



**CHCECE038**

**Observe children to  
inform practice**

**LEARNING  
ACTIVITY  
BOOKLET**



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## Version Control & Document History

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## Overview

### **CHCECE038 - Observe children to inform practice (Release 1)**

This unit describes the performance outcomes, skills and knowledge required to identify and gather information about children from observation and other sources as part of a collaborative process and as a basis for curriculum planning.

This unit applies to educators who contribute to the curriculum planning process under the guidance of others in regulated children's education and care services in Australia.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

**A complete copy of the above unit of competency can be downloaded from the TGA website:**

<https://training.gov.au/Training/Details/CHCECE038>

## Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

### IMPORTANT:

**The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).**

### Learner Information

Learner name	
Phone	
Email	

### Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

## Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

## Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

## Reasonable Adjustment

'Reasonable adjustment' in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

### Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

### Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

### Assistive/Adaptive Technologies

Assistive/adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

*(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)*

### IMPORTANT:

**Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner's competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.**

## Formative Activities

### I. Observe and Interact with Children

#### Activity 1.1

##### True or False

Review the statements below about observation techniques used in an early childhood education and care setting. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Formal observation requires a systematic way of performing the observation.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. To conduct a formal observation, you must first list down the objectives of your observation.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. There is no controlled environment needed for formal observation to be done.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Informal observation is also known as naturalistic observation.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. The controlled observation technique is closely related to that of informal observation.



## Activity 1.2

Briefly describe how the following tools are used during observation of children in an early childhood education and care setting:

- Checklist
- Recorder or audiotape
- Learning stories
- Pen and paper

Observation Tool	Description
i. Checklist	
ii. Recorder or audiotape	
iii. Learning stories	.
iv. Pen and paper	

## II. Seek Information From Secondary Sources

### Activity 2.1

#### Fill in the blanks

The following are statements about the curriculum planning cycle. Review each and complete the statement by filling in the missing words/phrases.

i.	Questioning involves _____ and asking questions related to information collected that will lead to a better understanding of what should be included in the curriculum. _____ involves interpreting the information collected about children and is usually done after answering the questions formulated after collecting information.
ii.	_____ involves determining what to teach children based on information collected and analysed from the first two stages of curriculum planning. _____ involves executing the curriculum as planned in the previous stage.
iii.	_____ involves evaluating the effectiveness of the curriculum while _____ involves identifying what could have been done to improve the curriculum.
iv.	In order for lessons and activities to be inclusive to all, they must be _____ and _____ for all children involved.
v.	It is recommended that skills, _____ and _____ are the focus of a learning program to provide children with a positive environment that they feel capable participating in.

## Activity 2.2

Identify four ways of collecting information about children from secondary sources in an early childhood education and care setting.

i.
ii.
iii.
iv.

### III. Record and Communicate Information

#### Activity 3.1

##### Matching Type

Listed below are ways to make and document meaningful observations.

- a. Using objective language
- b. Avoidance of labelling
- c. Writing in the past tense
- d. Writing in the present tense
- e. Avoidance of bias

Match each to their description below by writing the letter that corresponds to your answer in the space provided.

Description	
	i. By doing this, the observer remains neutral by not inserting positive or negative connotations into the children's behaviour.
	ii. This allows the observer to categorise their observation notes in a non-chronological order.
	iii. This helps the observer relive the events when reviewing their observation notes.
	iv. This means that the observer treats every child equally and does not have a stereotyped attitude towards children of different racial, cultural, religious, and social backgrounds.
	v. This ensures that the observer's notes include only what was seen or heard and do not include assumptions or opinions.

### Activity 3.2

Briefly describe how bias and stereotypical attitudes can affect the quality of your observations in an early childhood education and care setting.

## IV. Analyse and Interpret Information and Observations

### Activity 4.1

#### True or False

Review the statements below about reflecting on information gathered from observations and secondary sources. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Meaningful reflection is the deliberate act of reflection to thoroughly question your colleague's views and opinions and identify ways for improvement.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Information gathered about children through observation, discussions, and secondary sources will be valuable in the planning of a curriculum that promotes children's learning and development.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. If the curriculum is planned to ensure realistic goals are attainable for most children within a designated age range, then children will be able to achieve objectives and meet the learning outcomes of the National Quality Framework.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. You will rarely look at observations, samples of a child's work, photographs, and information shared by the family as an early childhood educator.

## Activity 4.2

List down the steps required to identify the learning and development aspects of children based on information gathered from observation.

i.
ii.
iii.
iv.

## V. Contribute to Curriculum Planning

### Activity 5.1

#### Matching Type

Identify the aspect of children's development that links to the learning outcome of the Early Years Learning Framework (EYLF) below.

Aspect of Children's Development
Social development
Cognitive development
Language development
Physical development
Emotional development

Learning Outcomes of the EYLF	
	i. Children have a strong sense of identity.
	ii. Children are effective communicators.
	iii. Children have a strong sense of wellbeing.
	iv. Children are connected with and contribute to their world.
	v. Children are confident and involved learners



## Activity 5.2

Briefly explain how to use information gathered about children to support interactions that are responsive and respectful of individual needs.

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