



CHCECE056

**Work effectively in
children's education and
care**

**LEARNING
ACTIVITY
BOOKLET
(Trainer Copy)**



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Overview

CHCECE056 - Work effectively in children's education and care (Release 1)

This unit describes the performance outcomes, skills and knowledge required to work in a children's education and care context using effective communication and knowledge of job roles, responsibilities and service procedures to complete daily work activities.

This unit applies to individuals who work according to established policies and procedures and under the supervision and 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/CHCECE056>

Trainer 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 learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

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

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).

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

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.

Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

Formative Activities

I. Source and Use Information on Work in Children's Education and Care

Activity 1.1

True or False

Review the statements below about the sources of information on employment in children's education and care. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE056 PC1.1 (p), KE2.1, KE2.2, KE2.3, KE2.4

Learner guide reference: CHCECE056 Learner Guide Chapter 1, Section 1.1.1, Section 1.1.2

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Employer associations in child education and care provide information about best practice, professional development, work health and safety, access to resources (such as practice/management manuals), industry news and developments and industry research and reports.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Professional associations in Australia include Australian Childcare Alliance and Australian Early Childhood Association
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. Some workplaces do not have staff handbooks, and you will need to develop your own as part of curriculum planning.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. The National Quality Framework is an international agenda or plan to provide a better avenue for education and development for children all over the globe.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Trade Unions provide information about working conditions, including leave entitlements, salary and enterprise agreements, advice on work issues, your rights and responsibilities as an employee.

Activity 1.2

Matching Type

Identify the National Quality Framework (NQF) element being described in each statement below.

NQF Elements
National Law
National Regulations
National Quality Standard (NQS)
Assessment and Quality Rating Process
Approved Learning Frameworks

Mapping: CHCECE056 PC1.1 (p)

Learner guide reference: CHCECE056 Learner Guide Chapter 1, Section 1.1.1

NQF Elements	Description
National Law	i. These are the legislation that provides the national standard for children's education and care in the country.
Assessment and Quality Rating Process	ii. Using the NQS, the education and care services are regularly assessed and rated through the process provided by the NQF.
National Regulations	iii. These are the regulations that provide the national standard for children's education and care in the country.
Approved Learning Frameworks	iv. These serve as the basis for education and care services' programs and curriculum.
National Quality Standard (NQS)	v. This is a part of the NQF that serves as the benchmark or standard for children's education and care quality of the country through seven quality areas.

Activity 1.3

List three different sources of information you can use to identify the responsibilities of your own role.

Mapping: CHCECE056 PC1.2 (p)

Learner guide reference: CHCECE056 Learner Guide Chapter 1, Section 1.2

Marking guide

The learner must list three different sources of information they can use to identify the responsibilities of their own role.

For a satisfactory performance, although the wording may slightly vary, their response may include three of the following:

- Job description
- Supervisor
- Employment websites
- Human Resources (HR)

If the learner's responses are none of the above, they are still acceptable as long as they demonstrate sufficient knowledge of different sources of information they can use to identify the responsibilities of their own role.

i.

ii.

iii.

II. Work Within Service Requirements

Activity 2.1

Matching Type

Listed below are Quality Areas of the National Quality Standard (NQS)

- a. Quality Area 1
- b. Quality Area 2
- c. Quality Area 3
- d. Quality Area 4
- e. Quality Area 5
- f. Quality Area 6
- g. Quality Area 7

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

Mapping: CHCECE056 PC2.1 (p), KE3.3

Learner guide reference: CHCECE056 Learner Guide Chapter 2, Section 2.1.1

Basic Requirements	
a	i. Education programs and practice must be engaging and stimulating. Programs meet the diverse needs of children enrolled at the centre. Programs and routines provide opportunities to extend learning. There is promotion of children's agency. Staff must apply reflective practice. Families are kept informed of their child's progress.
b	ii. The centre ensures the environment is safe and healthy for all children. The centre promotes good health, with nutritious meals and physical activity. Risk assessments are undertaken to reduce, as much as possible, the risk to children. Centres have accident and emergency procedures in place.
d	iii. Educators, coordinators and nominated supervisors are qualified and experienced. Staff are respectful and demonstrate ethical and collaborative conduct. Where possible, children have continuity of educators. Staff create safe, predictable environments and engage children in learning.

c	iv. Indoor and outdoor spaces/environments should be fit for purpose. Physical environments are safe and kept clean. Spaces meet the needs of every child in the centre. Adequate numbers of resources are available. The centre promotes sustainable practices. Exploration and play-based learning are supported.
e	v. Involves promotion of positive, respectful relationships with children. Interactions build trust and allow children to feel secure and that they belong. Children learn how to regulate their behaviour and have sensitive, respectful and responsive relationships with others.
g	vi. Involves continuous improvement of operations. This includes policies and procedures, record keeping processes, reflective practice, risk assessment, professional development and performance appraisals, and so on. Leadership promotes quality education and care and outcomes for children.
f	vii. Engage with families with the understanding that they are their child's first educator and their knowledge, culture, and experiences can help in achieving quality outcomes. Relationships with families are respectful. Families are supported in parenting. Families are supported from enrolment to be actively involved in the centre.

Activity 2.2

Briefly explain what an approved learning framework is.

Mapping: CHCECE056 PC2.1 (p), KE3.5

Learner guide reference: CHCECE056 Learner Guide Chapter 2, Section 2.1.1

Marking guide

The learner must briefly explain what an approved learning framework is.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

An approved learning framework guides educators in developing programs that support learning. The approved provider and nominated supervisor must ensure that their programs align with at least one of the frameworks.

Activity 2.3

True or False

Review the statements below about communication and reporting in the workplace. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE056 PC2.3 (p), PC2.4 (p), KE4.1, KE4.3

Learner guide reference: CHCECE056 Learner Guide Chapter 2, Section 2.3, Section 2.4

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Formal communication follows designated lines or passes through predefined channels.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Informal communication happens due to social and personal needs and flows in all directions.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Written internal communication methods may calls, meetings, seminars.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. Personal presentation standards for early childhood education professionals are set in place to ensure parents are ready for all weather conditions.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Work health and safety legislation sets mandatory reporting requirements for notifiable incidents.

III. Use Effective Work Practices

Activity 3.1

List two ways that must be done to show you are striving to achieve quality outcomes in the workplace.

Mapping: CHCECE056 PC3.1 (p)

Learner guide reference: CHCECE056 Learner Guide Chapter 3, Introduction

Marking guide

The learner must list two ways that must be done to show that they are striving to achieve quality outcomes in the workplace.

Responses may vary. However, for a satisfactory performance, their response must be actions that they must perform to show that they are targeting to achieve quality outcomes in the workplace.

Examples of satisfactory responses are provided below for the assessor's reference:

- Negotiate and agree upon work goals and plans and request slightly more complex tasks once you have mastered current tasks.
- Immediately ask questions or seek guidance if difficulties arise in achieving allocated tasks.
- Always complete tasks within designated time frames and according to workplace instructions.
- Always complete workplace documentation related to your work activities and/or reports promptly and fully.
- Use tools, equipment and technology efficiently and safely to complete work tasks.
- Regularly communicate the progress of tasks to your supervisor.
- Identify factors that may affect quality outcomes that are beyond your control, such as inclement weather, inadequate resources, technology/equipment breakdowns.

i.

ii.

Activity 3.2

True or False

Review the statements below about effective work practices. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE056 PC3.2 (p), PC3.3 (p), PC3.4 (p)

Learner guide reference: CHCECE056 Learner Guide Chapter 3, Section 3.2, Section 3.3, Section 3.4

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Vague instructions can contribute to an increase in workplace health and safety (WHS) hazards and accidents.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. When you act promptly on instructions and follow procedures, you help the whole team and contribute to the smooth running of the service.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. Your ability to act promptly on instructions and to follow standard procedures does not affect others.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. Hiding your need for support also evaluates how a situation can be handled.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Asking for additional support can help improve your performance.

IV. Work Collaboratively

Activity 4.1

Briefly explain the role of collaboration in providing quality education and care.

Mapping: CHCECE056 PC4.1 (p), KE5.0

Learner guide reference: CHCECE056 Learner Guide, Chapter 4, Introduction

Marking guide

The learner must briefly explain the role of collaboration in providing quality education and care.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

Collaboration is a fundamental part of providing quality education and care for children and their families. Educators work together to share knowledge and transfer skills and to identify areas for development or improvements to practice. Educators and families can work together to achieve the outcomes of National Quality Area 6 (working in partnership). Collaborative practice allows families and educators to identify support needs, enable smoother transition, and have diverse needs respected and addressed.

Activity 4.2

Fill in the blanks

The following are statements about communication in the workplace. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCECE056 PC4.2, KE8.6, KE8.7

Learner guide reference: CHCECE056 Learner Guide Chapter 4, Section 4.2

- | | | | | | |
|------|------------|---------------|--|----------|------------------------------|
| i. | Direct | verbal | cues are those that are clearly articulated, while | indirect | verbal cues are less obvious |
| ii. | Non-verbal | communication | is commonly called | body | language. |
| iii. | The term | empathy | relates to being mindful of other people's feelings, viewpoints, opinions and beliefs and taking these into consideration when interacting with them. | | |
| iv. | The | tone | of your voice is important when communicating with others. A voice that stays at the same pitch can be monotonous, and therefore lead to the listener 'zoning out' or being disinterested. | | |
| v. | | Verbal | cues are used to prompt the listener to respond to what has been said or do something. | | |

V. Develop Personal Professional Practice

Activity 5.1

True or False

Review the statements below about theories relating to early childhood. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE056 PC5.1 (p)

Learner guide reference: Chapter 5, Section 5.1

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Theories are ideas or concepts that try to explain or predict.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Developmental theories on early childhood focuses on describing and understanding the several processes of change in the children's learning and development over time.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. The socio-cultural theories view educators as cultural and social-media influencers.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. Post-structuralist theories teach that there is a single way of learning.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Socio-behavioural theories deals with the role of social experiences in shaping children's behaviour.

Activity 5.2

Briefly explain reflective practice in relation to early childhood education.

Mapping: CHCECE056 PC5.2, KE7.0

Learner guide reference: CHCECE056 Learner Guide, Chapter 5, Section 5.2.1

Marking guide

The learner must briefly explain reflective practice in relation to early childhood education.

Responses will vary, but for a satisfactory performance, the candidate must demonstrate sufficient knowledge on reflective practice in relation to early childhood education.

Model answer is provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response:

Reflective practice is a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice. Its intention is to gather information and gain insights that support, inform and enrich decision-making about children's learning. As professionals, early childhood educators examine what happens in their settings and reflect on what they might change.

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