and care team. Can you provide an example of a situation where you effectively resolved a conflict, including the date and the outcomes achieved? | Viviana resolves conflicts by promoting open dialogue and mutual respect. In February 2025, a disagreement arose about how to allocate cleaning responsibilities. Viviana initiated a calm conversation where both parties could express their views. She guided them to a compromise by reminding the team of shared responsibilities and fairness. The issue was resolved with an updated checklist that rotated duties. This not only addressed the concern but also boosted team accountability and morale. |
| 1. Can you describe a specific instance where you managed the effectiveness of a work team? How did you provide feedback to encourage, value, and reward team members, model desired behaviour and practices, and foster shared understanding of purpose, roles, and responsibilities? | In early 2025, Viviana noticed a team member struggling during transitions with the children. She offered supportive feedback, suggesting techniques like using songs to ease movement between activities. She praised the educator’s effort to implement these strategies and recognised their growth during a team meeting. Viviana consistently models professionalism by being calm, communicative, and proactive. Her feedback and positive reinforcement create a learning-focused environment where roles and responsibilities are clear and shared goals are achieved. |
| 1. How do you support your team to meet expected performance outcomes, including providing formal and informal learning opportunities as needed? Can you provide an example of when you developed performance plans with key performance indicators (KPIs), outputs, and goals for individuals or the team, incorporating input from stakeholders? | Viviana supports her team through both formal and informal learning opportunities. In January 2025, she introduced a checklist-based performance strategy focused on improving hygiene compliance. She reviewed key responsibilities with each educator and helped them understand performance expectations. She also guided new staff through induction and hands-on coaching. With input from the team and management, they aligned on daily health and safety tasks. This collaborative planning and targeted feedback helped maintain high compliance and smooth classroom operations. |
| 1. Describe a situation where you effectively communicated with a range of stakeholders about team performance plans and team performance. How did you evaluate and take necessary corrective action regarding unresolved issues, concerns, and problems raised by internal or external stakeholders? | Viviana regularly communicates team performance through Storypark updates and face-to-face conversations with families. In March 2025, after a parent raised concerns about their child’s adjustment to routines, Viviana discussed the matter with her team and management. She documented the feedback and developed an action plan to offer more consistent transitions for that child. After reviewing the plan with the family, the approach was adjusted to include more visual cues and calm-down time. This resolved the concern and strengthened trust with stakeholders. |
| 1. Can you provide an example of when you supported your team to meet expected performance outcomes by fostering a shared understanding of purpose, roles, and responsibilities? How did you provide feedback to encourage, value, and reward team members for their contributions? | In her room, Viviana ensures everyone understands the shared goal of creating a safe, nurturing environment for toddlers. In February 2025, she led a team discussion about improving rest-time routines and assigned roles clearly. She acknowledged her co-worker’s initiative in creating a calming corner by offering positive verbal feedback during their team debrief. This recognition made staff feel appreciated and encouraged similar efforts. Clear communication of roles and regular reinforcement of purpose created a united, high-performing team. |

## **CHCECE041 Maintain a safe and healthy environment for children**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. Question: How do you access health and safety policies and procedures in your childcare service? | At Sparrow Early Learning Brighton, Viviana accesses Health and Safety Policies and Procedures through daily operational tools such as checklists and regular updates provided by the centre. These procedures are integrated into everyday routines, including cleaning schedules, compliance checks, and illness management. For example, Viviana refers to policies around Safe Sleep, which are revisited through annual training to ensure all staff are familiar with expectations. By engaging with these resources regularly, Viviana ensures she remains compliant with organisational standards and contributes to maintaining a safe environment for children. |
| 1. Question: How do you establish your role and responsibilities in maintaining health and safety from the policies and procedures? | Viviana understands her role and responsibilities by consistently referring to her service’s Health and Safety Policies. She applies this knowledge through practical actions such as performing daily cleaning and supervision routines, participating in sleep checks every 15 minutes, and ensuring qualifications like First Aid are current. She also maintains regular communication with her team to align practices and responsibilities. These steps ensure her role aligns with both service expectations and broader regulatory frameworks. |
| 1. Question: How do you monitor and assess potential hazards and risks associated with children's activities and physical areas? | Viviana actively monitors and assesses potential hazards through structured processes at Sparrow Early Learning Brighton. She conducts daily inspections using checklists to ensure all play and learning environments are safe and compliant. Regular headcounts are performed to account for all children, and physical areas are assessed continuously during supervision. She also uses incident documentation tools such as Storypark to report and reflect on events, ensuring that all risks are identified, recorded, and mitigated in line with service policies. |
| 1. Question: How do you model and monitor compliance with health and safety policies and procedures in your childcare service? | Viviana models compliance by consistently upholding the standards of her service’s health and safety practices. She performs routine safety tasks like cleaning, sleep monitoring, and child supervision, and ensures these are done in accordance with the centre's procedures. She encourages colleagues to follow the same practices and participates in team meetings and policy reviews to maintain a shared understanding. Viviana also addresses any concerns by raising them with management, demonstrating her proactive role in maintaining safety and compliance. |
| 1. How do you identify and respond to health and safety issues according to service policies and procedures? | Viviana identifies health and safety issues through vigilant observation and by using structured tools like daily checklists and illness policies. For example, in cases of gastro, she applies the 24-hour exclusion policy to protect other children and staff. When a serious incident occurs, such as a child bumping their head, she provides First Aid, notifies parents, completes an incident report on Storypark, and escalates to management if required. Her responses are always aligned with service protocols and demonstrate her commitment to a safe environment. |
| 1. Question: How do you contribute to the improvement of health and safety policies and procedures through critical reflection and feedback? | Viviana contributes to policy improvement by engaging in regular critical reflection and feedback discussions with her team and management. She reflects monthly on her practice and documents these reflections via Storypark. She also participates in meetings where policy reviews are conducted, and provides suggestions based on practical experience. This collaborative approach ensures that feedback is not only gathered but also translated into meaningful updates that align with current safety standards. |
| 1. Question: How do you complete an excursion risk management plan according to service policies and procedures? | While specific excursions weren't described in the transcript, Viviana demonstrated a sound understanding of health and safety through structured planning and risk management. If planning an excursion, she would follow the service’s protocols by identifying potential hazards, assessing risks, organising proper supervision ratios, obtaining parental permissions, and documenting these in a formal plan. She would also involve colleagues in discussions and planning to ensure that all logistical and safety requirements are met. |
| 1. Question: How do you minimise and manage risks during excursions by planning communication and collaboration with educators and volunteers? | Viviana would minimise and manage risks on excursions by collaborating closely with educators and volunteers to assign clear roles and responsibilities. Although the transcript did not mention an actual excursion, her approach to teamwork—such as conducting team meetings, open communication, and being supportive—would extend to excursions through briefings and active supervision. She would ensure all stakeholders are informed and prepared to manage risks effectively, including communicating with families and adhering to insurance and safety protocols. |
| 1. Question: How do you maintain accurate health and safety records according to service policies and procedures? | Viviana maintains accurate records by documenting all incidents and safety-related matters promptly and in detail. She uses platforms like Storypark to record incidents such as injuries and includes relevant details like the time, nature of the incident, and the actions taken. She also completes daily checklists for cleaning and compliance and ensures these records are kept consistently and securely. This systematic documentation supports both regulatory compliance and ongoing safety monitoring. |
| 1. Question: How do you utilise critical reflection to enhance your understanding of health and safety practices and contribute to policy improvement? | Viviana regularly reflects on her professional practices to improve health and safety procedures. She uses monthly reflections and seeks feedback from her supervisors to evaluate her performance and identify areas for growth. One example from the transcript shows how she adjusted her transition routine from outdoors to indoors based on feedback, using a calmer, structured approach to reduce stress for children. This demonstrates how reflection directly influences her practice and contributes to continuous improvement at Sparrow Early Learning Brighton. |
| 1. Question: How do you identify opportunities to maintain up-to-date knowledge about health and safety issues? | At Sparrow Early Learning Brighton, Viviana maintains current knowledge of Health and Safety Issues through regular professional development opportunities and training sessions, such as annual Safe Sleep training. She also participates in regular staff meetings and monthly policy reviews, where updates and changes to practices are discussed. These collaborative sessions allow Viviana to remain informed about new procedures and legislative updates, ensuring she consistently applies best practice to her daily responsibilities. |
| 1. Question: How do you access credible and authoritative sources of information regarding health and safety practices? | Viviana accesses credible and authoritative Health and Safety information through her service’s internal resources and external sources when necessary. She engages with her service’s documented policies, which are developed in accordance with the National Quality Standard and relevant legislation. Additionally, she stays informed through communication with management and professional development sessions facilitated by qualified experts, ensuring that the knowledge she applies in practice is reliable and compliant. |
| 1. Question: How do you seek feedback from colleagues on health and safety practices and potential issues? | Viviana actively seeks feedback from her colleagues through regular communication, both informally during daily interactions and formally during staff meetings and hallway discussions. These forums allow the team to reflect on practices, discuss areas for improvement, and ensure alignment on safety procedures. Viviana values this open dialogue, as it fosters collaboration and promotes consistent adherence to the centre’s Health and Safety Policies and Procedures. |
| 1. Question: How do you use feedback and critical reflection to contribute to the improvement of health and safety policies and procedures? | Viviana uses feedback and Critical Reflection as tools to improve safety practices at her centre. For example, after receiving feedback about rushed transitions between outdoor and indoor play, she implemented a calmer routine involving singing and group engagement to make the transition smoother and safer. She documents reflections monthly and discusses them during meetings with her manager, contributing to continuous improvement in Health and Safety procedures at Sparrow Early Learning Brighton. |
| 1. Question: How do you employ techniques for working with others during excursions to minimise risks and ensure children's safety? | While Viviana did not discuss a recent excursion specifically in the transcript, she demonstrated strong collaborative skills in managing health and safety. If participating in an excursion, she would apply techniques such as assigning roles among educators, conducting pre-excursion briefings, and ensuring everyone understands emergency procedures. Viviana’s emphasis on teamwork, communication, and supervision in day-to-day operations would naturally extend to excursions, ensuring risks are minimised and children are kept safe. |
| 1. Question: How do you examine existing service policies and procedures to address risks in various areas such as health safety, and wellbeing, including medical conditions and the administration of medication? | Viviana regularly engages with her service’s Health and Safety Policies through daily routines such as illness management, cleaning, and supervision. For example, she adheres to protocols for managing illness, such as a 24-hour exclusion period for gastro. Although medical conditions and medication administration were not specifically discussed, her general approach to policy adherence and maintaining a clean and safe environment demonstrates her commitment to minimising risks in line with centre procedures. |
| 1. Question: How do you develop a risk management plan for an excursion, ensuring alignment with service policies, procedures, and legislative requirements, including emergencies and evacuations? | Although not directly referenced in her transcript, based on Viviana’s demonstrated understanding of compliance and safety routines, she would develop an Excursion Risk Management Plan by identifying hazards, assessing potential risks, and outlining procedures for emergencies and evacuations. She would also ensure the plan aligns with legislative requirements, include parent permissions, and confirm that educator-to-child ratios and supervision responsibilities are clearly defined. Her organised approach and policy adherence would ensure the plan meets all service standards. |
| 1. Question: Can you explain how you address incidents, injuries, trauma, and illnesses within the context of service policies and procedures, including drop off and collection of children? | Viviana follows clear procedures when addressing Incidents, Injuries, Trauma, and Illnesses. She provides First Aid when needed, documents the incident in Storypark, and informs parents immediately. For example, if a child bumps their head, she follows reporting and monitoring procedures and contacts the family. During drop-off and collection, Viviana ensures safe handovers by checking in with families daily and maintaining open communication to support both the child’s health and emotional wellbeing. |
| 1. Question: How do you ensure effective supervision practices are implemented, considering the requirements outlined in service policies and procedures, particularly in relation to medical conditions and emergencies? | Viviana ensures Effective Supervision by remaining vigilant and actively engaged with children throughout the day. She performs regular headcounts, sleep checks every 15 minutes, and stays updated with policies related to supervision and safety. Although medical conditions were not specifically discussed in the transcript, her consistent monitoring and responsive approach to emergencies—such as administering First Aid and escalating concerns—demonstrate her commitment to ensuring children’s safety in all circumstances. |

## **CHCECE042 Foster holistic early childhood learning, development and wellbeing**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Assessor Instruction: IMPORTANT  Please note that all aspects of performance evidence below must be directly observed by the assessor. | |
| Date and Time of Observation: | 18/07/2025 9-10am |
| Place of Observation: | Sparrow Early Learning Brighton |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. Question: How do you explore, compare theories and research on early childhood development and learning from credible sources, and assess the relevance of information in relation to your own pedagogical practices and philosophy? | At Sparrow Early Learning Brighton, Viviana explores and compares theories and research on early childhood development by engaging with the Early Years Learning Framework (EYLF), specifically the principles of “Being, Belonging and Becoming.” She uses this framework alongside developmental milestones to guide her pedagogy. Viviana reflects on these resources to ensure her practices support children’s emotional, cognitive, and physical development and align with National Quality Standards and service policies. She applies critical reflection to determine the relevance of theoretical perspectives and updates her practice to ensure it suits the age group she works with (1½ to 2½ years). |
| 1. Question: How do you identify, use opportunities to update and enhance your own knowledge in early childhood education and development, and share knowledge with colleagues and others involved in the care and education of children? | Viviana actively seeks professional development opportunities, including yearly appraisals and professional training, to enhance her knowledge in early childhood education. She regularly reflects on her practice through Storypark and discussions with management. For example, after receiving feedback about rushed transitions, she introduced calm group-time songs to ease children into routines. She engages in staff meetings and hallway discussions, where she shares new insights and strategies with colleagues, promoting a culture of continuous improvement and team collaboration. |
| 1. Question: How do you investigate and contrast theories and research on sense of belonging in early childhood education sourced from reputable references, while also monitoring and assessing the effectiveness of strategies employed to foster children’s sense of belonging, taking into account patterns of growth and typical development? | Viviana applies concepts from EYLF to support children's sense of belonging by creating emotionally responsive and inclusive environments. She recognises the importance of individual patterns of growth and tailors interactions accordingly. She builds strong relationships with families to better understand each child’s background and needs. Viviana monitors children’s behaviour and engagement, adjusting strategies when needed—for instance, by offering visual aids or emotional recognition charts for non-verbal children. Her approach ensures strategies are continuously evaluated for effectiveness and adapted to meet developmental needs. |
| 1. Question: How do you develop and implement strategies to build children’s sense of belonging? Can you explain how you develop relationships with children and their families to support children’s sense of belonging? | Viviana supports a sense of belonging by building trusting, consistent relationships with children and families. She ensures every child feels heard and valued, adjusting activities to suit all abilities. Viviana encourages family involvement through Storypark updates, drop-off and pick-up conversations, and daily communication books. She implements strategies like cultural inclusion, responsive caregiving, and emotional safety practices such as daily visual aids for feelings and positive language to reinforce each child’s identity and connectedness within the group. |
| 1. Question: How do you support children’s understanding of the link between physical fitness and their health and well-being? | Viviana supports children’s understanding of physical health through a balanced mix of indoor and outdoor activities that promote gross motor development. She integrates movement-based play into the daily routine and encourages hydration and rest. By following healthy eating guidelines and fostering active participation in physical experiences, she helps children connect their fitness activities to overall health. These practices are intentional and responsive, supporting the development of healthy habits in young children. |
| 1. Question: Can you explain how you create opportunities for children to develop a positive self-image and identity through play? | Viviana creates opportunities for children to explore identity by offering inclusive and diverse play experiences. She uses open-ended play materials and child-led activities that allow for self-expression. Through supportive language, role modelling, and emotional recognition tools, she encourages confidence and resilience. Her activities celebrate each child's uniqueness, reinforcing their cultural background and personal interests in both spontaneous and planned play. |
| 1. Question: How do you provide opportunities for children to recognise their own and others’ emotions and to release feelings using a range of strategies? | Viviana provides emotional development support by using posters with facial expressions and teaching Australian Sign Language to help young children express feelings. She role models appropriate emotional responses and encourages empathy by talking openly with children about their emotions. She also creates safe environments for children to release feelings through calm-down spaces, open conversations, and emotional literacy experiences tailored to their developmental stage. |
| 1. Question: How do you structure experiences to promote cooperation and conflict resolution among children? | Viviana structures her group experiences to foster cooperation through role modelling and setting clear expectations. She promotes sharing and turn-taking during activities and engages in intentional teaching to address conflicts as they arise. She regularly uses verbal prompts and reflective conversations to help children develop empathy and problem-solving skills. Her approach builds social competence and emotional regulation within the group. |
| 1. Question: Can you describe how you create a literacy-rich environment and engage children with culturally constructed texts? | At Sparrow Early Learning Brighton, Viviana provides a literacy-rich environment using storytelling, songs, and culturally inclusive materials. She incorporates texts and songs in different languages such as Maori and uses Australian Sign Language daily. She also includes diverse cultural practices during group time and special events like NAIDOC Week to promote engagement with culturally constructed texts and language development. |
| 1. Question: How do you provide resources to encourage children to experiment with images and print to support language and literacy learning? | Viviana provides varied resources such as visual literacy posters, sign language materials, and storytelling props to support children’s language and literacy. She encourages children to engage with pictures, signs, and books, using both planned and spontaneous learning opportunities. These resources are developmentally appropriate and stimulate curiosity, allowing children to explore and communicate in creative and meaningful ways. |
| 1. Question: How do you facilitate opportunities for children to participate in science, mathematics, engineering, and technology experiences? | Viviana facilitates STEM opportunities at Sparrow Early Learning Brighton through hands-on, inquiry-based experiences that align with children's interests and development. For example, when using clay for a creative experience, she encouraged children to collect natural materials like sticks and leaves, integrating nature-based science learning. She engages children in discussions and open-ended questioning during play to develop critical thinking. By introducing new materials and observing their experimentation, she incorporates foundational STEM concepts in a developmentally appropriate and engaging way. |
| 1. Question: How do you implement teaching and learning strategies to support specific developmental areas in early childhood education? | Viviana tailors her teaching strategies to support each child's unique developmental needs across emotional, cognitive, physical, communication, and social areas. She uses play-based learning, intentional teaching, and spontaneous activities to ensure children are meeting their milestones. For example, she integrates emotional development tools like facial expression posters and encourages physical development through outdoor play. Her strategies are responsive and aligned with each child's interests and abilities, supporting holistic learning. |
| 1. Question: How do you assess children's learning obtained from both planned and spontaneous experiences? | Viviana uses a combination of observations, critical reflection, and documentation on Storypark to assess children's learning. She monitors children during both planned and spontaneous activities, adjusting her approaches based on their responses. Viviana involves children in the process by encouraging decision-making during play. This enables her to better understand their strengths and interests. She uses frameworks like EYLF and developmental milestones to evaluate learning outcomes, ensuring they align with learning goals. |
| 1. Question: How do you gather feedback from colleagues, families, and children to evaluate your work practices in early childhood education? | Viviana collects feedback through ongoing conversations with families during drop-offs and pick-ups, regular updates on Storypark, and communication books. She also participates in team meetings and hallway catch-ups to share and receive insights from colleagues. Feedback from these interactions helps her adjust her practice, improve her engagement with children, and align with family expectations and service standards. |
| 1. Question: How do you use evaluation outcomes to inform future practice in early childhood education? | Viviana uses feedback and reflections to set goals and make informed changes in her practice. For example, after receiving feedback that transitions from outdoor to indoor time felt rushed, she introduced a calm singing routine outdoors before moving inside. This change was based on evaluating how the previous method impacted children’s well-being. She continuously applies reflective insights and shared evaluations from team discussions to enhance the quality of experiences for children. |
| 1. How do you identify and apply information from at least two different credible sources about the domains of early childhood development, and their interrelationships? | Viviana draws from the Early Years Learning Framework and developmental milestone resources to inform her understanding of the interrelated domains of development. She considers how emotional, physical, cognitive, and communication skills overlap when planning activities. For instance, when supporting emotional development with visual aids, she also facilitates language growth by using sign language. Her approach ensures she caters to the child’s overall development using multiple informed sources. |
| 1. How do you plan and document four experiences for children aged from birth to six years, incorporating routines, play, transitions, and opportunities for development across cognitive, communication, emotional, physical, and social areas? | Viviana plans and documents a variety of experiences that incorporate daily routines and transitions while supporting development in key areas. Example 1: During outdoor play, she includes gross motor activities to support physical and social skills. Example 2: Circle time involves emotional expression through songs and storytelling. Example 3: Art sessions using natural materials and clay encourage cognitive and emotional expression. Example 4: Transition times are supported with music and group discussions, aiding communication and emotional regulation. Each activity is documented through Storypark with learning goals and reflections. |
| 1. How do you provide two experiences for individual children, incorporating cognitive, communication, emotional, physical, and social development, as outlined in the planned documentation? | Example 1: For a child interested in water play, Viviana set up a sensory water table, supporting physical development and communication through new vocabulary and peer interaction. Example 2: For a child developing emotional regulation, she used visual emotion charts and guided the child in identifying feelings, enhancing emotional awareness and social skills. These experiences were planned and recorded, reflecting each child’s developmental goals. |
| 1. How do you provide two experiences on separate occasions for groups of children, ensuring cognitive, communication, emotional, physical, and social development, as outlined in the planned documentation? | Example 1: Viviana facilitated a group clay and nature play activity, encouraging children to explore textures, share resources, and express creativity, covering cognitive, physical, and social development. Example 2: During NAIDOC Week, she led group art activities such as rock painting and engaged children in didgeridoo sessions, promoting emotional connection, cultural awareness, and communication. These group experiences were documented and reflected in planned curriculum outcomes. |
| 1. How do you use observation, collaboration, and critical reflection to evaluate the four experiences and document evaluation outcomes? | Viviana observes children during activities and uses Storypark to document engagement, achievements, and areas for improvement. She collaborates with colleagues during team meetings to discuss observations and share feedback. Through regular critical reflection, she evaluates what worked well and what could be improved. These evaluations inform adjustments in her planning, ensuring future experiences are more aligned with children’s developmental needs and interests. |

## **CHCECE043 Nurture creativity in children**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| Date and Time of Observation: | 18/07/2025 9-10am |
| Place of Observation: | Sparrow Early Learning Brighton |
| 1. How do you explore the role of the arts in early childhood development and learning, considering the requirements of the National Quality Standard (NQS) and related regulations and laws, including children’s health and safety, educational program and practice, physical environment, and relationships with children? | At Sparrow Early Learning Brighton, Viviana supports the role of the arts by integrating open-ended creative experiences into her daily programming, which aligns with the NQS standards for Educational Program and Practice and Relationships with Children. She provides activities that are both engaging and safe, ensuring that children have access to developmentally appropriate materials in a secure and stimulating Physical Environment. For instance, her clay experience involved children using natural materials like sticks and leaves, supporting holistic learning while maintaining Health and Safety through supervision and appropriate materials. She stays informed about best practices and reflects regularly to ensure her approach remains aligned with relevant policies and frameworks. |
| 1. How do you understand the concept of creative freedom and its positive connection to development and learning, incorporating insights from current research and theories about the importance of creative freedom in fostering children's agency and self-expression? | Viviana embraces creative freedom by offering children open-ended resources and supporting their right to self-expression through play. She consistently encourages children to explore different materials without focusing on perfection, reinforcing their autonomy and confidence. When a child’s creative attempt doesn't go as expected, she uses Positive Language to encourage trying again, recognising that the process itself fosters problem-solving, emotional growth, and agency. Her approach supports current theories that value the creative process as central to development, and she ensures that each child is supported to express themselves freely and without fear of failure. |
| 1. How do you identify the connection between creativity and different learning dispositions, integrating insights from current research and theories about the value of process as well as product in the artistic process? | Viviana recognises the link between creativity and learning dispositions such as persistence, curiosity, and confidence. She focuses on the child’s creative journey rather than the final product, enabling children to make meaningful choices and express their emotions. In her clay activity, she observed how children engaged deeply in exploration, using their imagination and collaborating with peers. This approach highlights the value of process-oriented learning, fostering social and emotional development while also encouraging independence and creativity, consistent with current theories in early childhood education. |
| 1. How do you provide opportunities for children to be exposed to a range of art forms and artists from diverse cultures, considering insights from current research and theories about arts and creativity in diverse cultures? | At her centre, Viviana integrates a wide range of cultural expressions into the curriculum to foster appreciation of diversity. For example, she includes singing in Maori during group time and uses Australian Sign Language throughout the day. She also supports open-ended art activities that expose children to various artistic forms and techniques. These practices reflect a culturally responsive approach and align with theories emphasising the importance of representation and inclusivity in arts-based learning. |
| 1. How do you provide experiences that allow children to be exposed to Aboriginal and/or Torres Strait Islander peoples’ art forms and artists, considering the importance of cultural awareness and sensitivity in early childhood education? | Viviana actively incorporates Aboriginal and Torres Strait Islander perspectives into her curriculum. During NAIDOC Week, her class welcomed Jason from Didge for Kids, who demonstrated the didgeridoo and shared cultural knowledge through music. Children also participated in rock painting and other art experiences linked to Indigenous culture. These experiences promote Cultural Awareness and show respect for First Nations Peoples, ensuring children have opportunities to learn about and appreciate Aboriginal and Torres Strait Islander traditions through creative expression. |
| 1. How do you identify opportunities that nurture creativity, based on children’s interests and cultural backgrounds, and match these to appropriate types of resources required, including recycled, repurposed, or reused materials? | Viviana closely observes each child’s interests and considers their cultural backgrounds to plan art experiences that are meaningful and engaging. She uses open-ended and often natural or repurposed materials, like the clay activity where children used bark, leaves, and sticks from the garden. These materials encouraged imaginative construction and creativity. Her approach supports sustainability while promoting creativity, allowing children to explore and express their ideas with materials that reflect their interests and support their development. |
| 1. How do you structure experiences in various creative areas, such as construction, dramatic play, and visual art, to encourage active learning and apply aesthetic values? | Viviana sets up creative spaces that encourage exploration and self-expression across various domains. In her clay activity, for instance, she provided open-ended tools and allowed children to incorporate natural items and toys to enrich their creations. She remains present during these experiences, asking Open-Ended Questions and supporting children as they explore artistic ideas. These structured yet flexible setups encourage Active Learning and help children develop an appreciation for aesthetics through hands-on engagement. |
| 1. How do you research and organise resources required for creative activities, ensuring that materials are accessible, varied, and appropriate for children's developmental stages, while considering maintenance of resources and equipment used in creative experiences? | Viviana ensures all creative materials are developmentally appropriate, well-organised, and accessible to children. She selects a variety of Open-Ended Resources and regularly checks that tools and materials are safe and in good condition. Items are arranged to encourage independent access, which supports autonomy and creative freedom. She maintains the quality of these resources through routine checks and restocking, reflecting her commitment to providing high-quality and inclusive learning environments. |
| 1. How do you select and promote the use of diverse natural and found materials and make them available to children, fostering curiosity, environmental awareness, and appreciation for the natural world? | Viviana promotes environmental awareness by integrating Natural and Found Materials into daily creative experiences. She organises nature-inspired activities where children explore with items such as bark, leaves, and sticks collected from outside. Through these experiences, she fosters children’s appreciation for nature and encourages curiosity about the world around them. Her approach not only nurtures creativity but also instils values of sustainability and respect for the environment. |
| 1. How do you use techniques and skills in the creative areas at a level sufficient to assist children implement their ideas, providing guidance and support while encouraging children's autonomy and self-expression? | Viviana possesses foundational skills in creative areas like sculpting and painting, which she uses to support children during their artistic exploration. She provides gentle guidance when needed, but encourages autonomy by allowing children to make their own choices and test their ideas. During the clay activity, for example, she offered materials and stayed involved to ensure children felt supported, while still giving them the freedom to lead their own creative process. This balance nurtures confidence, self-expression, and skill development. |
| 1. How do you provide time for children to be creative and encourage efforts to extend over days or weeks, allowing for deep exploration and experimentation? | Viviana ensures that creative experiences are not rushed, giving children time to explore materials and revisit activities at their own pace. She provides open-ended resources like clay and natural materials that children can return to and build upon over multiple days. In her clay activity, children gathered sticks, leaves, and bark from outdoors and added elements from their own play, encouraging deep exploration and continuous engagement. Her approach fosters persistence and creativity by allowing ideas to evolve naturally. |
| 1. How do you teach children how to use and care for materials and equipment according to the nature of the activity, promoting responsibility and safety in creative endeavours? | At Sparrow Early Learning Brighton, Viviana guides children in using creative materials responsibly by modelling safe and appropriate practices. She teaches children how to handle tools like glue and scissors carefully, and provides positive reinforcement when they use materials respectfully. By consistently demonstrating proper techniques and involving children in clean-up routines, she encourages them to take responsibility and understand the importance of caring for shared resources. |
| 1. How do you plan and create opportunities for children to collaborate creatively with each other, fostering teamwork, communication, and social-emotional development? | Viviana regularly encourages group-based art activities that promote teamwork and cooperation. In her clay experience, children naturally began collaborating, sharing materials, and combining ideas. She supports this by being present, asking Open-Ended Questions, and guiding conversations that encourage communication and problem-solving. These moments nurture social-emotional development as children learn to negotiate roles, express opinions, and celebrate each other’s creativity. |
| 1. How do you encourage children to use creativity to overcome challenges, fostering resilience and problem-solving skills? | Viviana helps children see mistakes as part of learning by encouraging them to keep trying even when things don’t go as planned. When a child struggles with an activity or outcome, she uses Positive Language and offers different materials or methods to try again. Her supportive, non-judgmental approach builds resilience, while her use of open-ended resources gives children room to find creative solutions and adapt their ideas. |
| 1. How do you use flexibility to respond to children’s interests and needs, adapting art experiences to accommodate diverse learning styles and preferences? | Viviana is attentive to children’s cues and preferences, adapting creative experiences to suit their developmental stages and interests. She mentioned offering a range of materials during creative play—such as clay and natural items—so children can choose what resonates with them. If a child doesn’t enjoy one experience, she gently encourages alternatives without pressure. Her flexible approach honours diverse learning styles while ensuring that each child feels successful and engaged. |
| 1. How do you support children to feel a sense of value and responsibility for equipment and materials through encouragement and modelling, fostering ownership and respect? | Viviana fosters a sense of ownership by inviting children to participate in maintaining the creative environment. She models respectful behaviour by handling materials gently and encouraging children to do the same. Her consistent praise for tidiness and careful use of tools reinforces responsible habits, helping children develop pride and accountability in their shared spaces and resources. |
| 1. How do you use strategies that model creativity by improvising with equipment and materials, demonstrating flexibility and adaptability in the artistic process? | Viviana demonstrates creativity by encouraging children to explore unconventional materials and use them in imaginative ways. In the clay activity, she supported children as they improvised with leaves, bark, and small toys. She stays engaged in their play, asking reflective questions and showing that it’s okay to try different ideas. Her openness to experimentation models adaptability and creative thinking, showing children that there is no single “right” way to be creative. |
| 1. How do you encourage children to pursue their own original ideas, interpretations, and expressions, fostering confidence and self-expression in the artistic process? | Viviana creates a safe space for children to express themselves by validating their efforts and encouraging originality. She celebrates their artwork by engaging in conversations about it and reinforcing their choices with positive feedback. For example, during open-ended play, she invites them to share the story behind their creations, making them feel seen and heard. Her support promotes self-confidence and fosters a love for individual expression. |
| 1. How do you invite children to ask questions and assist them to find their own answers, promoting inquiry-based learning and critical thinking skills in art experiences? | Viviana promotes inquiry-based learning by using Open-Ended Questions that spark curiosity and guide discovery. She might ask, “What else can you add to your sculpture?” or “How do you think we can make this stand up?” These types of prompts encourage critical thinking and allow children to take ownership of the problem-solving process. Her approach gives space for experimentation and helps children develop confidence in finding their own solutions. |
| 1. How do you engage children in talking about their creations and ask them open-ended questions, promoting reflection, communication, and language development? | Viviana supports reflection and language growth by actively discussing children’s artwork with them. She asks questions like “Tell me about what you made,” or “How did you come up with this idea?” to encourage communication and deeper thinking. These conversations promote Vocabulary Development and help children feel proud of their creative process. By valuing their ideas, she nurtures both cognitive and emotional growth. |
| 1. How do you model and share enthusiasm for creative work with children, inspiring a love for art and fostering a positive attitude towards self-expression? | Viviana shares her enthusiasm for creativity by being actively involved in children's play and artistic experiences. She joins in their activities, asks Open-Ended Questions, and provides verbal encouragement that highlights specific elements of their work. For instance, during a clay experience, she praised children’s imaginative use of natural materials, reinforcing their efforts and inspiring them to express their ideas with confidence and joy. Her presence and positive reinforcement help children feel proud of their creativity. |
| 1. How do you show respect and seek permission from children regarding their creative work, promoting autonomy and ownership over their artistic expressions? | Viviana supports children's autonomy by always respecting their creative choices. Before displaying artwork or sharing it on Storypark, she ensures children are comfortable with it and seeks their permission. She validates their preferences by acknowledging their decision-making and giving them control over how their work is presented. This approach promotes a sense of ownership and respect for their ideas. |
| 1. How do you encourage children to respect and appreciate the creative effort of their peers, fostering a supportive and inclusive art community? | Viviana fosters a culture of mutual respect by encouraging children to admire each other’s work. She uses group discussions and shared storytelling to let children explain their creations, which allows peers to comment positively and ask questions. These interactions help children learn to appreciate diverse forms of expression and build a supportive and inclusive environment. She also models positive feedback to reinforce respectful communication. |
| 1. How do you identify and use opportunities to gather feedback from colleagues, families, and children, seeking diverse perspectives on the impact of art experiences? | Viviana gathers feedback through regular conversations with families at drop-off and pick-up times, using Storypark updates, and engaging in reflective discussions with colleagues. She asks families for their input on children’s interests and uses their feedback to improve and tailor creative experiences. She also observes children’s reactions and involvement to assess what works well, creating a loop of ongoing evaluation and improvement. |
| 1. How do you use and expand on children’s ideas in relation to creativity, incorporating their interests and suggestions into future art experiences? | Viviana regularly builds on children’s interests when planning future activities. For example, if a child expresses a preference for tactile materials or nature-based play, she incorporates those elements into the next experience, such as including natural loose parts in creative setups. She listens closely to their suggestions during play and uses these to guide her planning, ensuring each experience is meaningful and child-led. |
| 1. How do you collaborate with others to regularly evaluate children’s participation in experiences and document outcomes according to service policies and procedures, ensuring accountability and continuous improvement? | Viviana collaborates with her team during regular staff and hallway meetings to discuss children’s engagement and evaluate program effectiveness. They follow centre policies to document learning outcomes using Storypark and through written reflections. This documentation process supports accountability and informs future planning, ensuring the program continues to evolve based on real insights from the learning environment. |
| 1. How do you use evaluation outcomes to inform future practice, making adjustments and enhancements to art experiences based on insights gained from assessment and reflection? | Viviana uses reflection and feedback to refine her practice. For example, after receiving feedback about rushed transitions, she changed how her class moved from outdoor to indoor by adding a calm song time to ease the shift. Similarly, she adjusts creative activities based on observed interests and engagement levels, ensuring each experience remains responsive, inclusive, and stimulating. |
| 1. How do you monitor children’s role in creativity through observation and critical reflection, assessing their engagement, problem-solving skills, and self-expression in art activities, while also engaging in critical reflection to enhance my own professional practice? In your response please consider: why and how educators use critical reflection what makes for meaningful critical reflection | Viviana observes children’s participation during creative activities, noting their level of engagement, confidence, and interaction with materials. She uses these observations to reflect on the effectiveness of each experience. She conducts monthly reflections and seeks feedback from management to identify areas for growth. For her, meaningful Critical Reflection involves honest evaluation, a willingness to adapt, and a commitment to improving both the children’s experiences and her own practice. |
| 1. How do you plan and implement at least three experiences for children between the ages of birth and six years that collectively involve construction, digital technologies, dramatic play, imaginative play, language and storytelling, movement, music, STEAM, and visual art, ensuring diverse and engaging learning opportunities? | Example 1: Viviana facilitated a clay-based construction activity where children collected natural items like leaves and sticks to use with clay. This activity involved Construction, Imaginative Play, and Visual Art.  Example 2: During group time, she integrated Music and Language through singing in Maori and using Australian Sign Language, supporting both cultural understanding and communication.  Example 3: On NAIDOC Week, she engaged children with dramatic and musical play through a didgeridoo demonstration by Jason from Didge for Kids, enhancing their appreciation of culture and STEAM learning through sensory and auditory exploration. |

## **CHCECE044 Facilitate compliance in a children’s education and care service**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you identify and access sources of information about the NQF, seeking assistance if clarification is required on interpretation of any aspect of the framework, including key components such as the National Quality Standard (NQS), Education and Care Services National Law and Regulations, assessment and quality rating process, relevant approved learning frameworks, and the role of national and state/territory governing bodies? | Viviana identifies and accesses reliable sources of information about the National Quality Framework (NQF) by referring to official platforms such as the ACECQA website. These platforms provide current and comprehensive updates on the National Quality Standard (NQS), the Education and Care Services National Law and Regulations, and the assessment and quality rating process. If clarification is needed, she consults her leadership team or reaches out to senior staff and colleagues who are more experienced with the interpretation and practical application of these components in daily operations. |
| 1. How do you support staff understanding of the NQF and other legislation and regulations relevant to the service through clear and consistent provision of information, including requirements of each of the quality areas within the National Quality Standard, the key purpose of the Education and Care Services National Law and associated regulations, and relevant approved learning frameworks? | At Sparrow Early Learning Brighton, Viviana supports staff understanding of the NQF and related legislation by engaging in regular discussions with team members and participating in monthly meetings. She shares her knowledge on the purpose and expectations within each Quality Area of the NQS and promotes open communication to clarify any queries. She also ensures that the team is aware of how the approved learning frameworks guide their daily programs and practices, and encourages questions during hallway meetings to keep everyone informed and confident in their compliance responsibilities. |
| 1. How do you analyse the NQS and determine the relevance of its components to the service, including requirements of each of the quality areas and how they align with service practices and goals? | Viviana analyses the NQS by reflecting on how each Quality Area relates to current practices within the service. For example, she ensures that the educational program and practice in Quality Area 1 align with the children’s interests, observations, and development needs. She also uses regular staff meetings to review how different quality areas are applied in practice, such as maintaining safe environments (Quality Area 2) and ensuring respectful relationships (Quality Area 5). This reflective process allows her to tailor the framework to the goals of Sparrow Early Learning Brighton and improve service delivery. |
| 1. How do you interpret details and requirements of the assessment and rating process and share information with all staff in the service, including levels of quality rating, steps in the process, and the role of national and state/territory governing bodies? | Viviana ensures that her team understands the assessment and rating process by sharing what she knows during team meetings and hallway catch-ups. She discusses the different quality rating levels and explains the steps involved, including self-assessment, submission of the QIP, and the visit from assessors. She also informs the team about the role of ACECQA and state regulators in monitoring compliance. Viviana leads by example, showing how to follow policies properly and encouraging staff to stay up to date with expectations through regular reviews. |
| 1. How do you determine ways to collect information from staff, children, families, and the community to inform self-assessment on a regular ongoing basis, considering the key stakeholders in the quality improvement process and how they may be engaged at different stages? | Viviana collects information for self-assessment through multiple strategies. She engages in regular conversations with families during drop-off and pick-up times, encourages them to use communication books and Storypark for feedback, and welcomes their input during casual interactions. Staff meetings and hallway meetings provide space for educators to share insights. Children's interests are observed and documented throughout the day, and family input is encouraged through surveys or informal chats. This ongoing engagement ensures that self-assessment reflects the voices of all key stakeholders. |
| 1. How do you share ideas with colleagues and involve them in the collection of information to inform self-assessment, ensuring collaboration and ownership of the process? | Viviana creates a collaborative environment by encouraging her colleagues to participate in regular meetings and idea-sharing sessions. During these meetings, she listens to their feedback and encourages contributions about what’s working well and what can be improved. For example, hallway discussions serve as a casual yet effective way to check in and involve others in reviewing daily practices. Viviana also helps allocate tasks based on each educator’s strengths, promoting team ownership of the self-assessment process. |
| 1. How do you record information collected during the self-assessment process against standards and elements in the NQS, ensuring comprehensive documentation and alignment with regulatory requirements? | Viviana ensures accurate and organised recording of self-assessment information by using tools and templates provided by her service and Storypark. She aligns the documented feedback with the relevant NQS standards and elements, capturing observations and reflections in a way that supports quality improvement. This process includes linking children’s developmental observations and educator reflections to specific quality areas, ensuring they are ready for review during assessment and rating. |
| 1. How do you make self-assessment data available at the service to inform discussion of the assessment and rating process, promoting transparency and accountability? | At Sparrow Early Learning Brighton, Viviana ensures transparency by sharing self-assessment data through visual displays, daily reflections, and team discussions. She actively contributes during regular meetings where the team reviews reflections, feedback, and documentation. These discussions help staff understand the current standards, areas for improvement, and prepare for future assessment visits. This open approach promotes accountability and keeps all staff involved in maintaining high standards. |
| 1. How do you use the information gathered in the self-assessment process to inform the development of the QIP, ensuring that identified areas for improvement are addressed effectively? | Viviana uses insights from self-assessment to guide the development of the Quality Improvement Plan (QIP). She identifies areas that need enhancement—such as improving transitions or refining health and safety procedures—and discusses these with her team and management. Together, they set achievable goals, like modifying routines or updating resources, and document these in the QIP. This ensures continuous improvement and that the QIP reflects the service’s unique needs and goals. |
| 1. How do you collaborate with stakeholders to identify strengths and key improvements sought within the service, promoting ownership and commitment to the QIP? | Viviana works collaboratively with staff, families, and community members to identify strengths and opportunities for improvement. She gathers feedback through Storypark updates, parent chats, and meetings. For example, when addressing transitions, she responded to feedback and trialled new routines that became part of their continuous improvement strategy. By encouraging input and valuing each stakeholder’s voice, she helps ensure the QIP reflects shared goals and builds a sense of ownership and commitment among all involved. |
| 1. How do you determine how key improvements sought will be reflected in the QIP, ensuring that goals and strategies are clearly defined and actionable? | Viviana works with her team to turn identified areas for improvement into well-defined and achievable goals within the Quality Improvement Plan (QIP). She uses information from family feedback, educator reflections, and suggestions from team meetings to guide this process. Improvements are discussed and broken down into clear, actionable steps during collaborative discussions. Viviana ensures each goal is Specific, Measurable, Achievable, Relevant, and Time-bound (SMART), which allows her team to stay focused and measure progress effectively. |
| 1. How do you record and use the information gathered in the self-assessment process to inform the development of the Quality Improvement Plan (QIP) for two quality areas in an education and care service, considering:  * the key components of the National Quality Framework and their content, including the National Quality Standard (NQS), requirements of each of the quality areas, * Education and Care Services National Law and Regulations, * key purpose of the law and associated regulations, * assessment and quality rating process, levels of quality rating, steps in the process, * relevant approved learning frameworks, role of national and state/territory governing bodies, * key stakeholders in the quality improvement process and how they may be engaged at different stages, educators, children, families, local community, * compliance support resources, including government and non-government, and * contemporary principles and emerging trends and research in service delivery areas? | Viviana uses the self-assessment process to guide targeted improvements in both Quality Area 1: Educational Program and Practice and Quality Area 5: Relationships with Children. For Quality Area 1, she documents how children's interests guide the learning program and uses EYLF and daily reflections to evaluate and adjust activities. For Quality Area 5, she focuses on strengthening child-educator bonds through active listening, kindness, and building secure routines. She gathers feedback from families during drop-off and pick-up, incorporates reflections through Storypark, and collaborates with staff during hallway and formal meetings. Viviana aligns all improvements with the NQS, Education and Care Services National Law, and assessment processes. She also uses available compliance tools and templates to record goals, assign responsibilities, and ensure alignment with approved frameworks and emerging best practices. By reflecting on documentation and team feedback, Viviana ensures the QIP is accurate, inclusive, and responsive to children’s developmental needs and family expectations. |
| 1. How do you plan collaboration with stakeholders on a regular basis to review the QIP, promoting continuous improvement and accountability? | Viviana maintains an open and ongoing dialogue with stakeholders by engaging them in regular conversations, Storypark communications, and daily updates during drop-off and pick-up. She involves families in giving feedback and shares key updates on progress during staff meetings and hallway discussions. This collaborative approach ensures that everyone remains informed, committed, and able to contribute to continuous quality improvement. Viviana also encourages her colleagues to reflect on what’s working and where changes may be needed, keeping the QIP dynamic and responsive to evolving needs. |
| 1. How do you provide timely advice about the assessment visit and schedule meetings with stakeholders and staff to ensure adequate preparation, considering the role of national and state/territory governing bodies in the assessment process? | Viviana keeps her team well-informed about upcoming assessment visits by discussing them during staff meetings and hallway conversations. She provides timely reminders and uses clear communication to ensure all educators are prepared and aware of their roles. Viviana discusses expectations, clarifies responsibilities, and highlights the importance of aligning with ACECQA and regulatory authority requirements. These early preparations help reduce anxiety and promote confidence among the staff. |
| 1. How do you check for accuracy and completion of all documentation required for rating and assessment, including relevant compliance support resources provided by government and non-government organisations? | Viviana uses checklists and the Storypark platform to review and manage all relevant documentation for the assessment and rating process. She ensures that all observations, reflections, and updates are recorded accurately and in line with the NQS and other regulations. She refers to compliance support resources and regularly reviews policies and procedures to ensure everything is current and complete. Team meetings are used to cross-check information and confirm that documentation meets the expectations of both government and non-government regulatory bodies. |
| 1. How do you provide clear information to staff about individual and team requirements during the rating and assessment visit, ensuring readiness and confidence in their roles? | Viviana supports her team in preparing for the assessment visit by clearly explaining each person's responsibilities and providing ongoing guidance during team meetings. She shares expectations during informal hallway chats and ensures that staff are confident in discussing their work, daily routines, and documentation. Viviana encourages open communication so that team members feel supported and ready to demonstrate compliance with the National Quality Framework during the visit. |

## **CHCECE045 Foster positive and respectful interactions and behaviour in children**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How can you collaborate with colleagues about expectations for positive and respectful interactions and behaviour, taking into consideration various factors such as:  * the actions of others, * the child’s need for agency, * their history, * group dynamics, * illness, personality, * recent and current events, * and the size of the group * National Quality Standard (NQS), including collaborative partnerships with families and communities, * and the philosophy, policies, and procedures of the service? * how they are implemented, monitored and evaluated? | At Sparrow Early Learning Brighton, Viviana collaborates with her colleagues through open communication and regular team meetings, where they discuss strategies and reflect on children’s behaviour in relation to their individual needs, personalities, and group dynamics. They ensure that the expectations for Positive and Respectful Interactions and Behaviour reflect children’s agency, current wellbeing, and cultural backgrounds. Viviana contributes to these discussions by offering feedback based on her observations and by considering children’s history, their unique personalities, and any recent or current events affecting the group. She helps monitor how group size and illnesses impact dynamics and ensures that educators are responsive to changing circumstances. Viviana aligns her practices with the National Quality Standard (particularly Quality Area 5: Relationships with Children and Quality Area 1: Educational Program and Practice), the service philosophy, and policies and procedures. These standards are implemented through consistent day-to-day interactions, sleep and hygiene routines, and visual support tools for children. Monitoring is conducted through daily checklists, reflective practices, and staff meetings. Evaluation takes place through feedback loops with families via Storypark, policy reviews, and discussions with leadership. This collaborative and reflective approach supports the development of a Quality Improvement Plan and ongoing professional growth among educators. |
| 1. How do you collaborate with children to develop expectations for positive and respectful interactions and behaviour, incorporating their perspectives and fostering a sense of ownership, in alignment with principles of the UN Convention on the Rights of the Child? | Viviana fosters collaboration with children by respecting their individual voices and incorporating their perspectives into everyday routines. She ensures that each child feels heard and supported, providing them with the opportunity to express emotions and preferences, even at a young age. This approach honours the principles of the UN Convention on the Rights of the Child, particularly the right of children to express their views freely. To promote a sense of ownership, Viviana uses visual aids such as posters showing emotions and Australian Sign Language to support communication. She engages children with gentle verbal prompts and open-ended questions, guiding them to understand and practise Positive and Respectful Interactions. By embedding these strategies into the learning environment, she empowers children to participate meaningfully and develop a sense of belonging and agency. |
| 1. How do you identify strategies that support children in managing their own pro-social skills and regulation, considering individual children's needs, cultures, and backgrounds, and drawing on current and emerging theory and research about developing children’s cooperative behaviour? | Viviana identifies strategies for developing Pro-social Skills and Self-regulation by first getting to know each child individually. She considers their unique needs, family backgrounds, and developmental stages. Her use of open-ended questioning and gentle reminders encourages children to reflect on their choices. She applies strategies such as positive reinforcement and modelling respectful communication to guide children’s cooperative behaviour. Viviana draws from current practices in early childhood education by embedding relationship-based guidance and emotional recognition through visual tools. She adapts her approach to the child’s communication level and culture, using techniques like role-modelling and structured routines to foster calm and consistent responses. These strategies are designed to help children regulate emotions, form positive relationships, and develop social understanding over time. |
| 1. How do you assess the impact of the physical and social environment and curriculum on children's behaviour to ensure alignment with the NQS, particularly focusing on relationships with children and features of environments that nurture positive relationships and a sense of belonging? | At Sparrow Early Learning Brighton, Viviana assesses both the physical and social environment to ensure it nurtures positive relationships and supports a Sense of Belonging. She observes how children interact during activities and throughout the day, noting how the setup of the learning environment either promotes or limits connection. She ensures that both indoor and outdoor spaces support group interactions and individual needs. Viviana facilitates open-ended, child-led play, which is central to the curriculum, and incorporates flexible routines that provide emotional security. She ensures all strategies are aligned with the National Quality Standard, especially around Relationship building and Curriculum planning. Her reflections and team discussions allow for ongoing adjustments to improve children’s engagement and wellbeing. |
| 1. How do you observe children and provide clear and consistent support to encourage positive interactions and behaviour, considering the Early Childhood Australia Code of Ethics and relationship-based guidance strategies? | Viviana uses a Relationship-Based Guidance approach rooted in the Early Childhood Australia Code of Ethics to observe and respond to children’s needs consistently and respectfully. She builds trusting relationships by being approachable, empathetic, and present in every interaction. Viviana encourages Positive Interactions through gentle verbal prompts, positive reinforcement, and open-ended engagement. She role-models respectful communication, supports emotional expression through visual cues, and offers consistent verbal reminders to reinforce expectations. Her daily practices reflect ethical responsibilities and help children feel safe, supported, and understood. |
| 1. How do you model consistent approaches and provide support to colleagues through coaching and mentoring, drawing on current and emerging theory and research about developing children’s cooperative behaviour? | Viviana models consistency and supports colleagues through everyday collaboration and reflective dialogue. She leads by example—demonstrating respectful communication with children, maintaining calm during challenges, and sharing behaviour strategies with her team. Her approach draws on current understanding of child development, focusing on responsive caregiving and emotional support. She encourages team members to reflect on what works and guides new staff during induction by showing them practical methods for promoting cooperation. Her support fosters a team culture that embraces continuous learning and evidence-informed practices, enhancing overall educator capacity to guide children’s social behaviour. |
| 1. How do you assist children to resolve conflicts appropriate to their age and stage of development, incorporating frameworks for observing children to understand individual needs? | Viviana assists young children in resolving conflict by using simple language, visual aids, and emotional recognition tools appropriate for toddlers. She patiently guides them through identifying their feelings and offers strategies like sharing, turn-taking, and using basic sign language. Through ongoing observation, she learns each child’s temperament and communication style, which informs her guidance. Her responses are developmentally appropriate, with the goal of helping children build skills in Self-regulation and conflict resolution. These strategies are supported by her knowledge of child development and relationship-based frameworks. |
| 1. How do you collaborate with children to develop alternative responses and behaviours, ensuring their active involvement in the process and drawing on relationship-based guidance strategies? | Viviana collaborates with children to explore Alternative Behaviours by involving them in discussions and problem-solving suited to their age level. She encourages them to try different ways of responding to situations, especially when emotions run high or conflicts arise. She uses relationship-based techniques such as modelling calm responses, encouraging verbal expression, and validating children’s feelings. By fostering a safe and responsive environment, Viviana gives children the confidence to express themselves and make better behavioural choices. Her active involvement and gentle support empower children to take ownership of their social interactions. |
| 1. How do you recognise factors that may cause challenges for children's ability to interact positively and engage in the curriculum, considering diverse backgrounds and individual needs, as well as contrasting beliefs and family beliefs about behaviour in different cultures and social groups? | Viviana recognises a range of factors that influence children’s behaviour, including cultural background, family routines, developmental delays, and emotional states. She builds relationships with families to learn about home life and preferences, allowing her to adjust expectations and support each child appropriately. She acknowledges that different cultures may have varying beliefs about behaviour and discipline, and she respects those differences by incorporating cultural practices and routines into the classroom. Through collaboration with families and observation of individual needs, she provides responsive strategies that support engagement and participation in the curriculum. |
| 1. How do you recognise the effects of my own life experiences and ideologies on perspectives about children's behaviour, ensuring objectivity and cultural competence, and using critical reflection to identify and respond to this? | Viviana uses Critical Reflection to assess how her personal beliefs and experiences influence her interpretation of children’s behaviour. She acknowledges that her upbringing and views may carry unconscious bias, and she actively seeks feedback from colleagues and management to challenge and refine her approach. She engages in regular professional development and training to build Cultural Competence, ensuring that she responds appropriately to diverse needs. By reflecting on her actions through Storypark and team discussions, Viviana ensures she remains objective, ethical, and inclusive in her interactions and behavioural guidance. |
| 1. How do you observe and document patterns of challenging behaviour according to service policies and procedures, ensuring accuracy and confidentiality, and processes for identifying and recording challenging behaviours? | Viviana observes and documents challenging behaviour using the appropriate policies and systems in place at Sparrow Early Learning Brighton. She completes incident reports through the Storypark platform, clearly recording the incident, how it occurred, and the steps taken. She ensures accuracy by including details such as what led up to the behaviour (antecedent), the behaviour itself, and the result or consequence. Confidentiality is maintained at all times by storing records securely and limiting access to authorised personnel. Viviana adheres to the service’s documentation procedures and ensures that her records are professional, respectful, and objective, upholding ethical and legal responsibilities. |
| 1. How do you identify and reflect on the variables and influences that do impact an individual child's behaviour and how this may inform responses, considering stages of child development and age-appropriate expectations of behaviour? | Viviana reflects on multiple variables that influence a child’s behaviour, including developmental stage, emotional wellbeing, and family context. She acknowledges that children aged 1½ to 2½ are still learning to manage big emotions and often express themselves physically or nonverbally. She pays close attention to how a child’s routine, communication style, or current events like illness or changes at home might impact their behaviour. Through observation and thoughtful consideration, she ensures her responses are developmentally appropriate and guided by an understanding of each child’s temperament and background. Her ability to tailor support enhances the child’s learning and sense of security. |
| 1. How do you identify and respond to the needs of other children who may be affected by the behaviour, ensuring a supportive and inclusive environment for all? | Viviana is highly mindful of how one child’s behaviour may impact others. She ensures all children feel safe and supported by maintaining open communication and emotional reassurance. When disruptions occur, she takes time to comfort children who may be affected and explains what is happening in a calm and age-appropriate manner. She also uses strategies like group discussions, emotional recognition posters, and guided play to help all children develop empathy and understanding. These practices foster a supportive, Inclusive Environment where children learn to recognise emotions and support one another, even in the presence of behavioural challenges. |
| 1. How do you analyse information regarding identified behaviour and use a collaborative approach to planning, ensuring input from relevant stakeholders and adherence to service policies, incorporating principles of the UN Convention on the Rights of the Child? | When a challenging behaviour arises, Viviana collects information through observation and incident documentation, and she collaborates with her colleagues and the child’s family to explore causes and solutions. She ensures the child's voice is considered by observing their preferences and behaviours, aligning with the UN Convention on the Rights of the Child, which affirms the child’s right to be heard. Viviana promotes a team-based approach, engaging in conversations with families and staff during meetings or through Storypark updates. By following service policy and encouraging shared decision-making, she helps co-develop responsive strategies that meet the child's developmental and emotional needs. |
| 1. How do you identify long-term and short-term objectives that are consistent with the child's cultural practices, abilities, age, and developmental stage, in line with requirements of the National Quality Standard? | Viviana sets both short- and long-term objectives tailored to the child’s age, development, and cultural background. For instance, if a child is developing early language skills or learning to self-regulate, her goals may include enhancing communication through sign language and supporting emotional literacy using visual aids. She collaborates with families to ensure cultural values are acknowledged—such as incorporating home routines into care or celebrating diverse traditions. These goals are aligned with the National Quality Standard, especially in areas promoting partnerships with families and developmental appropriateness. |
| 1. How do you identify situations where advice or liaison with other professionals or authorities is needed and take action according to service policies and procedures, ensuring timely and appropriate support, considering potential contributing factors to behaviours? | Viviana identifies the need for professional involvement when a child’s behaviour suggests there may be underlying developmental, emotional, or social challenges beyond everyday responses. For example, if behaviour persists despite support, she consults with the service director or educational leader and suggests involving allied health professionals like speech therapists or child psychologists. She considers contributing factors such as trauma, language barriers, or cultural expectations and follows the service’s policies for timely referral or mandatory reporting where necessary. Her proactive and sensitive approach ensures the child receives the appropriate intervention and care. |
| 1. How do you develop and document the plan according to service policies and procedures and in consultation with the child's family, ensuring transparency and collaboration, while considering different family beliefs about behaviour in different cultures and social groups? | Viviana develops support strategies collaboratively with families, often during drop-offs or pickups, and through Storypark. She listens carefully to family concerns and preferences, explaining any planned interventions respectfully. She understands that families may hold different cultural beliefs about behaviour and ensures her strategies honour those perspectives. Plans are documented clearly and aligned with service policy. For example, if a family prioritises calm, structured transitions at home, Viviana mirrors this at the centre by introducing quiet rituals or music before group transitions. Through this open and respectful dialogue, she ensures the support plan is culturally responsive and practical. |
| 1. How do you collaborate with all those involved to implement the support plan, ensuring coordinated and consistent support across settings, and considering how own values impact perspectives on behaviour and using critical reflection to identify and respond to this? | Viviana ensures consistency in the implementation of behaviour support plans by regularly communicating with team members and families. She provides updates through team discussions, Storypark posts, and daily conversations to maintain alignment across all environments. She reflects on her own values and upbringing to ensure they do not bias her interpretation of a child’s actions. By engaging in Critical Reflection, Viviana considers alternative cultural and behavioural perspectives. This helps her to approach situations objectively and respectfully, ensuring that all involved are working together to meet the child’s best interests. |
| 1. How do you support colleagues to implement the plan effectively and consistently through coaching and mentoring, ensuring adherence to evidence-based practices and current and emerging theory and research about developing children’s cooperative behaviour? | Viviana supports her colleagues through mentoring and informal coaching. She leads by example, particularly when a new staff member joins, guiding them through routines, expectations, and strategies for Positive Behaviour Support. She shares approaches that have worked well, such as using emotional recognition charts, open-ended questioning, and maintaining calm during transitions. Her mentoring is informed by current theories of child development, emphasising empathy, modelling, and consistent expectations. She also reflects on feedback from colleagues and encourages continuous learning, ensuring all educators are confident and aligned in their support for children’s cooperative behaviour. |
| 1. How do you review the child's progress regularly using critical reflection and modify the plan where necessary in consultation with colleagues, family members, and others caring for the child, ensuring responsiveness to evolving needs, and considering different family beliefs about behaviour in different cultures and social groups? | Viviana reviews each child’s progress through regular observation and feedback from both colleagues and families. Using Storypark and daily conversations, she stays informed about any changes in behaviour or wellbeing. She reflects on what is or isn’t working, and where needed, adapts the strategies in collaboration with her team and the child’s family. She listens closely to families' feedback, particularly when it relates to cultural values or home routines. If a particular behaviour support method conflicts with family expectations, she discusses alternatives and modifies the approach to respect their beliefs. Her use of Critical Reflection and open communication ensures the plan remains responsive and culturally sensitive. |
| 1. How do you critically reflect on my own pedagogy to inform future practice, ensuring ongoing professional growth and development, and considering frameworks for observing children to understand individual needs and processes for identifying and recording challenging behaviours? | Viviana engages in Critical Reflection by regularly assessing how her actions, communication, and teaching strategies influence children's behaviour and learning. At Sparrow Early Learning Brighton, she uses Storypark as a platform to reflect on her monthly practices and to document how she interacts with children. She uses these reflections, alongside feedback from management, to evaluate what improvements are needed and to recognise areas where her pedagogy can grow. She also participates in ongoing professional development, including annual safe sleep training and regular appraisals with management. When identifying and recording challenging behaviours, Viviana follows clear service procedures by using tools such as Storypark’s incident reports. These tools allow her to track behaviour patterns accurately while maintaining confidentiality. Through observation, documentation, and reflection, she deepens her understanding of each child’s needs and ensures her responses remain respectful, developmentally appropriate, and informed by best practice. |
| 1. How do you effectively assess and support the development of pro-social skills in children, ensuring a comprehensive approach that includes observing social interactions on at least three occasions and identifying emerging pro-social skills, as well as documenting strategies used by educators, and meeting the following benchmarks for two different children who require assistance with self-regulation and pro-social skills. In your response, please include the following:  * Observing and identifying emerging pro-social skills * Documenting strategies used by educators * Reviewing pre-existing information regarding the child’s interactions and behaviour * Reviewing the physical and social environment * Observing and monitoring interactions and responses * Participating in collaborative discussions * Documenting own reflections * Developing, implementing, and evaluating a support plan * Observing and identifying emerging pro-social skills | Viviana supports the development of Pro-social Skills by consistently observing children during social interactions and identifying their strengths and challenges.  Observing and identifying emerging pro-social skills  Example 1: Viviana observed a child comforting a peer who was upset by gently patting their back, showing emerging empathy.  Example 2: During group time, a child used sign language to include a non-verbal peer in a song, demonstrating inclusivity and communication skills.  Example 3: While outdoors, Viviana saw a toddler hand over a toy after another child pointed to it, indicating early sharing behaviour.  Documenting strategies used by educators  Viviana and her colleagues use modelling, verbal praise, and visual prompts. For example, they use positive language, reinforce sharing, and provide consistent routines to support peer cooperation. They also use emotional recognition posters and sign language to aid children in expressing feelings respectfully.  Reviewing pre-existing information regarding the child’s interactions and behaviour  Viviana reviews Storypark observations and daily notes to identify children who struggle with transitions or social engagement. She also gathers family input during pick-up and drop-off to understand home behaviours and align strategies.  Reviewing the physical and social environment  She assessed her classroom’s layout and made adjustments—such as creating defined activity zones—to reduce overstimulation and foster calmer group play.  Observing and monitoring interactions and responses  Viviana monitored a child who frequently became distressed when routines changed. She noted improvements when a visual schedule was introduced, showing a reduction in anxiety and increased cooperation.  Participating in collaborative discussions  Example 1: Viviana participated in a staff meeting where the team discussed a child’s difficulty with transitions and agreed on strategies such as using calming songs during pack-up time.  Example 2: She consulted with her team to review how outdoor free play affected a child’s interactions, deciding to introduce more structured choices for that child.  Documenting own reflections  Viviana reflected that children showed better regulation during slow transitions and that her supportive language played a key role in calming heightened behaviour. These insights prompted her to change routines and be more proactive in identifying triggers.  Developing, implementing, and evaluating a support plan  For a child with sensory sensitivity, Viviana developed a plan including sensory breaks, visual cues, and routine charts. After implementation, she monitored the child’s progress and discussed outcomes in weekly team meetings. Adjustments were made based on the child’s ongoing responses and family feedback, ensuring the plan remained effective and tailored. |

## **CHCECE046 Implement strategies for the inclusion of all children**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you ensure that the curriculum decisions you make in my early childhood education setting promote inclusion and equitable participation for all children, providing specific examples of inclusive practices such as incorporating diverse literature into lesson plans or adapting activities for children with different abilities? | At Sparrow Early Learning Brighton, Viviana ensures that her curriculum decisions promote Inclusion and equitable participation by incorporating cultural diversity and modifying learning experiences for children of all abilities. For example, she includes daily Acknowledgement to Country and incorporates Australian Sign Language into routines, which helps represent First Nations culture and supports children with communication barriers. She also adapts creative activities like clay play to suit various developmental levels by providing open-ended resources and natural materials, allowing all children to engage based on their abilities and interests. Additionally, Viviana uses visual aids, such as emotional recognition posters, to help non-verbal or minimally verbal children identify and express their feelings, ensuring no child is left out of learning and communication experiences. |
| 1. How do you interact with children and families to demonstrate my belief in each child's capacity to succeed, fostering a supportive environment for inclusive learning experiences? | Viviana demonstrates her belief in each child's capacity to succeed by engaging families in open, consistent communication and recognising every child’s strengths. At Sparrow Early Learning Brighton, she regularly uses the Storypark app to provide updates, share learning stories, and celebrate each child’s progress with families. During drop-off and pick-up, she interacts with parents to discuss their child’s development, ensuring they are informed and involved. She actively encourages family input and takes their goals and routines into account, which reflects her commitment to a collaborative approach that supports each child’s growth and potential. |
| 1. How do you identify and utilise opportunities to enhance my professional knowledge about inclusive practices, providing specific examples such as attending diversity workshops or seeking mentorship from experienced educators? | Viviana enhances her professional knowledge by engaging in ongoing Professional Development and reflective practice. At Sparrow Early Learning Brighton, she participates in annual safe sleep training and other learning opportunities provided by the centre. She also actively reflects on her own practices and seeks feedback from management to identify areas for improvement. One instance involved revising the children’s transition routine from outdoor to indoor time after receiving feedback; she implemented a slower, more supportive approach by incorporating group singing, which helped create a calmer transition for all children. |
| 1. How do you ensure that all children feel valued and included as active members of our classroom community, providing specific strategies such as peer buddy systems or cooperative learning activities? | Viviana ensures that all children feel valued and included by fostering a culture of respect, engagement, and equity within her classroom. She builds meaningful relationships with families to better understand each child’s background, abilities, and preferences. She adapts experiences to suit varying developmental levels, such as offering both structured and open-ended activities. Visual supports, Australian Sign Language, and group experiences that encourage collaboration are some of the tools she uses to enable participation for all. Through these inclusive strategies, every child at Sparrow Early Learning Brighton is encouraged to contribute and connect within the classroom community. |
| 1. How do you encourage my colleagues and other stakeholders to adopt inclusive attitudes and practices, utilising proactive communication and modelling behaviours? | At Sparrow Early Learning Brighton, Viviana encourages inclusive attitudes among her colleagues by role-modelling respectful and inclusive interactions with children and families. She maintains a culture of kindness and openness in her room, ensuring team communication is consistent and collaborative. During daily practice and meetings, she promotes equity by sharing inclusive ideas and strategies that work well with her age group, such as using visual cues or adapting play to suit varying needs. Her willingness to guide new staff and involve them in inclusive routines also helps create a supportive, inclusive team environment. |
| 1. How do you identify and reflect on my practices related to inclusion, equity, and diversity to inform continuous improvement, providing specific examples such as journaling reflections or conducting peer observations? | Viviana reflects on her practices by using monthly reflections and digital tools like Storypark to track observations and strategies that support Inclusion, Equity, and Diversity. She evaluates what works well and identifies areas that need adjustment. For example, she identified a rushed transition process during outdoor play and, after reflecting and receiving feedback, changed the routine to include group singing, making the transition more supportive and inclusive. She also engages in regular conversations with colleagues and management to reflect on how inclusive practices can be improved across the classroom. |
| 1. How do you effectively recognise and investigate types of barriers to learning for individual children, employing specific methods such as conducting informal assessments or holding individual conferences with children and their families while demonstrating knowledge required, including requirements of the National Quality Standard and related regulations and laws applicable to this unit? | Viviana demonstrates a thorough understanding of the National Quality Standard by recognising and addressing various barriers to learning through observation and collaboration with families. She conducts informal assessments and uses tools like developmental observations to track children’s progress and detect any potential concerns. When needed, she holds discussions with families to learn more about each child's needs. For example, she pays attention to signs of behavioural or developmental challenges, ensuring appropriate referrals and strategies are considered. She also respects privacy and confidentiality while complying with reporting obligations, especially in cases where a child may be at risk or requires additional support. |
| 1. How do you collect and utilise data to gain a deeper understanding of barriers to learning, employing specific data collection methods such as anecdotal records or developmental checklists while considering legal and ethical considerations that impact practice around inclusion at a leadership level? | At Sparrow Early Learning Brighton, Viviana collects and uses data such as anecdotal records and developmental checklists to better understand each child’s needs and learning progress. She systematically observes behaviour and engagement to identify areas requiring additional support. All records are documented with attention to privacy and are shared only with authorised staff, ensuring legal and ethical requirements are met. This data informs her planning and helps guide conversations with families and professionals, supporting tailored approaches for Inclusion. She also takes care to handle sensitive information with discretion, reinforcing trust with families and accountability in practice. |
| 1. How do you consider a child's abilities, goals, interests, and cultural values when developing an individual plan for support and inclusion, incorporating specific cultural responsiveness strategies such as incorporating cultural celebrations or providing materials in multiple languages, while addressing key provisions of anti-discrimination legislation and human rights framework? | Viviana considers each child’s abilities, interests, and cultural values when planning support and inclusion strategies. She actively seeks family input to learn about home routines and cultural practices. At Sparrow Early Learning Brighton, she celebrates cultural events such as NAIDOC Week and integrates songs in Māori and Australian Sign Language into daily routines, reinforcing cultural identity and inclusion. She also adapts learning materials to meet children’s language and developmental needs. These practices are aligned with Anti-Discrimination Legislation and the Human Rights Framework, ensuring all children are respected, included, and supported to achieve their potential. |
| 1. How do you develop and document individual plans for support and inclusion in collaboration with other professionals and the family, utilising specific communication strategies such as regular meetings or written agreements, while ensuring privacy, confidentiality, and disclosure requirements are met? | Viviana collaborates with families and professionals to create and document Individual Plans for support and inclusion. She uses multiple communication methods, including regular check-ins at drop-off and pick-up, Storypark updates, and phone calls. When a child requires additional support, she meets with families and, when appropriate, other educators or external professionals to agree on goals and strategies, documenting them in line with service policy. She ensures all sensitive information is kept confidential and shared only with those who are authorised, upholding the child’s and family’s right to privacy while fostering a united and supportive approach. |
| 1. How do you support a child and their family's entry into the service through positive and supportive communication, employing specific welcoming practices such as orientation sessions or personalised welcome packets, while considering factors that may impact the inclusion of the child and their family? | Viviana supports a child and their family's entry into Sparrow Early Learning Brighton through kind, supportive, and informative communication. She ensures that families are warmly welcomed by offering orientation opportunities where she explains routines, policies, and what to expect each day. She also takes time to show new educators around, which parallels how she supports children and families—by being helpful, respectful, and inclusive. Viviana adapts these approaches based on family needs and is always approachable, ensuring that new families feel connected and supported from the beginning. |
| 1. How do you assess and reflect on the level of support provided to a child with diverse needs on a regular basis, employing specific assessment tools or reflective practices such as journaling or peer feedback, while considering strategies for individual support and inclusion? | Viviana regularly reflects on her practice to ensure that the support she provides is tailored and effective for children with diverse needs. She uses tools like Storypark to document observations and reflections, which allows her to track children's progress and identify what strategies are working. She also asks for feedback from her colleagues and management during monthly appraisals and day-to-day interactions. One example includes revising the outdoor-to-indoor transition routine to reduce stress for children, a change that resulted from critical feedback and self-reflection. These ongoing assessments help her maintain a high level of inclusive support. |
| 1. How do you communicate with and provide support to others to implement agreed strategies for supporting a child's inclusion and development, employing specific collaboration techniques such as team meetings or shared documentation platforms, while considering ways to promote inclusion across different areas of practice such as curriculum and communication with children, colleagues, and families? | At Sparrow Early Learning Brighton, Viviana supports collaborative implementation of inclusive strategies through regular communication with her team. She attends team meetings, hallway catch-ups, and monthly discussions to ensure that everyone is aware of and aligned with each child’s support strategies. She also communicates through Storypark to keep families informed and engaged. When implementing inclusive plans, she ensures consistency across learning experiences and daily routines, such as incorporating visual supports or adapting play materials to meet diverse needs. These inclusive approaches are discussed and reflected on collectively to support ongoing development. |
| 1. How do you establish and maintain ongoing information exchange with a child's family and appropriate community members about the child's needs and care strategies, employing specific communication channels such as parent-teacher conferences or digital newsletters, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? | Viviana maintains continuous communication with families using drop-off and pick-up conversations, phone calls, daily communication books, and Storypark updates. These methods allow for respectful and responsive sharing of information about the child’s care and development. If there is sensitive or personal information to share, Viviana ensures privacy by only involving authorised individuals. She honours ethical responsibilities by maintaining confidentiality and documenting interactions appropriately. Her open-door approach encourages collaboration while protecting the family’s rights and maintaining trust. |
| 1. How do you respond to the daily needs of children with additional needs and seek assistance when support is required, employing specific strategies such as differentiated instruction or accessing specialised services, while considering factors that may impact the inclusion of the child and their family? | Viviana is highly responsive to the daily needs of children with additional needs, using flexible strategies to meet each child's unique developmental stage. She adapts play and learning activities to suit different learning styles and uses visual cues, open-ended materials, and emotional support tools. When further support is required, she liaises with professionals such as therapists and involves families in the planning. For example, when observing difficulties in transitions or emotional regulation, she collaborates with her team and seeks input from specialists. Her inclusive approach always takes into account the child’s home life and culture to ensure respectful and appropriate support. |
| 1. How do you monitor a child's progress through observation and critical reflection, employing specific observation techniques or assessment tools such as checklists or portfolios, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? | Viviana uses structured observations, checklists, and documentation on Storypark to monitor children’s learning and development. She reflects on this information regularly, considering what adjustments or enhancements might be needed to support the child's progress. All records are handled in accordance with privacy laws, and she ensures only authorised individuals have access. She also includes anecdotal notes and reflections in monthly appraisals, which help her identify what’s working well and where further support may be needed. Her approach is holistic and ethically grounded. |
| 1. How do you identify any barriers to strategies being implemented and trial alternative strategies that may address these barriers, employing specific problem-solving techniques or collaborative approaches such as brainstorming sessions or action research, while considering factors that may impact the inclusion of the child and their family? | Viviana identifies barriers by paying close attention to how strategies are working in practice and reflecting on any signs of stress or disengagement. She discusses concerns with colleagues in team meetings or informal chats to brainstorm alternatives. For example, when the transition between outdoor and indoor time seemed rushed, she tried a new approach involving group singing and slower movement indoors, which resulted in better engagement. She always considers the child’s home environment, cultural background, and abilities when modifying strategies to ensure Inclusion is maintained. |
| 1. How do you identify and discuss issues of concern with relevant colleagues and family members based on goals in the plan, employing specific communication strategies such as structured meetings or progress reports, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? | Viviana identifies and discusses concerns through structured meetings and ongoing communication with families and colleagues. She uses Storypark and verbal updates to share progress and collaborate on solutions when issues arise. For more formal discussions, she respects confidentiality and ensures sensitive matters are only discussed with those directly involved. One example includes giving families regular updates during drop-off and pick-up, supplemented with written notes or phone calls if needed. These open but respectful strategies promote joint problem-solving while meeting legal and ethical requirements. |
| 1. How do you seek and gain family permission before consulting with other professionals regarding the child, employing specific protocols or consent forms to ensure confidentiality and collaboration, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? | Viviana follows strict privacy protocols when it comes to consulting with other professionals. She first explains to families why external consultation is necessary and gains their written consent using service-approved forms. She is transparent about what information will be shared and with whom. By clearly communicating the purpose and respecting confidentiality, she ensures families remain comfortable and included in decision-making. These steps are vital in ensuring ethical and legal compliance while fostering trust with families at Sparrow Early Learning Brighton. |
| 1. How do you implement strategies designed or suggested by family or other professionals, employing specific collaboration techniques such as joint planning meetings or shared documentation platforms, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? | Viviana implements collaboratively agreed-upon strategies by holding planning discussions with families and professionals and documenting the plan using shared systems like Storypark. She ensures each stakeholder understands their role and revisits the strategy regularly to make adjustments as needed. All information shared is handled confidentially, with appropriate consents in place, and she only involves those directly supporting the child. This collaborative, respectful approach ensures that the child receives consistent support across environments while maintaining the family’s privacy and trust. |
| 1. How do you ensure that communication occurs within a culturally and linguistically responsive framework, employing specific communication strategies such as using interpreters or providing translated materials, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? | At Sparrow Early Learning Brighton, Viviana ensures communication occurs within a culturally and linguistically responsive framework by engaging families respectfully and with cultural awareness. She learns about the routines and values of families and incorporates these into daily practices to support familiarity and comfort for the children. For example, she uses basic Australian Sign Language and sings in Māori during group time, supporting both cultural identity and language development. She also adapts communication styles to suit each family’s needs, including using communication books or Storypark for those who prefer written updates. Viviana ensures privacy and confidentiality are upheld by sharing information only with authorised individuals, aligning with ethical and legal standards. |
| 1. How do you closely monitor new strategies and their impact on the child, employing specific data collection methods or evaluation techniques such as pre-and-post assessments or behaviour tracking charts, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? | Viviana monitors the impact of new strategies by observing behaviour changes and engagement levels using documentation tools like Storypark and anecdotal records. She reflects on these observations and consults with her team during regular meetings to evaluate what’s working or what might need adjustment. An example of this is when she revised the transition routine from outdoor to indoor play after observing stress among the children. She implemented group singing to calm them before transitioning, and tracked the improvement through consistent observation. All information collected is treated confidentially, and only shared with the team and families as appropriate, ensuring compliance with privacy and ethical requirements. |
| 1. How do you use evaluation outcomes to inform future practice, employing specific reflection and action planning processes such as SWOT analysis or goal setting, while considering legal and ethical considerations such as privacy, confidentiality, and disclosure requirements? | Viviana uses evaluation outcomes to guide future actions by reflecting on what supports children's inclusion best and what requires improvement. She seeks regular feedback from her colleagues and management, and reflects monthly through her digital documentation on Storypark. When she identified challenges during daily transitions, she responded with a new routine and later evaluated its success through improved child behaviour. She discusses outcomes with her team during meetings and uses them to set new goals for programming. All evaluation data is stored securely and shared respectfully, with ethical and legal considerations around confidentiality always upheld. |
| 1. How do you use critical reflection to evaluate three different areas of practice in the service in terms of how they support inclusion and inclusive practices, considering:  * the requirements of the National Quality Standard and related regulations and laws applicable, * including collaborative partnerships with families and communities, * educational program and practice, * modelling behaviour * physical environment, * and relationships with children, * as well as legal and ethical considerations that impact practice around inclusion at a leadership level, * such as key provisions of anti-discrimination legislation, * human rights framework, positive guidance and behaviour guidance, * and privacy, confidentiality, and disclosure requirements? | Viviana engages in critical reflection to evaluate and improve Inclusion across several key areas of practice at Sparrow Early Learning Brighton: Area 1: Collaborative Partnerships with Families and Communities – Viviana reflects on family communication by evaluating how well she understands each family’s routine and background. She has enhanced communication by offering updates at drop-off and pick-up, and through digital platforms like Storypark. She also uses communication books when needed. This strengthens relationships and respects the diversity of family structures. Area 2: Educational Program and Practice – She ensures that the curriculum reflects cultural and developmental diversity. For example, she includes an Acknowledgement to Country, sings in Māori, and incorporates Australian Sign Language into routines. She adapts creative experiences to suit all levels of ability, such as using natural materials for clay play and sensory tools for expression, ensuring that each child can participate meaningfully. Area 3: Physical Environment – Viviana critically evaluates how accessible and inclusive the room setup is. For younger children aged 1.5 to 2.5 years, she ensures play areas are safe and welcoming, with supervised exploration and spaces that support emotional comfort. Visual supports, hydration stations, and calm spaces for rest are part of her inclusive planning. All reflections are guided by the National Quality Standard and human rights principles, and Viviana ensures that her practice respects Anti-Discrimination Legislation, privacy, and ethical obligations. Her ongoing reflection leads to clear improvements in inclusive practice across the service. |

## **CHCECE047 Analyse information to inform children’s learning**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) | |
| The Student | Explain your understanding of your competency when completing the following tasks: | | |
| Key points to be addressed by the student | | ASSESSOR’S NOTES |
| 1. How do you ensure the comprehensive gathering, documentation, and analysis of detailed information about children's learning and development across six different occasions, utilising a diverse range of at least three distinct tools or methods tailored to each individual child's needs and preferences?   In your response please include different types of information gathering methods:   * anecdotal records * asking questions of children * child records * discussion with families * narratives * learning stories * sociograms * running records * jottings * time or event samples * digital images * cultural maps * samples of children’s work | | At Sparrow Early Learning Brighton, Viviana ensures comprehensive gathering and analysis of children’s learning and development by using a variety of tools tailored to each child's preferences and developmental stage. She consistently observes the children throughout the day and uses Jottings and Running Records to quickly note spontaneous behaviours and significant moments. These informal methods are later expanded into more detailed Learning Stories that capture not only what the child did but also the learning behind the action. For example, Viviana once observed a child deeply engaged with natural materials like sticks and bark during a clay activity. She documented this through photos and a Learning Story that highlighted the child's creativity and exploration of textures. On another occasion, Viviana used Digital Images and Samples of Children’s Work during an art experience where children painted rocks for NAIDOC Week. These artefacts supported a narrative record and gave insights into their cultural understanding and fine motor skills. She also includes information gathered from Discussions with Families to understand routines and preferences that help inform programming, such as incorporating home routines into the child’s day to create continuity. Viviana uses both formal and informal approaches. She gathers data during indoor and outdoor play through Anecdotal Records and by Asking Questions of Children to find out their interests, such as when planning future activities based on observed engagement. Additionally, she documents group times, like the use of Maori songs and Acknowledgement to Country, through Narratives and Jottings, which reflect on children’s social and cultural learning. These multiple tools ensure a holistic and individualised approach to documenting learning over time. |
| 1. How do you ensure that the perspectives of children, families, and other stakeholders are integrated into the information gathered about children's learning and development in the early childhood education environment? | | Viviana integrates the perspectives of children, families, and stakeholders by maintaining ongoing, open communication through various methods. At Sparrow Early Learning Brighton, she engages families daily at drop-off and pick-up times to exchange updates and insights about each child’s experiences and needs. These conversations allow her to gather firsthand information from families and align her support accordingly. She also uses Storypark to share observations and photos with families and invites them to provide feedback or additional context that contributes to a more complete picture of each child's development. Children’s voices are prioritised through intentional practices such as asking open-ended questions during play and observing their spontaneous choices and preferences. Viviana ensures children are heard even if they are non-verbal, using visual aids like Emotion Charts and Australian Sign Language to help them express feelings and preferences. She also integrates feedback from staff meetings and hallway meetings, using collaborative dialogue with other educators to reflect on and enhance the accuracy and relevance of the information collected. |
| 1. How do you demonstrate respect for children through inclusive information gathering practices in the early childhood education setting? | | Viviana demonstrates respect for children by gathering information in ways that honour their individuality, cultural background, and preferred methods of expression. She creates a welcoming environment where children feel safe to share their thoughts and ideas, using inclusive methods like visual prompts and non-verbal cues such as AUSLAN to support children who may not yet be verbal. She remains sensitive to each child’s comfort levels, never forcing participation but encouraging them gently, respecting their right to choose. Through child-led learning and engagement, Viviana tailors her documentation approach to the child’s interests and developmental stage. For instance, if a child prefers to express themselves through art, she collects and analyses their work samples as a representation of their thoughts and learning. She also respects the families' input by ensuring their voices are heard in how their child is documented and supported, recognising cultural preferences and family practices to ensure documentation is both respectful and meaningful. |
| 1. How do you analyse the information gathered about children's development and learning within the context of the learning framework in the early childhood education setting? Please consider the following in your response:  * National Quality Standard and related regulations and laws applicable * stages of the curriculum planning cycle and how to manage that cycle: * stages of child development and how they are considered in each phase of curriculum planning * confidentiality and ethical requirements for the collection, sharing, storage and disposal of information * strategies for the collection of information including collaborative approaches to gathering and using information, prioritising the voice of the child * summative assessment methods and tools | | Viviana systematically analyses information by aligning her observations and documentation with the principles and outcomes of the Early Years Learning Framework (EYLF). At Sparrow Early Learning Brighton, she considers how each observation supports a child’s progress toward learning outcomes and incorporates these insights into intentional planning. She applies reflective practice as part of the Curriculum Planning Cycle—starting with observing and documenting learning (Collecting Information), analysing and questioning the meaning behind behaviours and interests (Questioning and Analysing), and using this analysis to plan learning experiences (Planning). She implements these plans and then reflects and adjusts based on children’s responses and continued observations (Review and Reflection). Developmental stages are a key consideration throughout the cycle. Viviana references milestones to ensure experiences are age-appropriate and responsive to individual abilities. She upholds Confidentiality and Ethical Requirements by obtaining consent for data collection and sharing, using secure digital systems like Storypark, and engaging in regular policy reviews. Her strategies prioritise child voice, using open-ended questioning and child-led play as sources of rich information. Summative Assessments are used alongside ongoing observations to evaluate progress over time, helping her ensure that the curriculum remains responsive, inclusive, and developmentally appropriate. |
| 1. How do you assess the gathered information with reference to developmental domains and theory to inform practice in the early childhood education environment? | | Viviana uses her understanding of developmental domains and child development theories to interpret the information she gathers, ensuring that her practice is informed by evidence-based knowledge. She considers Cognitive, Social-Emotional, Physical, and Language Development domains when reviewing observations and planning next steps. For example, when analysing a child’s interaction with others during group play, she considers social learning theories and the importance of peer modelling. In one instance, she noticed a child’s growing confidence during creative play using clay and natural materials, indicating developmental progress in both fine motor and cognitive domains. She used this observation to plan further experiences that extended the child’s learning. She also incorporates cultural and family information, ensuring her analysis is contextualised within each child’s background. Through consistent reflection and analysis, Viviana ensures that her learning environments and practices meet children where they are developmentally, using strategies that foster growth and build on their strengths across all domains. |
| 1. How do you utilise summative assessment processes to evaluate children's learning over time in the early childhood education setting? | | At Sparrow Early Learning Brighton, Viviana uses Summative Assessment as a tool to track each child's learning and development over time. She compiles a range of documentation including Observations, Learning Stories, and Samples of Children's Work collected throughout each term. These are reviewed and assessed holistically to understand how children have progressed in relation to learning outcomes from the Early Years Learning Framework. Viviana also uses checklists and child portfolios to document these assessments, combining anecdotal evidence with visual records such as Digital Images. This provides a comprehensive view of each child's development. These assessments are shared with families during both informal and formal feedback sessions, ensuring transparency and shared goal setting. Summative reflections help Viviana to identify achievements and future directions for learning in a structured and consistent way. |
| 1. How do you develop a systematic process to ensure that information and observations are gathered, documented, and utilised to inform the planning cycle for all children in the early childhood education environment? Please consider the following in your response:  * overall development * knowledge * ideas * strengths * interests * social interactions * reactions to play environment | | Viviana follows a structured process that ensures every child’s development is consistently observed, documented, and reflected upon. She begins by conducting daily Observations and Jottings of children’s interactions, behaviours, and engagement with the environment. These include notes on their Social Interactions, Strengths, Interests, and how they react to the Play Environment. She then transfers this information into more detailed formats like Learning Stories and digital reflections on Storypark, which are analysed to identify developmental patterns. Viviana incorporates family input into this system by regularly communicating with parents and asking them to share updates or routines from home, which helps build a fuller understanding of each child’s Knowledge, Ideas, and Overall Development. She collaborates with other educators during weekly hallway meetings and monthly staff meetings to evaluate documentation and plan targeted learning experiences. Through this cycle, every child’s voice is included, and learning plans are adjusted to reflect each child’s evolving needs. |
| 1. How do you utilise the analysis of gathered information to inform planning for children's development and learning in the early childhood education setting? | | Viviana uses analysis of the documented observations to inform her programming and curriculum planning. When she notices trends in a child’s preferences or behaviours—such as a growing interest in sensory play or strong problem-solving skills—she uses that data to design intentional experiences that extend those interests. For instance, after observing children engaging with natural materials during a clay activity, Viviana planned a sequence of sensory and nature-based activities to extend their exploration. She ensures that the goals are realistic, individualised, and aligned with developmental domains. Viviana’s analysis also includes reflecting on children's reactions to the activities she implements, helping her continuously adapt her approach to ensure learning remains engaging and effective. |
| 1. How do you collaborate with families to support children's learning through the exchange of information in the early childhood education setting? | | Viviana values family input as essential to supporting children's learning. At Sparrow Early Learning Brighton, she communicates daily with families at drop-off and pick-up times, engaging in two-way conversations about the child’s well-being and interests. She also uses the Storypark app to provide families with written observations and photos of their child’s day, encouraging them to respond with their own insights. Viviana seeks out the family’s perspective on developmental progress, cultural practices, and goals for their children. These conversations influence how she supports children in the centre, creating learning experiences that reflect the home environment. This collaboration builds strong partnerships and promotes consistency between home and early learning. |
| 1. How do you provide information in ways that support the sharing of children's documentation with families in the early childhood education environment? | | To ensure that families stay informed and engaged, Viviana uses a variety of strategies to share children’s documentation. She posts regular updates on Storypark with photos and detailed learning reflections. These updates are available in real time and accessible on mobile devices, ensuring that families remain connected no matter their schedule. She also holds informal conversations with families at drop-off and pick-up, and uses daily communication books for those who prefer written updates. When needed, she arranges more structured meetings to review a child’s progress, using portfolios and examples of work to explain achievements. Her communication style is tailored to suit each family’s preference and maintains respect for their privacy and cultural background. |
| 1. How do you ensure that information is shared appropriately according to service confidentiality procedures in the early childhood education setting? | | Viviana strictly follows confidentiality policies at Sparrow Early Learning Brighton. She ensures that any personal or sensitive information about children or families is only shared with authorised team members. Before sharing documentation or details with external professionals or in public settings, she obtains consent from families. Records are stored securely, and digital platforms like Storypark are password protected. Discussions about children’s development take place in private settings to avoid accidental disclosure. These practices ensure that trust is maintained, and legal and ethical responsibilities are upheld. |
| 1. How do you engage in critical reflection on your practices of information gathering and analysis in the early childhood education setting, and how do you report on two distinct critical reflection activities that you have employed to evaluate and analyse your own practice within the context of early childhood education? In your response consider:  * individual children’s strengths, interests and needs * when additional support may be needed * current and future development and learning opportunities * the link between the collection and analysis of information and the planning and implementation of curriculum * individual and group * formal and informal * journals and diaries including written or visual. | | Viviana regularly uses Critical Reflection to assess how she gathers and interprets information about children’s development. One activity she engages in is reflective journaling through Storypark, where she notes what went well and what could be improved after activities. For example, she reflected on how quickly transitions from outdoor to indoor play were occurring and, after identifying that this was stressful for the children, changed the routine to include a calming song and sit-down time outside. This smoother transition improved children’s emotional regulation. Another reflective activity includes discussions during weekly hallway meetings and monthly staff meetings. In one of these, she reflected on a child who was struggling with separation anxiety. Through group input and professional insight, she adjusted her approach to include more one-on-one engagement in the morning and set up a comfort corner. These reflections consider both Individual and Group needs, and she balances Formal methods (like appraisals) with Informal ones (such as colleague feedback). Her reflections are always informed by a deep awareness of children’s Strengths, Interests, and future opportunities for growth. |

## **CHCECE048 Plan and implement children’s education and care curriculum**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| Date and Time of Observation: | 18/07/2025 9-10am |
| Place of Observation: | Sparrow Early Learning Brighton |
| 1. How do you seek feedback from colleagues, children, and families on the current curriculum and learning environments, utilising both formal and informal communication methods, to inform curriculum design in early childhood education? Additionally, could you provide examples of how you incorporate consultation, collaboration, and communication into your curriculum planning process to ensure it aligns with the approved learning framework and meets the diverse needs of children and families? | At Sparrow Early Learning Brighton, Viviana seeks feedback through a combination of informal and formal communication methods. Informally, she engages with families during drop-off and pick-up times to have conversations about the children's experiences and interests. She also uses Storypark as a communication tool, where families receive daily updates and photos and are invited to provide feedback. Regular staff meetings and weekly hallway check-ins provide formal avenues for educators to reflect collaboratively on curriculum effectiveness and learning environments. Example 1: Viviana consults with children by observing their play and asking open-ended questions to gather insights into their interests. Example 2: She collaborates with families through consistent updates and feedback channels like communication books and Storypark, ensuring their cultural values and preferences are respected. Example 3: She communicates with colleagues in meetings to align planning with the Approved Learning Framework and adapt environments based on children’s evolving needs. |
| 1. How do you identify and reflect on how practices, resources, philosophy, and policies of the service may impact curriculum design and adaptation in an early childhood education setting? | Viviana critically reflects on how the practices, philosophy, and policies at Sparrow Early Learning Brighton impact curriculum design. She considers how the centre's values align with the principles and outcomes in the Approved Learning Framework. For instance, their emphasis on inclusivity and holistic development encourages her to create learning environments that reflect diverse needs. She also evaluates the availability of resources and space to ensure they support children’s engagement and accessibility. Viviana regularly uses feedback and discussions with colleagues to assess if current practices need adjusting to better support the curriculum. |
| 1. How do you establish current strengths and goals for improvement based on the information gathered from colleagues, children, and families to inform curriculum design in early childhood education? | Viviana evaluates information from children, families, and colleagues to recognise curriculum strengths and identify areas for improvement. Strengths are identified through engagement levels, children's developmental progress, and positive feedback. For example, she recognises children’s strong connection to nature-based activities and builds on that. She also identifies areas needing development, such as increasing cultural diversity in learning materials. Based on this analysis, she sets achievable goals that are aligned with the learning outcomes and children’s needs. |
| 1. How do you identify and access information from observations and analysis to inform the design of curriculum in early childhood education? | Viviana conducts regular observations of children during play and learning to gain insights into their interests and developmental stages. She uses these observations, documented in Storypark and in personal notes, to guide curriculum planning. These include both individual records and group learning stories, which she later reviews with colleagues during planning sessions. By analysing these insights, she adapts activities to meet children's needs and maintain engagement. This ensures the learning program remains developmentally appropriate and aligned with the learning framework. |
| 1. How do you clarify specific objectives, learning environments, and educator roles using the approved framework’s learning outcomes, principles, and practices in early childhood education? | Viviana uses the Early Years Learning Framework, including principles such as Belonging, Being and Becoming, to clarify curriculum objectives and guide educator responsibilities. When planning activities, she aligns learning goals with the Framework’s outcomes, ensuring they promote social, emotional, and cognitive development. She considers the physical layout and learning environment to promote inclusivity and independence. Educator roles are also clearly defined during team meetings, where responsibilities such as supervising, facilitating learning, and documenting are discussed to ensure cohesive and supportive practice. |
| 1. How do you design curriculum and environments that foster holistic learning and provide continuity of learning and transitions in early childhood education? | At Sparrow Early Learning Brighton, Viviana ensures the curriculum and environment support all aspects of children’s development. She integrates activities that support cognitive, social, physical, and emotional growth—such as outdoor play for physical skills and group time for communication. She also ensures smooth transitions between routines, such as using songs and calming activities when moving from outdoor to indoor settings. This creates consistency and reduces stress for the children, supporting a stable learning experience. |
| 1. How do you provide the opportunity for scaffolding learning and development in early childhood education? | Viviana supports children’s development by offering scaffolding based on their current skill levels. She observes each child to identify their Zone of Proximal Development, then offers prompts and guided support during activities. For instance, if children struggle with turn-taking, she might introduce a cooperative game and guide their interactions. As they gain confidence, she gradually reduces support, encouraging independence. Her approach ensures children are challenged appropriately while feeling supported. |
| 1. How do you integrate a balance between child-initiated and educator-led learning in early childhood education? | Viviana maintains a balanced curriculum by incorporating both child-led and educator-led learning. She carefully observes children’s interests—like nature play or sensory exploration—and plans child-initiated experiences around them. At the same time, she introduces educator-led activities that target developmental outcomes, such as group discussions or storytelling to enhance language skills. Her flexible approach ensures that learning is meaningful while still structured around the Early Years Learning Framework. |
| 1. How do you plan monitoring and assessment of children’s learning consistent with principles and practices of the approved framework and allow for planned and unplanned experiences in early childhood education? | Viviana monitors and assesses children’s learning using both planned and spontaneous experiences. She uses the Early Years Learning Framework as a foundation and reflects critically on how inclusive her practices are. For example, she tracks children's progress using portfolios, daily observations, and learning stories. She adapts the environment and experiences as needed—for example, translating materials for families or updating activities to reflect cultural diversity. Her assessment practices are dynamic, enabling her to adjust learning goals based on emerging needs. |
| 1. How do you document curriculum according to service guidelines and the requirements of the National Quality Framework in early childhood education? | Viviana documents the curriculum by following Sparrow Early Learning Brighton’s policies and the National Quality Framework requirements. She creates and maintains records such as weekly programs, individual observations, and reflections. These are linked to learning outcomes and demonstrate how each child is progressing. She uses Storypark for digital documentation, ensuring transparency and enabling family engagement. This documentation is regularly reviewed and updated to reflect children's current interests, ensuring quality and continuous improvement. |
| 1. How do you identify and access required materials for learning opportunities in early childhood education? | Viviana ensures that her learning environments at Sparrow Early Learning Brighton are well-equipped with a variety of materials that support exploration, creativity, and development. She consistently monitors and assesses the classroom’s resources to identify what is needed, replenishing items like art supplies, sensory tools, and open-ended materials as required. She collaborates with colleagues and reviews observations of children’s interests to ensure that resources reflect and support current curriculum goals. She also draws on natural and recycled materials to enhance learning experiences in cost-effective and environmentally friendly ways. |
| 1. How do you set up the physical environment according to requirements of learning experiences, ensuring accessibility for all children in early childhood education? | Viviana arranges the physical space with careful consideration of accessibility, safety, and the learning needs of each child. She ensures all areas are inclusive and that children of all abilities can participate fully. Resources are stored within children’s reach to promote independence, and learning areas are arranged to support various developmental domains—such as sensory corners, dramatic play spaces, and areas for quiet reflection. Outdoors, she sets up stations that support gross motor development and discovery-based learning, ensuring the environment remains dynamic and inviting. |
| 1. How do you use techniques and intentional teaching to co-construct meaning with children and ensure there are sustained interactions as well as in early childhood education? | Viviana actively engages in intentional teaching by asking open-ended questions, joining in children’s play, and extending their thinking through meaningful conversations. She co-constructs understanding by participating alongside the children, offering prompts and guidance when needed. For instance, during clay activities, she encourages children to explore textures and natural materials, sparking dialogue and inquiry. She also facilitates group discussions and peer collaboration to support social learning and communication. These sustained interactions help build a shared understanding and deeper engagement with learning concepts. |
| 1. How can you design and implement a curriculum tailored to the individual needs of children, incorporating diverse play experiences and provide opportunities for children’s collaborative learning, routines, transitions, and outdoor activities, while also integrating Indigenous perspectives and promoting collaboration and critical reflection within the educational environment? | Viviana designs a responsive curriculum that reflects individual interests, cultural backgrounds, and developmental stages. She observes each child and tailors experiences accordingly. For instance, she creates block activities for children interested in construction, gardening experiences for those who enjoy nature, and storytelling corners for language-rich engagement. Example 1: One child who loves building is supported through block-based play that enhances spatial and problem-solving skills.Example 2: A child interested in nature participates in sensory walks and garden care.Example 3: Another child passionate about books is provided with storytelling props and books to boost literacy.She also incorporates Indigenous perspectives through daily Acknowledgement of Country, Dreamtime stories, and language integration. Group projects, collaborative art, outdoor games, and routines with visual cues ensure inclusivity and flow. Viviana reflects critically with her colleagues, uses documentation for ongoing review, and includes families in decision-making through regular feedback. |
| 1. How do you scaffold learning in ways that support children’s development over time in early childhood education? | Viviana scaffolds learning by first observing each child’s abilities and interests, then providing the right level of support to extend their thinking and skills. For example, she might guide a child through turn-taking in group games, model problem-solving, or offer descriptive language during play. As children grow in confidence, she gradually steps back, allowing them to take the lead. She also revisits activities to allow repetition and mastery, building knowledge steadily over time. Her scaffolding strategies promote independence and continuous growth. |
| 1. How do you identify spontaneous teachable moments as they occur and use them to build on children’s learning in early childhood education? | Viviana is responsive to the children’s cues and interests, using spontaneous moments to deepen their learning. For example, when children discover worms in the garden, she turns the moment into an impromptu lesson about nature, composting, and respect for living things. She uses open-ended questions and encourages curiosity, adapting her teaching in real time. These teachable moments are rich in meaning and allow children to connect their experiences to broader learning concepts naturally. |
| 1. How do you model and promote positive learning dispositions in early childhood education? | Viviana models enthusiasm, perseverance, and curiosity during her interactions with children. She shows that it’s okay to make mistakes and encourages children to try again, using positive reinforcement. She praises effort, not just results, helping children develop resilience and confidence. Her consistent, respectful approach fosters a love for learning and motivates children to engage, inquire, and persist even through challenges. |
| 1. How do you monitor children’s learning and use critical reflection of outcomes and your own pedagogical practices for continuous refinement in early childhood education? Please consider the following in your response:  * the educational principles outlined in the endorsed learning framework and considering contemporary educational theories. * the reasons behind a service's adoption or development of a particular educational philosophy and its influence on designing curriculum. * the stages of the curriculum planning process and effectively navigating through each stage: * relevant data and insights. * Evaluating and scrutinising collected information. * strategi sing and outlining curriculum objectives. * Executing the devised curriculum. * Assessing the implemented curriculum and reflecting on its outcomes. | Viviana uses a range of monitoring strategies, including observations, Storypark documentation, and conversations with families and colleagues. She reflects on children's progress in relation to learning outcomes and the service’s philosophy. For example, if children struggle with transitions, she reflects on how the environment and routines can be adapted. She follows the full curriculum cycle—gathering data, analysing trends, setting objectives, implementing strategies, and reviewing outcomes. Her reflections, combined with educator feedback and family input, guide curriculum refinement and ensure alignment with the learning framework and inclusive practices. |
| 1. How do you identify and use opportunities to share information and gather feedback from colleagues, families, and children in early childhood education? | Viviana regularly communicates with families through Storypark, face-to-face chats at drop-off and pick-up, and daily communication books. She gathers feedback about children’s experiences and uses this to guide planning. With colleagues, she shares observations and ideas during team meetings and informal discussions to ensure consistent practice and collaborative decision-making. She also encourages children to express their interests and ideas through visual aids and interactive discussions, ensuring their voices help shape the learning journey. |
| 1. How do you use and expand on children’s ideas and skills to refine curriculum in early childhood education? | Viviana closely observes children’s play and listens to their ideas, using them as the foundation for planning new experiences. For example, if children show interest in clay, she expands the activity to include natural materials, storytelling, and role-play. She encourages their involvement by asking for suggestions and giving them choices. This builds ownership of their learning and deepens engagement. Her curriculum is dynamic—constantly evolving in response to children’s voices, strengths, and developmental goals. |
| 1. How do you evaluate and critically reflect on planned and unplanned teaching and learning, in the context of the approved frameworks in early childhood education? | Viviana evaluates and reflects on both planned and spontaneous learning experiences by consistently observing and documenting children's engagement and progress. She uses Storypark to record daily reflections and reviews learning outcomes against the Early Years Learning Framework to assess how well activities support development. For planned experiences, she considers whether the intended goals were met and how children responded. For unplanned moments—like impromptu discoveries during outdoor play—she reflects on how these experiences contributed to learning and how they can be integrated into future planning. This critical reflection ensures that her practices remain responsive and in line with the principles of Belonging, Being, and Becoming. |
| 1. How do you make evaluation a regular collaborative activity, and document outcomes according to service guidelines in early childhood education? | At Sparrow Early Learning Brighton, Viviana promotes collaborative evaluation by engaging in regular conversations and meetings with colleagues to review curriculum outcomes. She also welcomes input from families through Storypark and verbal discussions during pick-up and drop-off. Children’s responses are considered through observations and visual communication tools. All evaluation outcomes are documented in alignment with service guidelines—through learning stories, reflective journals, and group documentation on Storypark. These collaborative practices ensure all stakeholders contribute to refining the educational experience, fostering a shared commitment to continuous improvement. |
| 1. How do you use evaluation outcomes to influence the design of future curriculum in early childhood education? | Viviana uses feedback and reflection from past experiences to inform future curriculum planning. For example, when she identifies strong engagement with nature-based activities, she expands the program to include more outdoor and environmental learning. If a transition or routine appears stressful for children, as in her example of moving from outdoor to indoor play, she evaluates the approach and implements changes—such as incorporating calming songs—to improve the process. These adaptations are based on children’s needs and feedback from colleagues and families. Her responsive adjustments ensure the curriculum evolves to support holistic development and align with the Early Years Learning Framework. |

## **CHCECE049 Embed environmental responsibility in service operations**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you develop innovative strategies to promote environmental responsibility in consultation with children in the early childhood education setting? | At Sparrow Early Learning Brighton, Viviana develops innovative strategies by involving children in meaningful and hands-on experiences that foster Environmental Responsibility. She encourages them to participate in activities such as caring for the worm farm and engaging in gardening. Viviana invites children to observe, explore, and interact with these natural elements, creating a space for learning and idea generation. Through group discussions and shared observations, she guides children in identifying ways they can take part in environmental practices, such as feeding worms or watering plants, making them feel included and empowered in caring for their environment. |
| 1. How do you support children in taking the lead to identify practices that are environmentally responsible at the service? | Viviana supports children in taking the lead by offering them opportunities to actively participate in sustainable practices. At Sparrow Early Learning Brighton, she allows the children to open the worm farm lid, observe what is inside, and even feed the worms themselves. This encourages exploration and ownership. She models respectful behaviour towards nature and prompts the children to reflect on their actions and how they impact the environment. By making these experiences part of their everyday routine, she helps children to feel confident in making environmentally responsible choices and recognising their role in sustainability. |
| 1. How do you encourage children to exchange thoughts and ideas about environmental responsibility? | Viviana encourages children to express their thoughts and ideas by facilitating open discussions during group times and daily routines. She uses open-ended questions and listens actively, which creates a safe space for children to communicate their ideas. Viviana supports the exchange of ideas by being present in play and engaging children in activities such as looking after the garden or worm farm, where they can share what they observe and think. These shared moments foster collaborative learning and a deeper understanding of Environmental Responsibility. |
| 1. How do you ensure that environmentally sustainable practices are embedded in the daily routines of the service? | At Sparrow Early Learning Brighton, Viviana integrates environmentally sustainable practices into daily routines by role modelling actions such as watering plants, composting food scraps, and recycling materials. She ensures children are involved in these tasks and understands their purpose. Sustainable habits like turning off lights, using natural play resources, and conserving water are part of the everyday learning environment. These practices are reinforced through repetition, involvement, and conversations, embedding sustainability into the culture of the service. |
| 1. How do you encourage children to learn about Aboriginal and/or Torres Strait Islander peoples’ environmental responsibility practices? | Viviana incorporates Aboriginal and Torres Strait Islander perspectives by embedding culturally relevant practices and stories into the program. Each morning, the children participate in an Acknowledgement of Country, and they sing songs in Māori and use Australian Sign Language during group times. She also engages children in events like NAIDOC Week, where activities include interacting with a didgeridoo expert and exploring traditional Aboriginal art forms like rock painting. These culturally rich experiences help children develop respect for Indigenous environmental stewardship and their deep connection to the land. |
| 1. How do you review the service's philosophy, policies, and procedures in relation to key areas of focus and associated sustainable practices, such as biodiversity, curriculum, eco-friendly material usage, eco-literacy for children, energy conservation, water management, preservation of the natural environment, recycling initiatives, toxin reduction, upcycling, waste management (including food waste), and potential ethical dilemmas? | Viviana contributes to reviewing the service’s Philosophy, Policies, and Procedures by participating in regular staff meetings, hallway check-ins, and policy reviews at Sparrow Early Learning Brighton. She reflects on practices involving Biodiversity, such as worm farming and gardening, ensuring they align with environmental goals. She supports the use of Eco-Friendly Materials in play and cleaning, and follows protocols for Waste Management through daily checklists and composting. Viviana also remains attentive to Ethical Dilemmas by raising concerns through the grievance process and encouraging collective problem-solving. Through these processes, she helps ensure that the service’s documents reflect a strong commitment to sustainability. |
| 1. How do you consult with stakeholders to identify potential changes in the service's philosophy, policies, and procedures regarding environmental sustainability, ensuring integration across all areas of practice, and how do you contribute to the development of an environmental responsibility plan for the service including tools for identifying potential improvements? | Viviana regularly consults with stakeholders such as children, families, and staff through both informal and formal methods. She communicates daily with families at drop-off and pick-up and uses Storypark to update and gather feedback. With children, she engages in regular conversations about their interests, which often include nature-based activities. She also participates in meetings where staff share ideas and evaluate sustainable practices. Suggestions from these stakeholders are considered when discussing potential changes to the service’s environmental approaches. These collaborative efforts contribute to an Environmental Responsibility Plan that reflects the values and insights of the whole community. |
| 1. How do you contribute to the development of an environmental responsibility plan for the service, based on the review and consultation, while ensuring sharing outcomes and evaluation of plan implementation with your supervisor? | Viviana actively contributes to the Environmental Responsibility Plan by incorporating ideas from her daily observations, team reflections, and stakeholder feedback. For example, her hands-on work with children in worm farming and garden care, and discussions with families about environmental practices at home, are key insights she brings into planning meetings. She shares these outcomes with her supervisor and team through regular staff meetings and policy discussions. This ongoing communication ensures the evaluation and refinement of environmental strategies, promoting continuous improvement. |
| 1. How do you develop strategies that encourage the participation of both adults and children in the service’s sustainable practices? | Viviana develops inclusive strategies by creating shared experiences that engage both children and adults in sustainability. She models sustainable behaviours for children through daily routines like composting and plant care. For families, she uses Storypark to communicate sustainable practices and invites them to share ideas. She supports the team by promoting consistent conversations in meetings and encourages participation in events like NAIDOC Week. These strategies create a shared understanding and commitment to Environmental Responsibility across all participants in the service. |
| 1. How do you identify and include ways to evaluate improvements in environmental responsibility within the service? | Viviana evaluates improvements in Environmental Responsibility by using tools like daily checklists, policy reviews, and staff reflections. She observes children's engagement with practices like worm farming and garden care to assess their learning and involvement. Regular meetings provide opportunities to discuss what is working and what could be improved. Feedback from families and management is also taken into account, helping her monitor progress and adapt strategies as needed. This ongoing evaluation ensures that sustainability efforts remain effective and responsive to the needs of the service. |
| 1. How do you investigate how children and adults engage with the service’s environmental responsibility plan while considering various requirements and factors? Please consider the following in your response:  * The criteria of the National Quality Standard and associated regulations and laws pertinent to this unit encompass various aspects, such as the physical environment, * the broader impacts of significant global environmental issues and their connection to local environmental practices, * the interplay between human activities and the environment, * the necessity of nurturing children to cultivate an awareness of environmental responsibility, * the significance of Aboriginal and/or Torres Strait Islander cultures in relation to environmental stewardship, * and the community's role as a reservoir of knowledge, skills, and values. | At Sparrow Early Learning Brighton, Viviana investigates how children and adults engage with the Environmental Responsibility Plan by using a reflective and inclusive approach. She ensures the service meets the National Quality Standard by embedding sustainable practices such as composting, worm farming, and using natural materials in play. These actions align with regulations on physical environment and sustainability. Viviana also discusses global environmental concerns like pollution and waste by encouraging children to care for the garden and worms, showing them how small actions connect to broader issues. She highlights the impact of human and animal activity on the environment by leading nature-based activities that foster understanding and care. To nurture children’s awareness of environmental responsibility, she provides hands-on learning experiences where they observe, explore, and participate in caring for the earth, such as feeding the worms and watering plants. Viviana also integrates Aboriginal and Torres Strait Islander perspectives, including a daily Acknowledgement of Country and NAIDOC Week activities, which help children understand traditional respect for the land. She values the community as a resource, involving external contributors like Jason from Didge for Kids to enhance the children's understanding of environmental stewardship and sustainability. |
| 1. How do you encourage children to engage in environmentally responsible practices with families and the community outside the service? | Viviana promotes environmentally responsible practices beyond the service by fostering strong connections between the children, their families, and the wider community. She encourages daily discussions with families at drop-off and pick-up, where environmental practices can be shared and reinforced. She uses the Storypark app to document and communicate the children's participation in eco-friendly activities like worm farming and composting, helping families continue these habits at home. By involving children in practices that are visible and meaningful, such as watering plants or recycling, Viviana helps them feel confident sharing these responsibilities with their families and developing lifelong habits of Environmental Responsibility. |
| 1. How do you seek feedback from children and adults about the service’s practices regarding environmental responsibility, considering barriers and drivers for behavioural change, the sphere of influence, and activities related to growing and preparing food? | Viviana collects feedback from children and adults at Sparrow Early Learning Brighton through multiple channels. She engages in daily conversations with families and uses the Storypark app to encourage them to share their thoughts on current environmental practices. She also listens to children’s interests and ideas during group time or while they interact with the worm farm and garden. Viviana considers barriers and drivers for behavioural change, such as cultural preferences or resource limitations, and addresses these respectfully. She promotes active involvement through hands-on experiences like gardening and food-related discussions. These moments provide a foundation for evaluating the success of sustainability initiatives and planning improvements. |
| 1. How do you use feedback and critical reflection to inform changes and improvements to the environmental responsibility plan? How do you observe and document three (3) examples of practices that demonstrate children’s understanding of environmental responsibility in an early childhood education setting? | Viviana uses feedback and critical reflection gathered during regular conversations, team meetings, and family interactions to assess the effectiveness of the Environmental Responsibility Plan. She collaborates with her team to reflect on current strategies and revise goals based on stakeholder input and observed outcomes. She documents children’s understanding of sustainability through active observation and learning stories. Example 1: During outdoor time, Viviana observed a child opening the worm farm lid, examining the worms, and feeding them food scraps. She documented this experience using Storypark, highlighting the child's curiosity and growing understanding of composting. Example 2: During gardening activities, she saw a child eagerly watering the plants and reminding peers to be gentle with the leaves. She recorded this in the child’s learning portfolio and discussed the behaviour during group reflection. Example 3: Viviana noticed a child collecting sticks and natural items to use in an art project instead of plastic materials. She reflected on this eco-conscious choice in the daily journal and shared it with the family to acknowledge the child’s sustainable thinking. These observations demonstrate children’s growing sense of Environmental Responsibility through practical, thoughtful actions. |

## **CHCECE050 Work in partnership with children’s families**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you support families through enrolment and orientation processes according to service policies and procedures within the early childhood education industry? | Benchmark Answer 1:  In the early childhood education industry, practitioners support families through enrolment and orientation processes by providing clear information about the service, assisting with paperwork completion, and facilitating introductions to key staff members. This ensures families feel informed, welcomed, and comfortable as they transition into the childcare setting. |
| 1. How do you create a welcoming environment for all families using communication techniques that build rapport and respect in the early childhood education industry? | Benchmark Answer 1:  Early childhood educators create a welcoming environment for all families by employing communication techniques such as active listening, empathy, and cultural sensitivity. By demonstrating warmth, openness, and respect for diverse family backgrounds, educators foster positive relationships and trust with families, promoting a sense of belonging and inclusion within the childcare community. |
| 1. How do you respond to families’ questions, concerns, and requests in a prompt and supportive way within the early childhood education industry? | Benchmark Answer 1:  Practitioners respond to families’ questions, concerns, and requests promptly and supportively by maintaining open lines of communication, offering reassurance and guidance, and addressing issues in a timely and respectful manner. This ensures families feel heard, valued, and supported in their interactions with the childcare service, fostering trust and confidence in the educational partnership. |
| 1. How do you encourage families to share their knowledge, skills, expertise, and aspects of their family life and culture within the early childhood education industry? | Benchmark Answer 1:  Early childhood educators encourage families to share their knowledge, skills, expertise, and aspects of their family life and culture by creating opportunities for collaboration, participation, and involvement in the childcare program. By valuing and incorporating families’ perspectives and contributions, educators enrich children’s learning experiences, promote cultural diversity, and strengthen partnerships between home and the childcare setting. |
| 1. How do you make current and accurate information about the operation of the service available to families within the early childhood education industry? | Benchmark Answer 1:  Practitioners make current and accurate information about the operation of the service available to families through multiple channels, such as newsletters, notice boards, websites, and parent information sessions. By providing transparent and accessible information about policies, procedures, programming, and upcoming events, educators empower families to stay informed and engaged in their child’s early learning journey. |
| 1. How do you communicate and promote opportunities for families to contribute to the operation of the service in an advisory, consultative, or decision-making role within the early childhood education industry? | Benchmark Answer 1:  Early childhood educators communicate and promote opportunities for families to contribute to the operation of the service by actively seeking their input, feedback, and participation in decision-making processes. This may include inviting families to join parent committees, attend meetings, or provide suggestions for program enhancements. By fostering a collaborative partnership with families, educators ensure their voices are valued and integrated into the service's planning and implementation processes. |
| 1. How do you maintain ongoing positive relationships with families within the early childhood education industry? | Benchmark Answer 1:  Practitioners maintain ongoing positive relationships with families by establishing regular communication channels, such as daily conversations during drop-off and pick-up times, newsletters, emails, or scheduled meetings. Additionally, educators demonstrate sensitivity to families' needs and preferences, celebrate children's achievements and milestones, and address any concerns or issues promptly and constructively. By nurturing trust, mutual respect, and open dialogue, educators foster strong partnerships with families, enhancing children's overall well-being and learning outcomes. |
| 1. How do you exchange information with families about children’s progress, relationships, interests, and experiences according to service policies and procedures within the early childhood education industry? | Benchmark Answer 1:  Early childhood educators exchange information with families about children’s progress, relationships, interests, and experiences through various channels such as daily verbal updates, written communication in communication books or apps, and formal parent-teacher conferences. This approach ensures families are informed about their child's development and engaged in their learning journey, fostering a collaborative partnership between home and the childcare setting. |
| 1. How do you inform families promptly and sensitively of any incidents affecting their child within the early childhood education industry? | Benchmark Answer 1:  Practitioners inform families promptly and sensitively of any incidents affecting their child by following established procedures for incident reporting and communication. This includes promptly notifying families of any accidents, injuries, or behavioural concerns their child may have experienced while in care, providing clear and factual information, and offering support and reassurance as needed. By maintaining open and transparent communication, educators demonstrate their commitment to children's safety and well-being and build trust with families. |
| 1. How do you communicate in ways that show understanding of each child and their family and community context within the early childhood education industry? | Benchmark Answer 1:  Early childhood educators communicate in ways that show understanding of each child and their family and community context by acknowledging and respecting their cultural backgrounds, beliefs, and values. This may involve using inclusive language, incorporating diverse perspectives into the curriculum, and adapting communication styles to meet the needs and preferences of individual families. By fostering a sense of belonging and cultural competence, educators promote positive relationships with families and support children's identity development. |
| 1. How do you implement strategies that facilitate shared decision-making with families according to service policies and procedures within the early childhood education industry? | At Sparrow Early Learning Brighton, Viviana investigates how children and adults engage with the Environmental Responsibility Plan by using a reflective and inclusive approach. She ensures the service meets the National Quality Standard by embedding sustainable practices such as composting, worm farming, and using natural materials in play. These actions align with regulations on physical environment and sustainability. Viviana also discusses global environmental concerns like pollution and waste by encouraging children to care for the garden and worms, showing them how small actions connect to broader issues. She highlights the impact of human and animal activity on the environment by leading nature-based activities that foster understanding and care. To nurture children’s awareness of environmental responsibility, she provides hands-on learning experiences where they observe, explore, and participate in caring for the earth, such as feeding the worms and watering plants. Viviana also integrates Aboriginal and Torres Strait Islander perspectives, including a daily Acknowledgement of Country and NAIDOC Week activities, which help children understand traditional respect for the land. She values the community as a resource, involving external contributors like Jason from Didge for Kids to enhance the children's understanding of environmental stewardship and sustainability. |
| 1. How do you support children’s understanding of their local and broader social and physical communities within the early childhood education industry? Please incorporate the following techniques in your response:  * active listening, * collaborative conversations for decision-making, * clear verbal communication, * inquisitive questioning, and * negotiation into your interactions within the early childhood education setting | Viviana promotes environmentally responsible practices beyond the service by fostering strong connections between the children, their families, and the wider community. She encourages daily discussions with families at drop-off and pick-up, where environmental practices can be shared and reinforced. She uses the Storypark app to document and communicate the children's participation in eco-friendly activities like worm farming and composting, helping families continue these habits at home. By involving children in practices that are visible and meaningful, such as watering plants or recycling, Viviana helps them feel confident sharing these responsibilities with their families and developing lifelong habits of Environmental Responsibility. |
| 1. How do you foster children’s connection with their local community within the early childhood education industry? | Viviana collects feedback from children and adults at Sparrow Early Learning Brighton through multiple channels. She engages in daily conversations with families and uses the Storypark app to encourage them to share their thoughts on current environmental practices. She also listens to children’s interests and ideas during group time or while they interact with the worm farm and garden. Viviana considers barriers and drivers for behavioural change, such as cultural preferences or resource limitations, and addresses these respectfully. She promotes active involvement through hands-on experiences like gardening and food-related discussions. These moments provide a foundation for evaluating the success of sustainability initiatives and planning improvements. |
| 1. How do you ensure compliance with the requirements of the National Quality Standard and related regulations and laws applicable to this unit within the early childhood education industry while providing opportunities for children to access and engage with the local and broader communities? | Viviana uses feedback and critical reflection gathered during regular conversations, team meetings, and family interactions to assess the effectiveness of the Environmental Responsibility Plan. She collaborates with her team to reflect on current strategies and revise goals based on stakeholder input and observed outcomes. She documents children’s understanding of sustainability through active observation and learning stories. Example 1: During outdoor time, Viviana observed a child opening the worm farm lid, examining the worms, and feeding them food scraps. She documented this experience using Storypark, highlighting the child's curiosity and growing understanding of composting. Example 2: During gardening activities, she saw a child eagerly watering the plants and reminding peers to be gentle with the leaves. She recorded this in the child’s learning portfolio and discussed the behaviour during group reflection. Example 3: Viviana noticed a child collecting sticks and natural items to use in an art project instead of plastic materials. She reflected on this eco-conscious choice in the daily journal and shared it with the family to acknowledge the child’s sustainable thinking. These observations demonstrate children’s growing sense of Environmental Responsibility through practical, thoughtful actions. |
| 1. How do you facilitate ongoing professional development while considering the range of child-rearing practices and parenting styles, as well as engaging families in children’s connections with the community within the early childhood education industry? | At Sparrow Early Learning Brighton, Viviana investigates how children and adults engage with the Environmental Responsibility Plan by using a reflective and inclusive approach. She ensures the service meets the National Quality Standard by embedding sustainable practices such as composting, worm farming, and using natural materials in play. These actions align with regulations on physical environment and sustainability. Viviana also discusses global environmental concerns like pollution and waste by encouraging children to care for the garden and worms, showing them how small actions connect to broader issues. She highlights the impact of human and animal activity on the environment by leading nature-based activities that foster understanding and care. To nurture children’s awareness of environmental responsibility, she provides hands-on learning experiences where they observe, explore, and participate in caring for the earth, such as feeding the worms and watering plants. Viviana also integrates Aboriginal and Torres Strait Islander perspectives, including a daily Acknowledgement of Country and NAIDOC Week activities, which help children understand traditional respect for the land. She values the community as a resource, involving external contributors like Jason from Didge for Kids to enhance the children's understanding of environmental stewardship and sustainability. |
| 1. How do you access and interpret current and accurate information about community services and resources and make it available to families within the early childhood education industry? | Viviana promotes environmentally responsible practices beyond the service by fostering strong connections between the children, their families, and the wider community. She encourages daily discussions with families at drop-off and pick-up, where environmental practices can be shared and reinforced. She uses the Storypark app to document and communicate the children's participation in eco-friendly activities like worm farming and composting, helping families continue these habits at home. By involving children in practices that are visible and meaningful, such as watering plants or recycling, Viviana helps them feel confident sharing these responsibilities with their families and developing lifelong habits of Environmental Responsibility. |
| 1. How do you source current and relevant information regarding community services and resources according to service policies and procedures within the early childhood education industry? | Viviana collects feedback from children and adults at Sparrow Early Learning Brighton through multiple channels. She engages in daily conversations with families and uses the Storypark app to encourage them to share their thoughts on current environmental practices. She also listens to children’s interests and ideas during group time or while they interact with the worm farm and garden. Viviana considers barriers and drivers for behavioural change, such as cultural preferences or resource limitations, and addresses these respectfully. She promotes active involvement through hands-on experiences like gardening and food-related discussions. These moments provide a foundation for evaluating the success of sustainability initiatives and planning improvements. |
| 1. How do you provide appropriate referrals to government and community services and resources based on families’ needs within the early childhood education industry? | Viviana uses feedback and critical reflection gathered during regular conversations, team meetings, and family interactions to assess the effectiveness of the Environmental Responsibility Plan. She collaborates with her team to reflect on current strategies and revise goals based on stakeholder input and observed outcomes. She documents children’s understanding of sustainability through active observation and learning stories.  Example 1: During outdoor time, Viviana observed a child opening the worm farm lid, examining the worms, and feeding them food scraps. She documented this experience using Storypark, highlighting the child's curiosity and growing understanding of composting.  Example 2: During gardening activities, she saw a child eagerly watering the plants and reminding peers to be gentle with the leaves. She recorded this in the child’s learning portfolio and discussed the behaviour during group reflection.    Example 3: Viviana noticed a child collecting sticks and natural items to use in an art project instead of plastic materials. She reflected on this eco-conscious choice in the daily journal and shared it with the family to acknowledge the child’s sustainable thinking. These observations demonstrate children’s growing sense of Environmental Responsibility through practical, thoughtful actions. |

## **CHCPRP003 Reflect on and improve own professional practice**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you undertake self-evaluation in conjunction with supervisors and/or peers within the early childhood education industry, ensuring alignment with industry benchmarks? | At Sparrow Early Learning Brighton, Viviana undertakes Self-Evaluation by engaging in regular professional appraisals with her supervisors. These evaluations allow her to reflect on her performance and identify areas of strength and areas for growth. She also collaborates with peers during regular staff meetings, hallway meetings, and policy reviews, which create opportunities for sharing observations and constructive feedback. Through these structured evaluations and discussions, she ensures her practice remains aligned with industry benchmarks and organisational expectations. |
| 1. How have you reflected on and recognised the effect of values, beliefs, and behaviour in your practice within the early childhood education industry, and how have you undertaken a structured process to improve your practice, ensuring alignment with industry benchmarks? | Viviana consistently reflects on how her personal values, beliefs, and behaviours affect her practice. For example, she considers how her background may differ from that of the children and families she works with and actively adapts her approach to promote inclusivity. She builds strong relationships with families, listens to their perspectives, and incorporates their cultural routines into the daily program. As part of her structured development, she regularly reflects using Storypark, sets professional goals in consultation with management, and engages in training such as cultural competency. This process ensures her approach is respectful, inclusive, and in line with industry benchmarks. |
| 1. How do you share two-way, open, and evaluative feedback with co-workers or peers within the early childhood education industry, promoting a culture of collaboration and continuous improvement? | Viviana promotes a culture of open communication and continuous improvement by fostering two-way feedback with her colleagues. She participates in regular team meetings and hallway catch-ups, where educators discuss current practices and address any challenges. Viviana listens to her peers’ perspectives, offers her own observations respectfully, and supports collaboration to solve issues. This open and reflective communication ensures that team members feel heard and supported, and it encourages professional growth across the service. |
| 1. How do you actively seek and reflect on feedback from clients, organisations, or other relevant sources within the early childhood education industry to enhance your practice? | Viviana actively seeks feedback from families using various platforms, including daily verbal communication at drop-off and pick-up, calls during the day if needed, and through the Storypark app. She also uses communication books when families leave messages for educators. She reflects on this feedback with the aim of enhancing her practice and ensuring children’s needs are met. By encouraging parent input and staying open to their suggestions, she aligns her practice with service goals and community expectations. |
| 1. How do you determine improvements needed based on your own evaluation and feedback from others within the early childhood education industry, ensuring alignment with industry benchmarks? | Viviana uses a combination of self-reflection, supervisor feedback, and peer collaboration to determine areas for improvement. For example, she reflected on feedback about the rushed transition from outdoor to indoor play and implemented a new strategy—incorporating a calm singing session outside before moving indoors—to ease the transition. This change improved the experience for both educators and children, demonstrating how she uses feedback and evaluation to make informed, benchmark-aligned improvements to her practice. |
| 1. How do you identify potential support networks both internal and external to the organisation within the early childhood education industry to enhance your practice? | Viviana identifies internal support through her regular collaboration with management and colleagues at Sparrow Early Learning Brighton. She also draws on external networks by participating in training sessions and professional development workshops. These networks provide her with ideas, strategies, and diverse perspectives that enhance her practice. Through ongoing communication and shared learning, Viviana ensures her professional growth is supported by both internal and external resources. |
| 1. How do you seek specialist advice or further training where need is identified within the early childhood education industry, ensuring alignment with industry benchmarks and regulatory requirements? | Viviana is proactive in seeking specialist advice and further training when a need is identified. She participates in annual training sessions, including safe sleep training, and attends professional development workshops. When specific feedback highlights a gap in practice, she collaborates with management to find relevant courses or expert advice. This ensures her skills are current and aligned with regulatory requirements and industry benchmarks, supporting her ability to deliver high-quality care and education. |
| 1. How do you recognise requirements for self-care and identify requirements for additional support within the early childhood education industry to maintain personal well-being and professional effectiveness? | Viviana recognises the importance of Self-Care to maintain her effectiveness as an educator. When feeling unwell or overwhelmed, such as during a recent illness while also caring for her toddler, she took time off to recover. She practices self-awareness and sets boundaries to manage stress. Additionally, she knows when to seek support from colleagues or management and engages in regular discussions that help promote well-being across the team. These practices help her remain effective and present in her work with children and families. |
| 1. How do you devise, document, and implement a self-development plan that sets realistic goals and targets within the early childhood education industry, ensuring alignment with industry benchmarks and personal aspirations? | Viviana participates in a structured professional development process that includes annual appraisals and regular feedback discussions with management. Through these, she sets realistic goals that are aligned with her personal aspirations and industry expectations. She uses tools such as Storypark to reflect and track her progress and makes adjustments based on feedback. Her goals often include enhancing cultural competency, improving communication with families, and strengthening teamwork. This systematic approach ensures her growth remains focused, achievable, and relevant to her role. |
| 1. How do you access and review information on current and emerging industry developments within the early childhood education industry and use these to improve your practice? | Viviana stays informed about current and emerging developments in early childhood education by engaging in regular professional development, participating in policy reviews, and staying up to date with service memos. She collaborates with her team during monthly meetings to discuss updates in regulations, practices, or curriculum. By integrating this knowledge into her day-to-day work and reflecting on its application, she ensures that her practice remains innovative, compliant, and in line with evolving industry benchmarks. |
| 1. How do you assess and confirm your practice against legal and ethical considerations when reviewing and improving your own practice within the early childhood education industry, ensuring alignment with industry benchmarks? | Viviana ensures her practice aligns with Legal and Ethical Considerations by adhering to policies and regulations such as the National Quality Standard and the service's grievance procedures. She is mindful of her Duty of Care, especially in areas like health and safety, where she performs daily checklists, complies with illness-related exclusion policies, and follows safe sleep practices. Viviana refers to service guidelines and communicates with management when ethical dilemmas arise. For example, if she witnesses a concern in practice, she role models correct procedures and reports it to management as per the grievance policy. This shows her commitment to professional accountability, safety, and ethical integrity in the workplace. |
| 1. How do you identify and engage with opportunities to extend and expand your own expertise within the early childhood education industry, ensuring alignment with industry benchmarks? Please consider the following in your response:  * Professional Development Opportunities: * Principles and Techniques for Personal Development: * Types of Work Methods and Practices: * Learning Styles and Individual Preferences: | Viviana actively seeks opportunities to expand her expertise by engaging in both formal and informal learning experiences. She attends regular training provided by her service, such as annual Safe Sleep training, and participates in Professional Development workshops when recommended by management. Her learning preferences include team-based reflective discussions, hallway meetings, and collaborative planning sessions that allow her to gain diverse insights from peers. She uses feedback from appraisals and monthly reflections to shape her learning goals and adjust her practice. Viviana also participates in cultural activities such as NAIDOC Week, which further enriches her skills in inclusive practices and aligns with industry expectations for diversity and continuous improvement. |
| 1. How do you regularly participate in review processes as a commitment to upgrading skills and knowledge within the early childhood education industry? | Viviana regularly participates in review processes through yearly staff appraisals and ongoing feedback discussions with her management team. She also engages in monthly and weekly team meetings, hallway catch-ups, and reflective sessions using Storypark, where she records observations and reflections. These structured opportunities help her evaluate her strengths and areas for growth, adjust her teaching strategies, and respond to feedback from colleagues and families. Through these ongoing review processes, Viviana demonstrates her commitment to continuous learning, self-improvement, and alignment with professional standards. |

## **CHCECE053 Respond to grievances and complaints about the service**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you promptly clarify a family member's concern and identify key issues through discussion within the early childhood education industry? | At Sparrow Early Learning Brighton, Viviana ensures that family concerns are addressed promptly by actively listening and allowing space for parents to express their concerns in full. She takes time to clarify their concerns by asking follow-up questions and summarising their points to confirm her understanding. For instance, when a parent shares a worry during pick-up or drop-off, Viviana responds by attentively listening, making eye contact, and responding with empathy to make them feel heard. She believes this approach strengthens relationships and leads to clear identification of key issues so they can be resolved effectively. |
| 1. What communication strategies do you employ to discuss possible resolutions with family members, emphasising collaborative decision-making within the context of the early childhood education industry? | Viviana uses clear, respectful communication strategies like empathy, active listening, and transparency to involve families in finding solutions. She engages in two-way dialogue, validating the parent's views while sharing her professional perspective, which ensures that both parties feel empowered. She also invites family input through daily updates on Storypark and encourages verbal conversations during drop-off and pick-up. This open, collaborative approach helps families feel supported and included in decision-making. |
| 1. How do you confirm next steps and ensure agreement with all relevant parties while adhering to service privacy and confidentiality requirements within the early childhood education sector? | Viviana ensures all next steps are clearly communicated to families and relevant parties through verbal confirmation and written documentation when needed, such as via the Storypark app. She is careful to follow Sparrow’s Privacy and Confidentiality Policy, making sure any sensitive details are only shared with authorised staff. For example, after addressing a family concern, she informs the lead educator or Director, and the family is kept updated with an explanation of agreed steps while safeguarding their privacy throughout the process. |
| 1. How do you follow service privacy and confidentiality requirements while addressing concerns raised by family members, including an emotive family member, within the early childhood education industry? | When dealing with emotionally charged situations, Viviana maintains strict confidentiality by keeping discussions private and involving only the necessary team members or leadership. She remains calm and professional, listens empathetically, and reassures the parent that their information is secure. In one instance, when a parent expressed strong concerns about the curriculum, Viviana validated their emotions and explained the learning outcomes, ensuring the conversation remained respectful and confidential as per the service's policy. |
| 1. How do you listen respectfully to a person's concerns when addressing grievances or complaints within the early childhood education industry? | Viviana demonstrates respect and empathy by creating a supportive and non-judgemental space for families to speak. She listens actively, using appropriate body language like nodding, and avoids interrupting. She reflects back what the person says to ensure clarity and show understanding. This respectful listening builds trust and encourages parents to express themselves freely, which supports resolution of the concern in a calm and positive manner. |
| 1. What steps do you take to identify, investigate, and discuss the issues underlying grievances or complaints according to service procedures within the early childhood education sector? | When a grievance arises, Viviana follows Sparrow’s procedures by first gathering the necessary information through observation, family communication, and discussions with colleagues. She then communicates the matter to management and supports open dialogue among those involved. For instance, if a concern is raised about transitions being too rushed, she investigates the routine, gathers staff feedback, and works with leadership to create a calmer process, such as including a group song before moving indoors. |
| 1. How do you prioritise and take action with the level of urgency required when addressing grievances or complaints within the early childhood education industry? | Viviana assesses each complaint based on its potential impact on children’s well-being, staff dynamics, or family relationships. She acts swiftly when urgent concerns arise, such as safety-related matters, ensuring they are addressed immediately and documented. Less urgent concerns, like suggestions for programming, are acknowledged respectfully and followed up through regular meetings. This triage approach helps her manage grievances efficiently and appropriately. |
| 1. How do you explain the complaint process and inform complainants of what can and cannot be expected from the process within the early childhood education industry? | Viviana ensures that families are aware of the complaint process by calmly outlining the steps involved, including timelines and potential outcomes. She explains what the service can realistically do and where limitations lie, ensuring expectations are managed clearly. She does this either verbally or through written updates on Storypark, maintaining transparency and building trust while remaining supportive and professional. |
| 1. When addressing grievances or complaints within the early childhood education sector, how do you refer complainants to appropriate procedures or forums for further resolution? | Viviana refers complainants to appropriate procedures by informing them about Sparrow’s internal grievance policy. If concerns go beyond her level of responsibility, she respectfully directs families to the Centre Director or suggests external regulatory bodies if needed. For example, when a billing concern was raised, she helped document the issue and referred it to the finance department, ensuring the family felt supported throughout the process. |
| 1. How do you seek advice, generate options, and facilitate resolution according to service procedures when responding to grievances or complaints within the early childhood education industry, considering systemic issues, emotive family members, and detailed written complaints? Please provide examples of three different grievances or complaints. Please consider the following in your response:  * active listening * assertiveness * questioning * effective non-verbal communication * negotiation | Example 1: Systemic Issue Grievance – Viviana noticed a rushed transition from outdoor to indoor play that left children unsettled. After receiving feedback from both staff and families, she raised the issue with management, discussed ideas with her team, and introduced a calming transition activity—such as a group song outdoors. This change supported smoother transitions and demonstrated Viviana’s use of questioning, reflection, and collaboration. Example 2: Emotive Family Member Grievance – A parent became upset about their child’s behaviour support. Viviana listened actively, acknowledged the parent's feelings, and used assertive communication to explain the support strategies in place. She asked open-ended questions to better understand the concern, used calm body language, and worked with the family to co-develop a Behaviour Support Plan that was inclusive and supportive of the child. Example 3: Detailed Written Complaint – A written complaint regarding billing discrepancies was submitted. Viviana supported the family by reviewing the concern, consulting the finance team, and confirming the records. She maintained professional communication throughout, ensured accurate documentation, and helped coordinate a refund for overcharged fees. She then recommended improvements to invoicing systems. These examples show how Viviana uses Active Listening, Assertiveness, Questioning, Non-verbal Communication, and Negotiation to manage grievances, while following Service Procedures. Each situation also led to identifying Improvement Opportunities, like clearer transitions, more inclusive planning, and transparent billing, contributing to service enhancement. |
| 1. How do you facilitate mediation between parties concerned according to service procedures when responding to at least three different grievances or complaints about the service within the early childhood education industry, which collectively involve privacy and confidentiality requirements, regulatory requirements, relevant codes of ethics, a range of family member responses, communication techniques, and typical features of complaint procedures? | Viviana facilitates mediation at Sparrow Early Learning Brighton by creating a calm, neutral space where parties feel heard and respected. She uses a combination of Active Listening, empathy, and effective Non-verbal Communication to help resolve issues while upholding Privacy and Confidentiality Requirements. Example 1: Privacy and Confidentiality Requirements – When mediating a sensitive concern between two families involving a child incident, Viviana ensured the discussions took place privately and only shared details with authorised staff. She documented the matter discreetly and explained that all communications would remain confidential under the service’s policies. Example 2: Regulatory Requirements – In a situation where a staff issue involved potential misconduct, Viviana supported the family while notifying her Director, who then escalated the concern following Regulatory Requirements. She ensured that any required reporting to external authorities was done appropriately while continuing to support both staff and family. Example 3: Relevant Codes of Ethics – Viviana maintained professionalism, fairness, and impartiality throughout the mediation, aligning her actions with the Code of Ethics for early childhood educators. She treated everyone with dignity and acknowledged their feelings, regardless of the emotional intensity of the concern. Example 4: Range of Family Member Responses – In some cases, families were upset and emotional, while others were calm and cooperative. Viviana adapted by validating emotional families through empathy and calming language, while collaborating openly with those who were solution-focused. Example 5: Communication Techniques – She used techniques like paraphrasing, open-ended questions, and collaborative problem-solving to help families understand the issue and feel part of the solution. Non-verbal cues such as eye contact and nodding helped build rapport and trust during the mediation. Example 6: Typical Features of Complaint Procedures – Throughout all cases, Viviana followed complaint timelines, documented communications on Storypark or paper forms, and updated families with outcomes as per the service’s procedures, ensuring a transparent and accountable process. |
| 1. How do you obtain agreement regarding the resolution of issues when responding to at least three different grievances or complaints about the service within the early childhood education industry, which collectively involve conflict theory, conflict resolution techniques, and adherence to service standards, policies, and procedures for collaborative partnerships with families and community complaints management? | Viviana ensures agreement by openly discussing each party’s views, encouraging mutual understanding, and documenting agreed outcomes. She applies Conflict Theory by understanding causes like communication gaps or differing values. Example 1: Conflict Theory – When there was staff tension due to role confusion and inconsistent responsibilities, Viviana recognised signs such as communication breakdowns and lack of cooperation. By identifying these issues early, she prevented further escalation and supported a constructive resolution. Example 2: Conflict Resolution Techniques – Viviana used assertive communication and calm language to address staff concerns. She negotiated fair solutions, such as clearer role allocation and regular team discussions, ensuring that all staff had input and felt respected. Example 3: Service Standards, Policies, and Procedures – In handling a family’s complaint about programming, Viviana followed policies that required family involvement. She discussed their feedback, explained how the curriculum aligns with the Early Years Learning Framework, and adjusted some routines to better suit the child’s needs. Each resolution was agreed upon, documented, and followed up, reflecting adherence to Service Standards and Collaborative Partnerships. |
| 1. How do you document the process and outcomes of complaint resolution according to service procedures within the early childhood education sector? | At Sparrow Early Learning Brighton, Viviana documents complaints using approved channels such as Storypark or written forms, depending on the situation. She records details including the concern raised, actions taken, and outcomes agreed upon, always in accordance with the service’s policies. For instance, when a parent reported an incident involving a bumped head, Viviana submitted an Incident Report, informed management, and ensured that the family was updated on the follow-up actions. Documentation was kept confidential and accessible only to authorised staff. |
| 1. How do you seek feedback from relevant parties about the outcome of grievances or complaints within the early childhood education industry? | Viviana regularly seeks feedback from families and team members by initiating conversations during drop-off and pick-up, using communication books, and posting updates through Storypark. She also engages with her team during weekly meetings to review how concerns were handled. For example, after resolving a transition concern, she followed up with the parent to ask if the new calming routine improved the experience and consulted her co-workers for their observations. This helped ensure satisfaction and offered insights for ongoing improvement. |
| 1. How do you clarify misunderstandings or concerns regarding the process or your role when reviewing outcomes of grievances or complaints within the early childhood education sector? | Viviana clarifies misunderstandings by explaining her role clearly to families and staff, emphasising that she follows the service's Complaint Procedure and escalates matters when needed. She takes time to answer questions and address any confusion regarding what can and cannot be done within her responsibilities. For example, when a parent expected immediate changes after a complaint, she explained the review process and assured them that their concern had been acknowledged and referred to the Director. Her transparency helped maintain trust while managing expectations. |
| 1. How do you use feedback and lessons learned to identify and implement improvements to your practice and service when reviewing outcomes of grievances or complaints within the early childhood education industry? | Viviana uses all feedback as an opportunity to reflect and grow. After each complaint or concern, she reviews what went well and what could be improved. For example, following feedback on rushed transitions, she implemented a group song before going indoors, which eased the process for children and staff. She also shares these improvements during team meetings and supports professional development by suggesting training topics, such as conflict resolution or communication skills. These practices help enhance the overall quality of care at Sparrow Early Learning Brighton. |

## **CHCMGT003 Lead the work team**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. How do you develop and implement plans to ensure the smooth execution of day-to-day activities within an early childhood education work group, and what benchmarks do you use to measure success?   When responding please consider the following:   * Efficient methods to enhance employee productivity. * Approaches for promoting teamwork and collaborative work methods. * Tactics for enhancing job performance and achieving desired outcomes. * Recognition of obstacles and limitations followed by the formulation of plans to overcome them. | At Sparrow Early Learning Brighton, Viviana ensures the smooth operation of daily activities by using structured routines, clear communication, and delegation. Each day starts with a shared understanding of roles through consistent communication and team collaboration. She conducts regular team meetings and encourages open communication so everyone is aware of their responsibilities. To enhance Work Performance, she uses a Daily Checklist in her room that helps staff stay compliant, ensures nothing is missed, and confirms that all tasks—from cleaning to safety checks—are completed. Viviana promotes Team Collaboration by fostering kindness, guiding by example, and creating a supportive environment. She helps new staff feel welcomed by guiding them through induction, showing them around, and making herself available for support. When it comes to improving outcomes, she reflects on practice and encourages professional development. Barriers such as time constraints are resolved by reallocating tasks or adjusting the schedule. The success of her approach is seen in increased productivity, reduced miscommunication, and a safe, nurturing environment for the children. |
| 1. What strategies do you employ, in consultation with relevant stakeholders, to optimise work performance and outcomes within an early childhood education setting, and how do you measure the effectiveness of these strategies? | Viviana consults regularly with her colleagues and management to improve work performance. Through regular staff meetings and hallway check-ins, she and her team discuss improvements and reflect on current practices. She uses critical reflection and Storypark documentation to assess and improve team outcomes. These feedback loops allow for ongoing performance adjustments based on what’s working or needs improvement. Effectiveness is measured through both formal and informal feedback, including staff input, management evaluations, and daily communication with families. For instance, daily family feedback via Storypark helps gauge the effectiveness of activities and routines, and ensures continuous alignment with both team and organisational goals. |
| 1. How do you identify planning problems, barriers, and constraints within your early childhood education work environment, and what strategies do you implement to address them? | Viviana identifies planning issues such as rushed transitions, miscommunication, or time pressures through reflection and feedback. She shared an example where the transition from outdoors to indoors felt rushed, causing stress. She sought feedback and implemented a new routine involving group singing to slow down the process and reduce stress.To address broader barriers, she engages in reflective discussions with the team, uses daily checklists, and stays proactive in recognising constraints such as limited staffing. Regular team conversations and feedback mechanisms allow her to address these issues quickly and collaboratively, improving workflow and the children’s experience. |
| 1. How do you maintain confidentiality in staffing processes within an early childhood education organisation, and what steps do you take to ensure compliance with organisational policies and procedures? | Viviana follows the confidentiality policy closely, especially when dealing with staffing matters. Sensitive information, such as performance concerns or recruitment discussions, is only shared with authorised personnel and is handled according to centre protocols. She ensures that any concerns about staffing are brought to management discreetly and documented properly in line with policy. Maintaining professional boundaries and upholding staff privacy are key components of her role as a team member and contributor to a respectful workplace environment. |
| 1. How do you identify staffing and resourcing needs within an early childhood education setting, and what strategies do you employ to address these needs effectively? | At Sparrow Early Learning Brighton, Viviana identifies staffing needs by observing the child-to-staff ratio and noting if support is lacking during critical times, such as transitions or nap routines. She consults with her colleagues and management when additional help is needed or when there’s a need to adjust workflows.To address resourcing needs, she ensures resources such as checklists, cleaning materials, and visual aids are available and up to date. She also adjusts routines or reallocates responsibilities to keep things running smoothly when staff are absent. |
| 1. How do you participate in recruitment processes within the early childhood education industry, and what criteria do you use to select suitable candidates for positions? | Viviana contributes to recruitment by assisting in the induction of new staff and offering feedback based on observation and collaboration. She supports new team members by showing them around, explaining daily routines, and making them feel comfortable from day one.Although she doesn’t lead recruitment interviews, she helps assess whether new staff align with the centre’s values—such as kindness, communication, and teamwork. She ensures they understand and follow procedures and provides feedback to management on their integration and contribution to the team. |
| 1. How do you ensure effective induction and ongoing support for new and existing staff within the early childhood education sector, and what strategies do you implement to facilitate their successful integration into the team? | Viviana provides induction support by warmly welcoming new team members, showing them around the centre, explaining expectations, and helping them understand daily routines. She ensures new educators are not overwhelmed by being available to answer questions and model appropriate practices. Ongoing support includes maintaining open communication, conducting regular team meetings, and using Storypark and hallway meetings for continuous updates. These strategies help both new and existing staff stay aligned with team goals and support smooth integration and collaboration. |
| 1. How do you provide instruction and additional support as needed to promote quality worker and client outcomes within the early childhood education industry, and what metrics do you use to assess the effectiveness of your support strategies? | Viviana promotes quality outcomes by guiding others through example, offering support with documentation, routines, and conflict resolution, and maintaining open communication. She ensures new staff understand policies such as Safe Sleep and illness procedures, and she supports them with reminders and positive reinforcement.Effectiveness is measured through staff confidence, smooth classroom operations, and feedback from both families and colleagues. Viviana also uses checklists and reflections to identify whether outcomes are being achieved and where extra support may be needed. |
| 1. How do you encourage and facilitate staff access to training and development opportunities within the early childhood education sector, and how do you align these opportunities with organisational goals and individual career aspirations? | Viviana supports professional growth by participating in regular appraisals and feedback discussions. She reflects monthly on her development and discusses with management any areas needing improvement. She also engages in ongoing training, such as Safe Sleep refreshers and team professional development days.Training goals are aligned with the organisation’s standards and the Early Years Learning Framework. By using Storypark for reflection and documentation, Viviana ensures her learning goals contribute to broader team objectives and enhance her own career growth. |
| 1. How do you collaborate with other service providers as needed to meet service and referral needs within the early childhood education industry, and what strategies do you employ to ensure effective partnerships and coordination of services? | Viviana works in partnership with external providers during cultural programs and community events. For example, during NAIDOC Week, she collaborated with a visitor from Didge for Kids, who led activities like playing the didgeridoo. She also connects with families to understand their needs and adjust routines accordingly.She ensures collaboration is effective through open communication, planning, and inclusive practices. Activities like Acknowledgement of Country and incorporating sign language are examples of coordinated efforts with the broader community to create a supportive environment for all children and families. |
| 1. How do you reflect on your own practice and proactively update knowledge and skills to maintain a high level of professionalism and effectiveness in leading a work team within the early childhood education sector? | Viviana reflects regularly on her own Work Performance by using the Storypark platform and conducting monthly reflections. She actively seeks feedback from management and uses it to make adjustments in her practice, as seen when she improved the outdoor-to-indoor transition routine after receiving feedback. She also participates in professional development training, including annual Safe Sleep refreshers and team development sessions, to keep her knowledge current and aligned with best practices. Her commitment to learning helps her maintain a high level of professionalism and support her team effectively. This proactive approach ensures continuous improvement and fosters a culture of growth and adaptability within the workplace. |
| 1. How do you align your leadership practice with the values, ethical guidelines, policies, and procedures of the organisation within the early childhood education sector, and how do you ensure consistency and integrity in your leadership approach? | Viviana aligns her leadership approach with Sparrow Early Learning Brighton’s values by maintaining ethical behaviour, open communication, and a commitment to the centre's policies. She models respectful, kind behaviour and ensures transparency in her actions. She leads by example, especially in situations involving conflict or new staff onboarding, ensuring consistency and fairness. She upholds integrity by following procedures such as the grievance policy when reporting concerns and using formal channels to address issues, demonstrating adherence to organisational values and ethical guidelines. |
| 1. What steps do you take to ensure that personal or social contact does not adversely affect your ability to lead the team effectively within the early childhood education sector, and how do you maintain professional boundaries while fostering positive relationships with staff? | Viviana maintains clear Professional Boundaries by focusing on fairness, respect, and effective communication with all staff. While she fosters strong, supportive relationships through kindness and collaboration, she remains objective in her leadership. She avoids favouritism by using structured routines and shared checklists, ensuring all staff are equally supported. By leading with professionalism and empathy, Viviana ensures that social dynamics do not interfere with team cohesion or work performance. |
| 1. How do you implement collaborative processes and practices within the early childhood education sector to foster cooperative work practices and maintain positive relationships with staff and management? In your response please consider:  * Organisational mission and ethos. * Organisational framework and communication guidelines. * Group coordination methodologies, encompassing methods for guiding group dialogues and assemblies. * Leadership approaches and their utilisation in advancing the organisation’s purpose, goals, and principles. * Coaching methodologies and tactics. * Distinctions between coaching and mentoring. * Performance oversight: resources for acquiring knowledge on optimal work techniques pertinent to the industry sector. * Scheduling and arranging timetables. * Origins of tension and strain, and methods for handling and mitigating them. * Networks for referrals. | Viviana promotes Cooperative Work Practices by holding regular team meetings and hallway discussions to review routines, share feedback, and plan collaboratively. She uses open communication and active listening to encourage staff input and promote team ownership. The centre’s structure supports this with regular updates and check-ins, ensuring alignment with the Organisation’s Mission and Values. She demonstrates leadership by guiding new staff through induction, supporting them with clear instructions, and coaching them into routines. She also uses conflict resolution strategies, such as reflective discussion and team dialogue, to manage tensions and maintain a positive work culture. Collaborative decision-making and access to community referral networks (e.g., Didge for Kids during NAIDOC Week) further enhance the service’s quality and inclusivity. |
| 1. How do you model and promote effective communication in the workplace, including open discussion and active listening, within the early childhood education industry? | Viviana models Effective Communication through regular check-ins, team discussions, and respectful interactions. She listens actively to team concerns and encourages open discussion during staff meetings and hallway conversations. By creating a welcoming environment, she fosters trust and transparency among her colleagues. She also promotes open communication with families using Storypark, daily handovers, and communication books, which encourages collaboration and supports shared goals. This approach helps minimise misunderstandings and builds a strong, communicative workplace culture. |
| 1. How do you identify potential and actual conflict situations within the early childhood education sector, and what strategies do you employ to prevent or address them? | Viviana identifies potential Conflict Situations by maintaining open communication and being observant of team dynamics. When disagreements arise, she ensures all voices are heard and encourages reflective dialogue to understand different perspectives. She promotes collaborative solutions by inviting team input during meetings and fosters an environment where concerns can be discussed calmly and respectfully. This approach prevents conflicts from escalating and strengthens professional relationships within the team. |
| 1. Throughout conflict resolution processes within the early childhood education industry, how do you ensure access to appropriate support, mediation, and debriefing for parties involved while adhering to organisational guidelines? | In conflict situations, Viviana follows Organisational Guidelines by referring issues to management when necessary and documenting concerns through the grievance process. She ensures that all parties involved feel heard and supported. Viviana promotes access to appropriate support by maintaining confidentiality and encouraging open dialogue. She creates a safe environment for debriefing after conflict, helping to restore trust and maintain a collaborative and respectful team environment. |
| 1. How do you resolve problems or issues that may disrupt work unit activities within the early childhood education sector, and what strategies do you employ to minimise their impact on team performance? | Viviana resolves disruptions by quickly identifying the root cause and initiating practical solutions. For example, when she noticed that outdoor-to-indoor transitions were rushed and stressful for children, she implemented a calming routine involving group singing before moving indoors. She also supports her team by using Daily Checklists and routine reviews to ensure smooth operations and minimise stress. Regular team discussions allow her to identify concerns early and collaborate on strategies to prevent further disruption to Work Unit Activities. |
| 1. How do you regularly meet with those involved to discuss and evaluate the effectiveness of plans and practices in meeting the goals and needs of the organisation within the early childhood education sector? Please provide examples where you’ve facilitated two (2) different group meetings. | Viviana meets with team members regularly to discuss and evaluate effectiveness through formal staff meetings and informal hallway huddles. Example 1: She facilitated a team meeting to review the sleep routine process, using team feedback to improve safety and supervision during rest time. She helped allocate roles, clarified expectations, and made sure everyone understood the policy and their part in implementing it. Example 2: She facilitated a discussion around daily checklist responsibilities, where team members shared input on streamlining tasks. This resulted in improved workflow, accountability, and clarity around expectations, contributing to smoother daily operations aligned with organisational goals. |
| 1. How do you identify areas for improvement within the early childhood education sector, and what strategies do you employ to address these areas effectively? | Viviana identifies Areas for Improvement through monthly reflection, feedback from management, and daily team observations. She uses Storypark to document practices and reviews performance data to determine what needs adjustment. One example was recognising the need for a calmer indoor transition. After reflection and feedback, she implemented a strategy to improve the process through group singing and slower movement. She also supports improvement by encouraging professional development, such as refresher training and appraisals, to help staff meet evolving needs and improve service quality. |
| 1. How do you revise plans and practices within the early childhood education sector to ensure continued improvement, and what mechanisms do you use to monitor and adjust implementation efforts? | Viviana regularly reflects on her routines and practices at Sparrow Early Learning Brighton to identify what is working and where adjustments are needed. For example, she recognised that outdoor-to-indoor transitions were rushed and stressful for children. After receiving feedback, she revised the plan by introducing a calming singing routine before transitioning, which helped children feel more settled.To monitor progress, she uses ongoing team discussions, feedback from management, and observations during daily activities. Storypark is also used to document reflections, which supports evaluating and adapting practices over time to achieve better outcomes. |
| 1. How do you document and report work outcomes within the early childhood education sector in accordance with organisational procedures, and what steps do you take to ensure accuracy and transparency in reporting? | Viviana documents work outcomes using Storypark, where she records children's development, activities, and reflections. This system ensures that information is shared with families and management in a transparent and structured way. Daily communication books are also used when families prefer written updates.She ensures accuracy by regularly updating records, reviewing checklists, and collaborating with colleagues to confirm that all required tasks and outcomes are completed and documented. This process ensures clear communication, accountability, and alignment with centre procedures. |
| 1. How do you implement and document performance management processes within the early childhood education sector in accordance with role and organisational procedures? | At Sparrow Early Learning Brighton, Viviana participates in yearly performance appraisals with management to assess her own development and align with organisational goals. She reflects monthly and discusses areas of improvement openly with her leaders.Although she is not directly responsible for conducting formal evaluations for others, she plays a role in supporting team performance through feedback, guidance, and participation in regular staff meetings. These discussions allow her to document concerns or suggestions in a way that aligns with the service's performance management expectations. |
| 1. How do you work collaboratively with individuals within the early childhood education sector to agree on performance improvement and development plans, and how do you document these plans in accordance with organisational policies? | Viviana engages in regular communication with colleagues and management to discuss professional development. She identifies areas for improvement through team discussions and helps team members integrate into routines by offering support and modelling appropriate practices.For new staff, she assists with induction, explains daily processes, and provides guidance that helps establish expectations. These improvement actions are supported through reflection records and professional development documentation maintained by the centre, ensuring alignment with policies and individual goals. |
| 1. How do you monitor and evaluate performance within the early childhood education sector, and what steps do you take to provide ongoing feedback to individuals? | Viviana monitors staff performance by observing how team members manage routines, follow checklists, and engage with children. During regular meetings and hallway discussions, she offers verbal feedback and shares suggestions for improvement.She promotes a supportive atmosphere by giving constructive and positive feedback, particularly to new staff during induction. By modelling effective practice and being approachable, she helps others grow while also contributing to the centre’s standards of quality care. |
| 1. How do you identify poor performance within the early childhood education sector, and what actions do you take in accordance with role and organisational procedures? | Viviana identifies Poor Performance through daily observation and team interactions. If a team member is struggling or not following procedures, she reflects on the issue and reports it appropriately to management. For example, if someone does not follow hygiene or safety protocols, she addresses it by following the grievance policy.She ensures that any concerns are handled professionally and documented when necessary, helping maintain a respectful, high-performing work environment while adhering to organisational procedures. |
| 1. How do you monitor and coach individuals within the early childhood education sector to improve performance, and what strategies do you employ to support their development? | Viviana supports new staff by coaching them through daily routines, answering questions, and offering guidance based on her own practice. She models procedures such as Safe Sleep checks, toy sanitisation, and checklist completion to help others meet expected standards.Her strategies include being patient, leading by example, and promoting open communication. She ensures that colleagues feel confident in their roles and receive ongoing feedback and encouragement to support continuous development. |
| 1. How do you identify and provide additional support or referral when required within the early childhood education sector, in accordance with role and organisational procedures? | Viviana identifies when additional support is needed by observing team members’ comfort and confidence with routines. If someone is having difficulty, she provides direct support and, if necessary, escalates the matter to management for further assistance. She also recognises when children or families may benefit from external support. For example, she participates in cultural events like NAIDOC Week and refers to community partnerships like Didge for Kids to support inclusion and cultural understanding. These actions align with the service’s procedures and support a holistic care approach. |

## **CHCPOL003 Research and apply evidence to practice**

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| Key Points (KP)  the student’s response should evidence the following | Record your judgement of how and why the evidence demonstrates competent performance. (In accordance with the dimensions of competency, required skills and knowledge and the elements and performance criteria) |
| The Student | Explain your understanding of your competency when completing the following tasks: | |
| Key points to be addressed by the student | ASSESSOR’S NOTES |
| 1. What are specific instances within the early childhood education industry where conducting research could enhance and refine your professional practices? | At Sparrow Early Learning Brighton, Viviana engages in research to enhance and refine her professional practices by reflecting on daily routines and children’s responses to transitions. For instance, she mentioned researching ways to improve the transition from outdoor to indoor activities, identifying that the process was too rushed. After receiving feedback, she implemented a calmer transition involving a group song outdoors before moving inside, reducing stress and improving outcomes for the children. This shows how investigating transition strategies helped elevate the quality of care and responsiveness in her teaching practice. |
| 1. How do you evaluate and keep abreast of current trends within the early childhood education sector to ensure your practices remain relevant and effective? | Viviana remains updated with sector trends by engaging in ongoing professional development, critical reflection, and team communication. She attends training sessions and participates in annual staff appraisals, which include discussions about current practices and sector updates. She also uses feedback from management to evaluate her performance and stay aligned with evolving priorities such as inclusive practices, safe sleep guidelines, and emotional well-being approaches. |
| 1. How do you establish clear and attainable research objectives within the scope of your work in early childhood education? | Viviana sets clear objectives by identifying areas in daily routines or child behaviour that require improvement or further support. For example, she targeted smoother transitions and children’s engagement as focus points. Her objectives are shaped through observations, feedback from colleagues, and the needs of individual children. This allows her to focus on practical, meaningful goals like improving the emotional regulation of toddlers or supporting inclusive activities through cultural engagement. |
| 1. What methods do you employ to identify and access credible sources of data and evidence relevant to your work in early childhood education? | To ensure she accesses credible information, Viviana draws on professional development materials, internal policy documents, and guidance from management. She also aligns her practice with authoritative frameworks such as the Early Years Learning Framework and recognised safe sleep and hygiene policies. Her centre’s use of ongoing training and structured policy reviews ensures the data guiding her practice is current and reliable. |
| 1. How do you evaluate and choose appropriate methods for gathering information relevant to your work in early childhood education? | Viviana uses observations, daily reflections, and conversations with families and team members as methods to gather relevant information. For instance, she regularly observes children’s play and interests, uses Storypark to document reflections, and solicits feedback from families to inform programming. These methods allow her to select strategies that align with her goals and the needs of the children in her care. |
| 1. What systematic approaches do you employ to ensure thorough gathering of information in your role within the early childhood education field? | Viviana ensures information is gathered systematically by using daily checklists, structured observations, and documentation platforms like Storypark. These tools help her monitor routines, track children’s progress, and reflect on daily experiences. Staff meetings and hallway updates further support a consistent exchange of information across the team. This structured approach ensures comprehensive and accurate data collection. |
| 1. How do you determine the relevance of gathered information based on your research objectives and professional needs within the early childhood education domain? | Viviana reviews gathered information against her specific goals, such as enhancing transitions or improving emotional support. She reflects on how children respond to activities, communicates with families for context, and collaborates with her team to ensure that information supports curriculum planning and individual child development. Relevance is assessed based on whether the data contributes to meaningful learning outcomes and aligns with approved educational philosophies. |
| 1. How do you organise gathered information to facilitate its analysis and future use within the context of your work in early childhood education? | Viviana organises information through the use of documentation apps like Storypark, where reflections, observations, and family feedback are stored in an accessible and structured format. She also utilises categorised checklists and monthly reflections that help her review patterns and make informed decisions. This organised data supports ongoing curriculum planning and helps with future reference and analysis. |
| 1. Question: How do you prioritise gathered information based on the specific needs of your research and professional practice within the early childhood education field? | Viviana prioritises information by focusing on what has the most immediate or significant impact on children’s learning and well-being. For example, when concerns are raised about routines or behaviour, she promptly gathers and addresses relevant data through observation and team input. Feedback from families and staff appraisals also guides her priorities, helping her target areas where adjustments will lead to improved outcomes for children. |
| 1. In what ways do you compare and contrast different sources of information to ensure a comprehensive understanding within the context of your work in early childhood education? | Viviana evaluates multiple sources including her centre’s policies, team feedback, and sector frameworks such as the EYLF to form a balanced understanding of best practice. For example, she contrasts staff feedback with child observations and family insights to make well-rounded decisions. This multi-source approach ensures that no single perspective dominates and that practices reflect diverse, credible viewpoints. |
| 1. How do you assess the strength, relevance, reliability, and currency of information in the context of your work within the early childhood education sector? | At Sparrow Early Learning Brighton, Viviana assesses the strength and relevance of information by aligning it with sector frameworks like the Early Years Learning Framework (EYLF) and her service’s updated policies. She values input from training sessions, management, and professional reflections, ensuring the information she applies is both current and supported by practice-based evidence. She confirms reliability through ongoing professional development and policy reviews, and she verifies currency by using resources introduced in recent training and team discussions. |
| 1. What considerations do you take into account when assessing the feasibility, benefits, and risks associated with the information gathered for your work in early childhood education? | Viviana considers feasibility based on the availability of time, staff support, and child readiness. For example, when she received feedback about improving transitions from outside to inside, she assessed whether the suggestion could be practically implemented by her team and the children. She also weighs the potential benefits—such as reduced child stress or smoother routines—against any risks, including disruption to established practices or overstimulation. Only after evaluating these aspects does she implement changes, ensuring decisions are ethical and developmentally appropriate. |
| 1. How do you formulate and document conclusions based on the findings derived from your analysis of gathered information within the context of your work in early childhood education? | Viviana formulates and documents conclusions through critical reflection and daily observation. She uses Storypark to record reflections and child learning stories, which helps her analyse the effectiveness of strategies and practices over time. For example, she documented the impact of implementing calmer transitions and noted improvements in children’s behaviour. Her documentation includes written reflections and feedback from both team members and families, allowing her to synthesise findings and guide future planning. |
| 1. How do you assess the various ways in which different aspects of information can be utilised within your professional practice in the early childhood education sector? | Viviana assesses how to use different aspects of information by considering how each piece aligns with her curriculum, child needs, and centre goals. For instance, when planning creative and sensory-based activities like clay play with natural materials, she draws from child observations and family input. She uses new information to adjust programming, modify daily routines, and promote inclusive participation. She also reflects on how this information contributes to emotional regulation and engagement, ensuring each idea is applied purposefully. |
| 1. How do you utilise information and insights gained from research to identify potential areas for change and improvement in your current practices within the early childhood education field? | Viviana uses insights from observations, team discussions, and feedback to identify areas needing improvement. One key example was the feedback she received regarding rushed transitions. Drawing from this, she implemented a structured song time outdoors before transitioning inside, leading to improved child engagement. This change reflects her ability to use research-based insights—such as the benefits of routine and predictability—to improve emotional well-being and learning outcomes. |
| 1. Question: What strategies do you employ to identify unresolved issues or gaps in knowledge that require further research and evaluation within the early childhood education domain? | Viviana identifies gaps through ongoing reflection and dialogue with her team. For instance, if a child is struggling with emotional regulation or communication, she reflects on what strategies have or haven’t worked and seeks further insight through staff discussions or new training. She also examines children’s behaviour patterns and feedback from families to identify potential areas for deeper understanding, such as supporting language development for non-verbal children using visuals or sign language. |
| 1. How do you develop actionable plans to address outcomes of research and incorporate findings into your professional practice within the early childhood education industry? | Viviana creates actionable plans by turning reflection and research into small, practical strategies. After noticing transitions were too rushed, she developed a plan to include songs and quiet outdoor moments before heading indoors. She shared this idea with her team and implemented it gradually, monitoring its effectiveness through observation and child feedback. She uses team meetings, Storypark documentation, and checklists to review changes, ensuring strategies are embedded and adjusted as needed. |

## **Assessment Conditions Checklist (ACC)**

Assessor Instructions: Please check the following lists to indicate the types of workplaces, equipment, facilities, industry resources and organisational policies and procedures that the student is currently or have had access to. This is intended to be used in conjunction with the above CC. For example, as students inform you about the equipment, facilities, resources, and aids they are using in their examples, please check off the following list. If students do not proactively cover any of the following, kindly ask the question and confirm with the student.

Specific instructions/information have been provided below where appropriate in *italic wording*. Students are expected to meet all of the following criteria to be satisfactory in ACC.

1. Confirm the student is working in a regulated children’s education and care service in Australia. (BSBTWK502, CHCECE041, CHCECE042, CHCECE043, CHCECE044, CHCECE045, CHCECE046, CHCECE047, CHCECE048, CHCECE049, CHCECE050, CHCPRP003, CHCECE053,  CHCMGT003,   CHCPOL003)

*(Instructions/information for Assessor: All must be checked, otherwise it is not satisfactory. Unless the referenced unit(s) have been Credit Transferred)*

* 1. \*interactions with children up to six year of age
  2. \*Skills related to review of policies and developing a risk management plan may be demonstrated outside of the service but must be based on work in a regulated children’s education and care service in Australia.
  3. \*access to:
     1. \*information technology for research and documentation
     2. \*National Quality Framework: 
        1. \*Education and Care Services National Regulations
        2. \*National Quality Standard, Law and Regulations
        3. \*the relevant approved learning framework
        4. \*curriculum documentation
        5. \*Quality Improvement Plan template
        6. \*Early Childhood Australia Code of Ethics
        7. \*UN Convention on the Rights of the Child
     3. \*service standards, policies and procedures as required by National Regulations for health and safety
     4. \*interactions and collaborations with educators, carers, families, management and other decision makers, agencies, external support and specialists for collaboration (CHCECE042)
     5. Others (please list):

1. Equipment/Devices/Aids: Students has accessed to a range of equipment, devices and aids. (BSBTWK502, CHCECE041, CHCECE042, CHCECE043, CHCECE044, CHCECE045, CHCECE046, CHCECE047, CHCECE048, CHCECE049, CHCECE050, CHCPRP003, CHCECE053,  CHCMGT003,   CHCPOL003)
   1. Please confirm and checked the Equipment/Devices/Aids types for maintain a safe and healthy environment for children whichthe student (as an educator in ECEC Centre) has accessed to. (*Instructions/information for Assessor/Workplace Supervisor: For all resources denoted with \*, it is expected that the student has the access. Unless the referenced unit(s) have been Credit Transferred. The rest are optional.*)
      1. \*First Aid Tools: Essential for addressing minor injuries and medical emergencies.
      2. \*Safety signage: Signage indicating hazards, emergency exits, and safety protocols.
      3. \*Cleaning supplies: To maintain cleanliness and hygiene in the environment.
      4. \*Communication devices: Such as walkie-talkies or mobile phones for emergency communication during excursions.
      5. \*Safety equipment: Such as safety gates, fire extinguishers, and child-proof locks to prevent accidents.
      6. Others (please list):
   2. Please confirm and checked the Equipment/Devices/Aids types for foster holistic early childhood learning, development and wellbeing whichthe student has accessed to. (*Instructions/information for Assessor/Workplace Supervisor: For all resources denoted with \*, it is expected that the student has the access. Unless the referenced unit(s) have been Credit Transferred. The rest are optional.*)
      1. *\**Learning materials: Such as books, puzzles, blocks, and manipulatives to support cognitive development.
      2. *\**Communication aids: Visual aids, picture books, and multimedia resources to enhance communication skills.
      3. *\**Emotional regulation tools: Calming sensory items, like stress balls or sensory bottles, to support emotional development.
      4. *\**Physical development equipment: Gross motor and fine motor equipment like balls, climbing structures, and art supplies.
      5. *\**Social interaction props: Role-play materials, puppets, and group games to encourage socialisation and cooperation.
2. Facilities: Student has accessed to a range of facilities. (BSBTWK502, CHCECE041, CHCECE042, CHCECE043, CHCECE044, CHCECE045, CHCECE046, CHCECE047, CHCECE048, CHCECE049, CHCECE050, CHCPRP003, CHCECE053, CHCMGT003, CHCPOL003)
   1. Please confirm and checked the Facilitiesfor maintaining a safe and healthy environment for children which the student has accessed to. (*Instructions/information for Assessor/Workplace Supervisor: For all resources denoted with \*, it is expected that the student has the access. Unless the referenced unit(s) have been Credit Transferred. The rest are optional.*)
      1. \* Safe indoor and outdoor play areas: Providing appropriate spaces for children to engage in activities.
      2. \* Secure storage for medications: Ensuring medications are safely stored and only accessible to authorised personnel.
      3. \*Accessible toilets: Equipped with amenities to promote hygiene and sanitation.
      4. \*Adequate sleeping areas: Comfortable and safe spaces for children to rest.
      5. \*Designated meeting points: In case of emergencies or evacuations, designated areas where staff and children can gather safely.
      6. \*Transport vehicles: If conducting excursions, access to safe and appropriately equipped vehicles for transporting children.
      7. Others (please list):
   2. Please confirm and checked the Facilitiesfor Foster holistic early childhood learning, development, and wellbeing, which the student has accessed to. (*Instructions/information for Assessor/Workplace Supervisor: For all resources denoted with \*, it is expected that the student has the access. Unless the referenced unit(s) have been Credit Transferred. The rest are optional.*)
      1. \*Learning environments: Varied indoor and outdoor spaces designed to facilitate different types of learning and exploration.
      2. \*Quiet areas: Designated spaces for children to engage in calm activities or individual reflection.
      3. \*Nature spaces: Outdoor areas with natural elements like gardens or sandpits to promote physical activity and connection with the environment.
      4. \*Art and creative spaces: Areas equipped with art supplies and creative materials to support expression and imagination.
      5. \*Sensory areas: Zones with materials to stimulate the senses, such as textured materials, music, and sensory tables.
      6. Others (please list):
   3. Others (please list):
3. Please confirm that the student has accessed to the resources, organisational processes, policies and procedures. Where \* is indicated alongside the resources description, it denotes that the student has the access to them as stipulated in the training package. (*Instructions/information for Assessor/Workplace Supervisor: For all resources denoted with \*, it is expected that the student has the access. Unless the referenced unit(s) have been Credit Transferred. The rest are optional.*) (BSBTWK502, CHCECE041, CHCECE042, CHCECE043, CHCECE044, CHCECE045, CHCECE046, CHCECE047, CHCECE048, CHCECE049, CHCECE050, CHCPRP003, CHCECE053, CHCMGT003, CHCPOL003)
   1. \*Health and Safety Policies: Guidelines outlining procedures for maintaining a safe and healthy environment for children, including protocols for emergencies, hygiene practices, and risk management.
   2. \*Incident Reporting Procedures: Protocols for documenting and reporting incidents, injuries, illnesses, and emergencies that occur within the service.
   3. \*Infection Control Policy: This policy outlines procedures for preventing the spread of infections within the early childhood education and care setting. It includes protocols for hand hygiene, cleaning and disinfection of surfaces and toys, handling of bodily fluids, and management of illness outbreaks.
   4. \*Medical Conditions Policy: This policy details procedures for managing children with medical conditions or special health needs. It includes guidelines for administering medications, accommodating dietary restrictions or allergies, monitoring symptoms, and communicating with parents and healthcare professionals.
   5. \*Medication Administration Policies: Procedures for administering medications to children, including obtaining consent from parents, storage guidelines, and documentation requirements.
   6. \*Emergencies and Evacuations Procedure: This procedure outlines protocols for responding to emergencies and conducting evacuations in the early childhood education and care setting. It includes steps for assessing and responding to various emergencies such as fires, natural disasters, medical emergencies, or security threats. It also includes evacuation routes, assembly points, and roles and responsibilities of staff during emergencies.
   7. \*Drop Off and Collection of Children Procedure: This procedure establishes guidelines for safely receiving and dismissing children in the early childhood education and care setting. It includes protocols for verifying the identity of authorised individuals, ensuring proper handover of children to parents or guardians, documenting attendance records, and addressing any concerns or special arrangements during drop-off or pickup times.
   8. \*Supervision Policies: Protocols for ensuring adequate supervision of children in various settings, including ratios, positioning of educators, and strategies for monitoring children's activities.
   9. \*Risk Management Policies: Frameworks for identifying, assessing, and mitigating risks associated with various activities, environments, and situations.
   10. \*Excursion Management Policies: Guidelines for planning and conducting excursions, including risk assessments, staffing requirements, parental permissions, and emergency protocols.
   11. \*Curriculum Framework: Guidelines for curriculum development aligned with an approved learning framework, outlining approaches to learning and areas of focus.
   12. \*Child Development Policies: Procedures for understanding and supporting children's holistic development, including strategies for individualised learning and developmental assessments.
   13. \*Observation and Assessment Procedures: Protocols for observing children's behaviour, documenting observations, and using assessment tools to track progress and plan interventions.
   14. \*Learning Environment Policies: Guidelines for creating and maintaining enriching learning environments, including safety protocols, hygiene practices, and resource management.
   15. \*Collaborative Planning Policies: Procedures for collaborating with colleagues, families, and external stakeholders to plan and implement learning experiences that support children's holistic development.
   16. \*Continuous Improvement Processes: Frameworks for reflecting on practice, gathering feedback, and making adjustments to improve the quality of learning experiences and outcomes for children.
   17. \*Child Protection Policy: This policy addresses procedures for safeguarding children from harm, abuse, neglect, or exploitation. It outlines reporting requirements for suspected cases of child abuse or neglect, staff training on child protection protocols, and cooperation with child protection authorities.
   18. \*Inclusion and Diversity Policy: This policy promotes inclusivity and celebrates diversity within the ECEC setting. It outlines strategies for respecting and valuing differences among children, families, and staff, including those related to culture, language, ethnicity, religion, ability, and socio-economic background.
   19. \*Curriculum and Learning Policy: This policy outlines principles and practices for designing, implementing, and evaluating educational programs that promote children's holistic development. It includes approaches to curriculum planning, documentation of learning experiences, and collaboration with families and communities.
   20. \*Behaviour Management Policy: This policy provides guidelines for promoting positive behaviour and managing challenging behaviours among children in the ECEC setting. It includes strategies for setting clear expectations, fostering social-emotional skills, and addressing conflicts or disciplinary issues in a respectful and developmentally appropriate manner.
   21. \*Confidentiality and Privacy Policy: This policy establishes procedures for safeguarding the privacy and confidentiality of children, families, and staff members. It outlines protocols for handling sensitive information, maintaining confidentiality in communication and documentation, and complying with privacy laws and regulations.
   22. \*Communication and Collaboration Policy: This policy emphasises the importance of effective communication and collaboration among stakeholders in the ECEC setting. It outlines procedures for clear and respectful communication between staff, families, children, and external partners, as well as opportunities for collaboration in decision-making and program planning.
   23. \*Emergency and Evacuation Procedures: These procedures detail steps to be taken in the event of emergencies such as fire, natural disasters, medical emergencies, or security threats. They include protocols for evacuating the premises safely, notifying emergency services and families, and conducting emergency drills and training for staff and children.
   24. \*Enrolment and Attendance Policy: This policy outlines procedures for enrolling children in the ECEC service, including admission criteria, enrolment forms, and documentation requirements. It also addresses attendance tracking, absenteeism policies, and procedures for notifying families of absences or late arrivals.
   25. \*Professional Development Policy: This policy supports the ongoing professional growth and development of staff members in the ECEC setting. It outlines opportunities for training, workshops, conferences, and other professional development activities, as well as procedures for evaluating and documenting staff training and qualifications.
   26. \*Documentation and Reporting Policy and Procedure (including children’s observation recording tools and records, critical incident reports, risk analysis reports)
   27. \*Service standards, policies and procedures for:
       1. children’s health and safety
       2. educational program and practice
       3. physical environment
       4. relationships with children
       5. educators for collaboration
       6. children up to six years of age in a regulated education and care service in Australia.
   28. Complaints and Appeals Policy and Procedure
   29. Others (please list):

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| --- | --- |
| Competency Conversation Outcome Indicator | |
| Did the student respond to all of the above CC and ACC accurately and was the responds current and sufficient? If yes please check satisfactory below and if no please check not satisfactory below, sign, insert your name and date it. |  |
| Satisfactory    Not Satisfactory |  |
| Assessor Signature  A star on a black background  AI-generated content may be incorrect. | Date  29/07/2025 |
| Assessor Name  Brendan Ramnath |  |