CHCECE034

Use an approved learning framework to guide practice

LEARNING ACTIVITY BOOKLET
(Trainer Copy)

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Version Control & Document History

Date	Summary of Modifications	Version
4 June 2021	Version 1.0 released for publishing	1.0
3 January 2022	Version 1.1 released for publishing Corrected error in Activity 3.1	1.1
14 August 2023	Version 1.2 released for publishing Updated items based on updated approved learning framework	1.2
1 March 2024	Version 1.3 endorsed for use Fixed some wording issues	1.3

Table of Contents

Overview

CHCECE034 - Use an approved learning framework to guide practice (Release 1)

This unit describes the performance outcomes, skills and knowledge required to source and use an approved childhood learning framework.

This unit applies to educators who support children's learning according to established curriculum 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/CHCECE034

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 <u>DOES NOT</u> 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.

A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:

https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/

Formative Activities

I. Identify Learning Frameworks

Activity 1.1

True or False

Review the statements below about the function of a learning framework. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE034 PC1.1, KE1.0	
Learner guide reference: Chapter 1, Section 1.1	
☒ TRUE ☐ FALSE	i. Early childhood education and care services are required by the law to follow the approved learning frameworks in their education programs.
☒ TRUE ☐ FALSE	ii. The function of a learning framework refers to the purpose for which it was created.
☐ TRUE ☒ FALSE	iii. The United Nations Convention on the Rights of Educators (UNCRE) paved the way for the creation of approved learning frameworks in Australia
☐ TRUE ☒ FALSE	iv. The goal of learning frameworks is to dictate which children should be taught within a learning centre.
☒ TRUE ☐ FALSE	v. Learning frameworks may be used in the development of organisational policies and procedures.

Activity 1.2

Identify the nationally approved learning framework currently used in Australia for children below five years old.

Mapping: CHCECE034 PC1.1, KE1.0

Learner guide reference: Chapter 1, Section 1.1

Marking guide

The learner must identify the nationally approved learning framework currently used in Australia for children below five years old.

For a satisfactory performance, their response must be consistent with the benchmark answer below.

Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF)

Activity 1.3

List the eight principles of the Early Years Learning Framework (EYLF).

Mapping: CHCECE034 PC1.3, KE2.2

Learner guide reference: Chapter 1, Section 1.3

Marking guide

The learner must list the eight principles of the Early Years Learning Framework.

For a satisfactory performance, their response must include all of the following (in no particular order):

- Secure, respectful and reciprocal relationships
- Partnerships
- Respect for diversity
- Aboriginal and Torres Strait Islander perspectives
- Equity, inclusion and high expectations
- Sustainability
- Critical reflection and ongoing professional learning
- Collaborative leadership and teamwork

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ii.	
iii.	
iv.	
v.	
vi.	
vii.	
viii.	

Activity 1.4

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Matching Type

Identify the Learning Outcome being described in each statement below.

Learning Outcomes
Children have a strong sense of identity.
Children have a strong sense of wellbeing.
Children are confident and involved learners.
Children are effective communicators.
Children are connected with and contribute to their world.

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Mapping: CHCECE034 PC1.3, KE2.4

Learner guide reference: Chapter 1, Section 1.3

Learning Outcomes	Description
Children have a strong sense of identity.	i. This is shown when children initiate interactions and conversations with trusted educators. Educators can promote this outcome by supporting children's secure attachment through consistent and warm nurturing relationships.
Children are connected with and contribute to their world.	ii. This is shown when children contribute to fair decision-making about matters that affect them. Educators can promote this outcome by planning opportunities for children to participate in meaningful ways in group discussions and shared decision-making about rules and expectations.

Learning Outcomes	Description
Children have a strong sense of wellbeing.	iii. This is shown when children make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected. Educators can promote this outcome by acknowledging and affirm children's effort and growth
Children are confident and involved learners.	iv. This is shown when children initiate and contribute to play experiences emerging from their own ideas. Educators can promote this outcome by providing opportunities for children to revisit their ideas and extend their thinking.
Children are effective communicators.	v. This is shown when children engage in enjoyable interactions using verbal and non-verbal language. Educators can promote this outcome by listening to and responding to children's approximations of words.

II. Apply the Learning Framework

Activity 2.1

Fill in the blanks

The following are statements about the application of the Early Years Learning Framework (EYLF) to educators' practice. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCECE034 PC2.1

Learner guide reference: Chapter 2, Section 2.1

i.	One of the EYLF's expected learning outcome is that children are *connected* with and *contribute* to their world.
ii.	The EYLF Principles serve as the *foundation* for early childhood practices.
iii.	The EYLF Principles are based on *theories* and research evidence relevant to early childhood learning and *pedagogy*.
iv.	*Reflection* is the act of exploring one's thoughts and feelings and trying to understand the reasoning behind them.
v.	Pedagogy refers to the *entirety* of an educator's *professional* practice.

Activity 2.2

List all five key stakeholders in the implementation of the approved learning framework.

Mapping: CHCECE034 PC2.1, KE3.0

Learner guide reference: Chapter 2, Section 2.1

Marking guide

The learner must list all the key stakeholders in the implementation of the approved learning framework.

For a satisfactory performance, their response must include all of the following (in no particular order):

- Children
- Families
- Educators
- Community members
- Other professionals

i.	
ii.	
iii.	
iv.	
v.	

Activity 2.3

True or False

Review the statements below about the different ways in which the learning framework can be integrated into all aspects of the curriculum. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE034 PC2.2, KE4.1, KE4.2, KE4.3		
Learner guide reference: Chapter 2, Section 2.2		
☒ TRUE ☐ FALSE	i.	Practice is the customary, habitual, or expected procedure or way of doing something.
☒ TRUE ☐ FALSE	ii.	The norms of the cultural group a child's family belong to influence the family's norms.
☐ TRUE ☒ FALSE	iii.	Transitions are when children develop new skills and learn new talents.
☐ TRUE ☒ FALSE	iv.	Child-rearing practices are similar for all families within a learning centre.
☒ TRUE ☐ FALSE	v.	A routine is a sequence of actions that is regularly followed.

III. Reflect Use of the Learning Framework

Activity 3.1

True or False

Review the statements below about reflective practice. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE034 PC3.1, KE5.1, KE.5.2, KE5.3

Learner guide reference: Chapter 3, Section 3.1

☒ TRUE ☐ FALSE	i.	Educators use reflection to identify areas for improvement in their current implementation and think of ways to further improve facilitation of child development.
☐ TRUE ☒ FALSE	ii.	Postings in notice boards are a way to record your thoughts about all practices (relationships, interactions, teaching and learning, assessment, environments).
☐ TRUE ☒ FALSE	iii.	Early childhood educators' practices are impersonal and similar to each other.
☒ TRUE ☐ FALSE	iv.	Opportunities to develop your own practice is limited to the examples provided in a learning framework.
☒ TRUE ☐ FALSE	v.	Reflection is meaningful when the educator is aware of their own thought process during reflection, is able to come up with potential applications for their reflection, and when the conclusions or outcomes are shared with relevant individuals within the centre.

Activity 3.2

List three results that reflective practice aims to achieve in early childhood education.

Mapping: BSBPMG634 PC3.1

Learner guide reference: Chapter 3, Section 3.1

Marking guide

The learner must list three results that reflective practice aims to achieve in early childhood education.

Responses may vary. However, for a satisfactory performance, their response must be outcomes that reflective practice seeks to accomplish in early childhood education.

Examples of satisfactory responses are provided below:

- Effective early learning experiences for children
- New ways of seeing familiar things
- Personal and professional development
- Continuous quality improvement
- A shared understanding

i.	
ii.	
iii.	

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