



**CHCECE038**

**Observe children to  
inform practice**

**LEARNING  
ACTIVITY  
BOOKLET  
(Trainer Copy)**



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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>

## 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. 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.

*Mapping: CHCECE038 PC1.2 (p)*

*Learner guide reference: CHCECE038 Learner Guide, Chapter 1, Section 1.2*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Formal observation requires a systematic way of performing the observation.
<input checked="" 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 checked="" type="checkbox"/> FALSE	iii. There is no controlled environment needed for formal observation to be done.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Informal observation is also known as naturalistic observation.
<input type="checkbox"/> TRUE <input checked="" 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

*Mapping: CHCECE038 PC1.3 (p)*

*Learner guide reference: CHCECE038 Learner Guide, Chapter 1, Section 1.3*

### Marking guide

The learner must 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

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

Observation Tool	Description
i. Checklist	If there are expected outcomes or behaviours, you can create a list you can anticipate what to look for. These are lists that identify knowledge, skills, or aptitudes. These are normally created to meet certain criteria, and they are used to observe whether a child can meet these criteria.
ii. Recorder or audiotape	You may choose to record a narration of your observations by using a recorder or audiotape. This will allow you to replay everything you have noticed during the observation.

Observation Tool	Description
iii. Learning stories	These are used to record and present observations of children over a period of time, therefore building a narrative-like story.
iv. Pen and paper	You may prefer using the traditional method of pen and paper to record your observations. This tool may be used to jot down significant information.

## 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.

*Mapping: CHCECE038 PC2.1 (p), KE3.1, KE3.2, KE3.3, KE3.4, KE3.5*

*Learner guide reference: CHCECE038 Learner Guide, Chapter 2, Section 2.1.1*

- |      |   |
|------|---|
| i.   | Questioning involves <b>formulating</b> and asking questions related to information collected that will lead to a better understanding of what should be included in the curriculum. <b>Analysing information</b> involves interpreting the information collected about children and is usually done after answering the questions formulated after collecting information. |
| ii.  | <b>Planning</b> involves determining what to teach children based on information collected and analysed from the first two stages of curriculum planning.<br><b>Implementation</b> involves executing the curriculum as planned in the previous stage.  |
| iii. | <b>Review</b> involves evaluating the effectiveness of the curriculum while <b>reflection</b> 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 <b>realistic</b> and <b>achievable</b> for all children involved.  |
| v.   | It is recommended that skills, <b>abilities</b> and <b>knowledge</b> 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.

*Mapping: CHCECE038 PC2.2*

*Learner guide reference: CHCECE038 Learner Guide, Chapter 2, Section 2.2*

### Marking guide

The learner must identify four ways of collecting information about children from secondary sources in an early childhood education and care setting. Secondary sources include parents, adult siblings, nannies, members of the community, and other educators.

Responses may vary. However, for a satisfactory response, the learner must demonstrate sufficient knowledge regarding ways of collecting information about children from secondary sources in an early childhood education and care setting.

Examples of satisfactory responses include, but are not limited to the following:

- Seeking information from families
- Using jottings and notes of incidental events
- Taking photos of children's experiences
- Collecting samples or copies of children's work
- Observing children's social play

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.

*Mapping: CHCECE038 PC3.1 (p), KE6.1, KE6.2, KE6.3, KE6.4*

*Learner guide reference: CHCECE038 Learner Guide, Chapter 3, Section 3.1*

Description	
<b>b</b>	i. By doing this, the observer remains neutral by not inserting positive or negative connotations into the children's behaviour.
<b>c</b>	ii. This allows the observer to categorise their observation notes in a non-chronological order.
<b>d</b>	iii. This helps the observer relive the events when reviewing their observation notes.
<b>e</b>	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.
<b>a</b>	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.

*Mapping: CHCECE038 PC3.3 (p)*

*Learner guide reference: CHCECE038 Learner Guide, Chapter 3, Section 3.3*

### **Marking guide**

The learner must briefly describe how bias and stereotypical attitudes can affect the quality of their observations in an early childhood education and care setting.

For a satisfactory performance, although the wording may slightly vary, their response must be one of the following:

- An observation may only contain the child's negative or difficult behaviour and not reflect anything positive about the child.
- Detailed observations may only be thorough for children that you really like and less detailed for the children that you dislike.
- An observation may contain a racist attitude to describe a child's behaviour.



## 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.

*Mapping: CHCECE038 PC4.1 (p)*

*Learner guide reference: CHCECE038 Learner Guide, Chapter 4, Section 4.1*

<input type="checkbox"/> TRUE <input checked="" 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 checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.
<input checked="" 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 checked="" 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 checked="" 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.

*Mapping: CHCECE038 PC4.3*

*Learner guide reference: CHCECE038 Learner Guide, Chapter 4, Section 4.3*

### **Marking guide**

The learner must list down the steps required to identify the learning and development aspects of children based on information gathered from observation.

For a satisfactory performance, although the wording may slightly vary, their response must match the benchmark answers below in the specified order.

i.

Categorise the information gathered

ii.

Determine learning and development milestones

iii.

Compare information gathered against standard milestones

iv.

Analyse the results of your comparison

## 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

*Mapping: CHCECE038 PC5.1 (p)*

*Learner guide reference: CHCECE038 Learner Guide, Chapter 5, Section 5.1*

Learning Outcomes of the EYLF	
Emotional development	i. Children have a strong sense of identity.
Language development	ii. Children are effective communicators.
Physical development	iii. Children have a strong sense of wellbeing.
Social development	iv. Children are connected with and contribute to their world.
Cognitive development	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.

*Mapping: CHCECE038 PC5.2*

*Learner guide reference: CHCECE038 Learner Guide, Chapter 5, Section 5.2*

### **Marking guide**

The learner must briefly explain how to use information gathered about children to support interactions that are responsive and respectful of individual needs.

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

You should use information gathered about children when thinking about experiences for them to extend their interests, develop further learning, or master a skill. You can also use these pieces of information when incorporating parent suggestions into the curriculum or addressing individual children's needs.

End of Document