



# Working in Early Childhood

## Assessment 2 of 5

### Short Answer Questions

### Assessor Guide



## Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCECE055 CHCECE056	Meet legal and ethical obligations in children's education and care  Work effectively in children's education and care  (Module name: Working in Early Childhood)	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3EC1A	2	M00173A
ASSESSMENT TYPE		
<b>Assessment Method:</b> <i>Select all that apply.</i>	<b>Questioning</b>	Choose an item.    Choose an item.

SECTION 2	
STUDENT INSTRUCTIONS	
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>	
Student instructions	
This is assessment 2 of 5 assessments for 'Working in Early Childhood' (CHCECE055 Meet legal and ethical obligations in children's education and care, CHCECE056 Work effectively in children's education and care), excluding SWLA. This assessment requires you to answer a series of short answer questions related to six (6) scenarios to test your knowledge required of this unit. To be assessed as competent, you must complete all tasks in the spaces required. You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.	
Supporting documents	
N/A	
Files for submission	
Submit the assessment document with all tasks completed in the spaces provided.	
Submission instructions	

## PDF File Submissions

Please save all Word documents as PDF files before submitting.

**IMPORTANT:** Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

*Windows: Word 2013 and newer*

Choose **File > Export > Create PDF/XPS**.

*Windows: Word 2010*

1. Click the **File** tab
1. Click **Save As**
  - To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder
1. In the **File Name** box, enter a name for the file, if you haven't already
1. In the **Save as** type list, click **PDF (\*.pdf)**.
  - If you want the file to open in the selected format after saving, select the Open file after publishing check box.
  - If the document requires high print quality, click Standard (publishing online and printing).
  - If the file size is more important than print quality, click Minimum size (publishing online).
1. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
1. Click **Save**.

*macOS: Office for Mac*

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
1. Click **Save As**
1. Click **File Format** towards the bottom of the window
1. Select **PDF** from the list of available file formats
1. Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

## SECTION 3

### ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

## SECTION 4

### ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

## SECTION 5

### STAKEHOLDERS AND SIGN OFF

*List all that apply for each of the stakeholder roles below.*

UPed Learning Designer/Author name	Eduworks Resources
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

## Assessment Instructions

### Task overview

This assessment task requires you to answer a series of short answer questions related to **six (6)** scenarios. Read each question carefully before typing your response in the spaces provided.

### Assessment Information

#### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

#### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Student Name: Click or tap here to enter text.  
Student Number: Click or tap here to enter text.

### Scenario 1

Today is your first day working at Little.ly Early Learning Centre. You are very pleased about your new job as an administrative support officer. You have a background in administration, and you are a very methodical and organised person. This morning you meet with Kim who will be showing you around the Centre. As you enter the office you notice that it is very untidy. Kim tells you that the manager, Karen, has been on annual leave and the office is always a bit of a mess when she is away. On the desk you see enrolment forms, medical information, staff files and recent observations piled-up in no particular order. Next to you is a large filing cabinet that is open with its many drawers spilling out their contents on the nearby floor. Just then the phone rings and Kim answers. As she takes the telephone call, she scrounges around for a little piece of paper to write notes. Then, she writes down a few dot-points about a child's recent asthma attack on the weekend as the parent on the other end of the phone gives her a full recount of this medical emergency. Karen then pins this note to a large and very overcrowded corkboard. You can see that the office is currently very disorganised and although you are feeling a bit overwhelmed about the situation, you are keen to start work immediately and get the office organised.

Respond to each question below in relation to Scenario 1.

#### Question 1

There are child enrolment forms and staff files piled-up on the desk in a haphazard manner. Explain how staff and family's personal information must be stored and archived to meet legal requirements.

(Approximate word count: 30-40 words)

**Assessor instructions:** Responses must include an explanation as to how personal files and information should be stored and archived.

A sample answer is provided below.

[Type your response here]

Staff and family's personal information must be stored in a confidential and secure manner such as in a locked filing cabinet in a secure/private room or keeping staff observations and children's portfolios in a secure cupboard in the child's room.

#### Question 2

In relation to the accessibility of information such as completed enrolment forms, staff, educators' and families' records, explain what procedures should be followed and who should have access to this information.

(Approximate word count: 55-60 words)

**Assessor instructions:** Responses must include that the centre is responsible for who has access to confidential information such as enrolment forms.

A sample answer is provided below.

[Type your response here]

The centre's management must develop procedures that will protect personal information from unauthorised access. Procedures may include keeping personal information in a locked filing cabinet or making sure that personal information is password protected on a computer. Also, allowing only certain company individuals can access personal information such as management, administration staff, and the centre's financial controller.

### Question 3

a) In your own words, briefly explain security procedures that should be in place for confidential information stored in computer programs.

(Approximate word count: 30-35 words)

**Assessor instructions:** Responses must include an explanation of security features that should be in place for computer programs used in an education and care service.

A sample answer is provided below.

[Type your response here]

Confidential information stored on a computer program must follow security procedures such as password protection and restricted access. Child information is typically stored in a separate computer program with strict security access.

b) In your own words, briefly explain how you would share with the staff at the service the information received regarding the child's recent asthma attack. In your response include why the staff would need to know this information.

(Approximate word count: 80-90 words)

**Assessor instructions:** Student must explain how they would share with the staff at the service the information received regarding the child's recent asthma attack. Responses must include why the staff would need to know this information.

A sample answer is provided below.

[Type your response here]

The information needs to be shared with all educators involved directly in the child's education and care. This could be done through staff memos or talking directly to educators maintaining privacy and confidentiality. A current and GP-approved Asthma Action Plan needs to be accessible by relevant educators and staff at the service. This information is essential to be shared with the relevant staff member so they can monitor the child in case of a potential asthma attack and intervene if needed as the child might be more at risk.

### Question 4

Name **five (5)** different legislative requirements regarding information management that apply to a regulated children's education and care service.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

**Assessor instructions:**

Responses must include any 5 legislative requirements listed in the sample answer regarding information management.

A sample answer is provided below.

Legislative Requirements Regarding Information Management (2-10 words)	
1	Education and Care Services National Law Act 2010
2	Education and Care Services National Regulations 2011: Regulations 181, 183
3	Freedom of Information Act 1982
4	National Quality Standard, Quality Area 7
5	Privacy Act 1988 (Cth).

Other possible responses that relate to state/territory legislation include those about:

- Health Records
- Information Privacy
- Public Records

Based on the legislation identified, what is the storage requirements?

A sample answer is provided below.

[Type your response here]

Regulation 170- Services Policy and Procedures. The service would be required to store and maintain confidential information

Subdivision 1 Attendance and Enrolment Records

- Regulation 158- 162

**Scenario 2**

You are working as an educator with your centre director to identify staffing requirements for the Bur Oak Room, in the room children aged 2–3 years who attend the childcare centre on Fridays. On those Fridays, you have 15 toddlers for whom you must provide education and care. Your childcare centre is based in your state/territory.

Respond to the questions below in relation to Scenario 2.

**Question 1**



When planning staffing arrangements on Fridays for the Bur Oak Room, what **four (4)** key aspects must you consider?

(Approximate word count: 35-40 words)

**Assessor instructions:**

Responses must include the students state/ territory they reside in and 4 aspects they need to consider with staffing. A sample answer is provided below.

Your state/territory	Student must identify own state/territory, such as NSW, VIC, ACT, WA, SA, NT, QLD, TAS
<p>[Type your response here]</p> <p>Responses must include the following four key aspects:</p> <ul style="list-style-type: none"><li>• Minimum requirements for persons in charge of the room</li><li>• Minimum numbers of staff for this room at any one time to meet staff-to-child ratio requirements</li><li>• Educational qualifications of staff in this room</li><li>• First aid qualifications of staff in this room.</li></ul> <p>Note: The above information is relevant to all states/territories across Australia.</p> <p>For WA, additional children in emergency situations can also be accepted in care on reasonable grounds. An emergency means a serious and unexpected short term care emergency that requires a child to be provided with immediate education and care.</p>	

**Question 2**

According to Regulation 136(1), how many educators require first aid qualifications and training in anaphylaxis and emergency asthma management at any one time?

(Approximate word count: 50-60 words)

**Assessor instructions:**

Responses must include an explanation on their understanding of Regulation 136 (1). A sample answer is provided below.

<p>[Type your response here]</p> <p>Responses must include the following:</p> <ul style="list-style-type: none"><li>• There must be at least one staff member or one nominated supervisor who holds a current approved first aid qualification.</li></ul>
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- At least one staff member or one nominated supervisor must have undertaken current approved anaphylaxis management training.
- There must be at least one staff member or one nominated supervisor who has undertaken approved emergency asthma management training.

The same sample answer applies to all states/territories.

Source: <https://www.education.vic.gov.au/childhood/providers/regulation/Pages/faqnqfstaff.aspx> (accessed 28/11/2019), [First aid qualifications & training | ACECQA](#)

### Question 3

In relation to the scenario, what is the minimum number of educators required to be in attendance for 15 toddlers (2-3 years of age) under the National Law and National Regulations? Briefly explain your answer.

(Approximate word count: 120-150 words)

#### Assessor instructions:

Responses must include an explanation of the number of educators needed in the room on that Friday and why. A sample answer is provided below.

[Type your response here]

According to Regulation 123, minimum 3 educators are required to be in attendance for 15 toddlers, 2-3 years of age (ratio is 1:5). This is applicable to all states and territories, excluding Victoria.

In Victoria, 4 educators would be needed as the ratio for children 2-3 years of age is 1:4. The service must have access to an early childhood teacher for at least 20 per cent of the time that the service provides education and care (see regulations 130 and 131).

The service must employ or engage a full-time or full-time equivalent early childhood teacher, or have an early childhood teacher in attendance for:

- at least 6 hours on that day, if the service operates for 50 or more hours a week; OR
- 60 per cent of the operating hours of the service on that day, if the service operates for less than 50 hours a week (see regulation 132 and 11).

Students are not required to specify relevant regulations.

Source: <https://www.acecqa.gov.au/nqf/educator-to-child-ratios>

### Question 4

Under the National Law and National Regulations, which requirements and qualifications must educators hold who are providing care to 15 or fewer children under preschool age (2-3 years of age)?

(Approximate word count: 100-110 words)

### Assessor instructions:

Responses must include the requirements for ratios for children in care under preschool age. A sample answer is provided below.

[Type your response here]

Responses must include:

- One educator must be a responsible person (Regulation 122)
- Educators in ratio be working directly with children (1:5) (Regulation 123)
- At least one educator must have current first aid, anaphylaxis management and emergency asthma management training (Regulations 136)
- At least 50 per cent of the educators must hold or enrolled and actively studying for at least an approved Diploma level qualification (Regulations 126)
- Other educators must hold or enrolled and actively studying for at least a Certificate III in ECEC level qualification (Regulations 126)
- The service must have access to an early childhood teacher for at least 20 per cent of the time that the service provides education and care (Regulations 130 and 131).

Students are not required to specify relevant regulations.

Source: <https://www.acecqa.gov.au/qualifications/requirements/children-preschool-age-or-under>

### Question 5

In your own words, briefly explain the difference between the National Law and National Regulations and how they relate to each other and to the National Quality Framework?

(Approximate word count: 45-50 words)

### Assessor instructions:

Responses must include an explanation of the difference between the National Law and State/Territory Regulations. A sample answer is provided below.

[Type your response here]

The National Law sets a national standard for children's education and care across Australia. The National Regulations support the National Law by providing detail on a range of operational requirements for an education and care service. Both National Law and National Regulations are part of the NQF.

### Question 6

The room leader suggested in a team meeting to hire an additional staff member to cover lunch breaks. As this would involve only 10 hours of work a week, it was suggested to hire a student under 18 who may be studying early childhood education and care and may want to work a few hours every week while studying. Is this suggestion correct?

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

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Access Regulation 120 and explain whether the service can hire an educator under the age of 18 to work within an approved service.

Confirm if the assumption is correct and provide an answer as to why?

(Approximate word count: 25-30 words)

**Assessor instructions:**

A sample answer is provided below.

Is the assumption correct?
[Type your response here] <b>Answer: Incorrect. / False</b>
Provide an explanation to your answer
[Type your response here] <b>Student must access Regulation 120 and provide information regarding educators under the age of 18 working in a service. Student must clearly state that an educator under 18 must be adequately supervised at all times by an educator who has attained the age of 18.</b>

### Scenario 3

Jennifer, Fabian and May have just finished their studies in Certificate III in Early Childhood Education and Care. Jennifer has been employed by Little.ly as an educator. Fabian has found a job working in Outside of School Hours Care (OSHC) service that provides care, play and learning for primary school-age children before and after school and May has accepted a position in an education support role at a local school.

Respond to the question below in relation to Scenario 3.

#### Question 1

Briefly summarise the three (3) students' typical roles and responsibilities using the table provided.

**Assessor instructions:** Student responses should include the following key points:

A sample answer is provided below.

Students	Job role characteristics (50-130 words)
Jennifer	<ul style="list-style-type: none"><li>• Supervising the daily routine and health and safety of children in their care</li><li>• Helping children keep good hygiene by assisting them with toilet breaks, teaching them how to wash their hands properly, etc.</li><li>• Changing the nappies of infants and toddlers</li><li>• Supervising children under care in outside areas of their childcare facility, including play equipment and sandpits, etc.</li><li>• Organising activities or implementing curriculum that allows children to learn about the world, explore interests and socialise, etc.</li><li>• Developing schedules and routines to ensure that children have enough physical activity, rest, and playtime, etc.</li></ul>
Fabian	<ul style="list-style-type: none"><li>• Direct supervision of the children in care both indoors and outdoors</li><li>• Program development and outdoor activities and indoor games, etc.</li><li>• Organising and supervising craft and play activities for children in care</li><li>• Food preparation duties using appropriate health and hygiene practices</li><li>• Role modelling language and behaviour, which is appropriate and guiding children's behaviour through positive interaction</li></ul>
May	<ul style="list-style-type: none"><li>• Facilitating small group support to students with specific learning needs</li><li>• Use strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning</li><li>• Maintain daily written documentation on relevant behaviour and learning</li><li>• Working one-on-one with students with a support plan</li><li>• Provision of general classroom support where required</li><li>• Playground support or supervision of students</li></ul>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Students	Job role characteristics (50-130 words)
	<ul style="list-style-type: none"> <li>• Possesses excellent communication skills (both written and verbal)</li> <li>• Be able to work in a team as well as autonomously</li> <li>• Have strong organisational and time management skills</li> <li>• Be a self-starter to support the needs of an ever-changing environment</li> <li>• Work collaboratively with teachers and other assistants in the development and implementation of a student-centred learning program</li> <li>• Assisting with coordination planning of student routines</li> <li>• Providing basic physical and emotional care such as toileting, meals and follow sleep routine as required</li> </ul>

**Question 2**

Briefly summarise the **three (3)** students typical job roles in relation to boundaries and responsibilities such as a duty of care, ethics, codes of conduct and reporting.

(Approximate word count: 100-115 words)

**Assessor instructions:**

Student responses should include the following key points. A sample answer is provided below.

Students	Duty of Care (50-130 words)	Ethics	Code of Conduct	Reporting
Jennifer Fabian May	<ul style="list-style-type: none"> <li>• There is a duty of care to children, their families, staff and volunteers, others who may be affected by the organisation's actions. Take all reasonable practical actions and steps to avoid causing injury to persons to meet a duty of care responsibilities.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Code of Ethics. The principles of duty of care are supported by the Early Childhood Australia (ECA) Code of Ethics as well as external service standards, including the National Quality Framework (NQF).</li> </ul>	<ul style="list-style-type: none"> <li>• Internal policy, procedures, systems and processes: There is a legal obligation to understand and implement these policies, procedures, systems and processes.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory reporting Professional Boundaries must be adhered to as per the employment Code of Conduct.</li> <li>•</li> </ul>

Students	Duty of Care (50-130 words)	Ethics	Code of Conduct	Reporting
		•		

### Question 3

List the main differences between the **three (3)** students' typical job roles, boundaries and responsibilities.

(Approximate word count: 160-170 words)

#### Assessor instructions:

The student is required to list the main differences between the three students job role boundaries and responsibilities.

A sample answer is provided below.

[Type your response here]

- In all settings, educators must ensure children's safety, health and wellbeing. This differ by children's age and developmental needs: older children are more independent, younger children need more assistance, such as nappy change/toileting, mealtimes, rest time, etc.
- Out of school hours care educators are responsible for supervising school-age children before and after school hours and ensuring that nurturing care is always provided to children, including meal routine, and indoor/outdoor activities.
- Educators in long day care and in out of school hour care services typically provide care for children while parents/guardians are working. Educators supervise children both indoors and outdoors. They help establish and enforce schedules/routines, assist with feeding/meals and personal hygiene, and encourage children's learning and socialisation. They maintain a safe workplace by monitoring children for health, behavioural and emotional issues and reporting concerns to supervisors and parents. They ensure children are learning positive behaviours and provide guidance or approved discipline, as needed. They keep records relating to care.
- As children typically spend longer hours in a long day care service, educators must provide learning and care for a longer period of time, therefore educators have a busy daily schedule, including interacting with children, meeting children's physical and emotional needs, providing learning opportunities and maintain daily records.
- Educators working in education support roles typically work with school-aged children, in school settings. Therefore, the need to assist with toileting or changing infants' nappies is typically not part of their job role or responsibilities.

#### Scenario 4

Jennifer has arrived for her first day of work at Little.ly after completing a one-hour induction previously where she read through the service's policies and procedures. The *Professional Appearance Policy* stated that the service has expectations for professional appearance that allows for comfort and flexibility and provides safety as educators perform their job. The service policy prescribes closed footwear, long enough shirts/t-shirts to cover midriff and back while standing, bending over and stretching, fully covering chest area. Perfume and other fragrances, can potentially cause risk, please speak to management if there is an issue. Staff need to ensure their hair is tied back, nails are short and not sharp and jewelry needs to be minimal as this can be a potential health and safety risk.

Jennifer, for her first workday, is dressed in her work polo-shirt with clean back jeans and black flip-flops (thongs). She is wearing her favourite dangling earrings as she thinks that the kids will love them. The earrings are large, brightly coloured tropical parrots. She is very excited about her first day.

#### Question 1

Is Jennifer's presentation suitable for the day care environment? In your response include what you think she should modify to ensure she is following presentation standards and relevant workplace policies.

(Approximate word count: 70-75 words)

#### Assessor instructions:

The student must explain their concerns about Jennifer's presentation for her first day of work in an early childhood education and care environment.

A sample answer is provided below.

Was what Jennifer wearing suitable for her first day?

[Type your response here]

**Answer: No**

Explain your reasoning

[Type your response here]

- Jennifer must follow the early childhood service Dress Code Policy/ Professional Appearance Policy.
- Jennifer's flip-flops are not suitable work shoes. They are a hazard. Jennifer should be wearing closed toe and comfortable non-slip shoes.
- Jennifer's long dangling earrings are not suitable. They are a hazard. Jennifer must wear only minimal jewellery and earrings should be small.



- Small hop earrings or studs may be worn. Sharp or pointy jewelry must not wear when working with children.

### Scenario 5

Patty has started working in early childhood education. She is working at Little.ly and needs to find information relating to employer associations, professional associations, staff handbooks and trade unions.

Respond to the question below in relation to the Scenario 5.

#### Question 1

Using the table provided help Patty by stating what information she can access and how this information can be accessed.

Provide at least two (2) examples for each section in the table below.

#### Assessor instructions:

A sample answer is provided below.

Information	What can Patty access? (5-25 words)	How can it be accessed? (5-15 words)
Employer Associations	<p>Student may choose any of the following:</p> <ul style="list-style-type: none"> <li>• Early Learning Association Australia (ELAA) - Early Learning Association Australia (ELAA) is a not-for-profit, peak membership organisation representing the voice of parents and early learning providers.</li> <li>• Early Learning and Care Council of Australia Inc (ELACCA)- The Early Learning and Care Council of Australia Inc (ELACCA) is an association of large providers of early learning and care services (preschool, long day, outside school hours and family day care).</li> <li>• Community Early Learning Australia (CELA) Community Early Learning Australia (CELA) is the peak body for</li> </ul>	<p>Via the use of Internet technology or via the Australian Education and care Quality Authority (AECQA) or Regulatory Authority's website</p>

Information	What can Patty access? (5-25 words)	How can it be accessed? (5-15 words)
	<p>Australia's early and middle childhood education sector. CELA influences policy-makers, advocates for children and families as well as services and educators.</p> <ul style="list-style-type: none"> <li>• <a href="#">Kidsafe</a> Kidsafe is dedicated to the prevention of injuries in children under 15 years.</li> </ul> <p><a href="#">Raising Children Network</a> The Raising Children Network Website provides centralised, Australian-focused, evidence-based information for parents and carers of children from birth to fifteen years of age. It also provides information for those who work with parents.</p> <p><a href="#">Starting Blocks</a> Startingblocks.gov.au is a family friendly resource available to help new parents answer child care questions and better understand the benefits of early childhood education and care. It offers helpful tips for parents on early childhood development and what to look for to ensure their child gets a quality care and learning experience. Starting Blocks is brought to you by ACECQA.</p>	
Professional Associations	<p>Students may choose any of the following:</p> <ul style="list-style-type: none"> <li>• Early Childhood Teachers Association (ECTA)- The Early Childhood Teachers Association (ECTA) supports members of the early childhood professional community who work with</li> </ul>	Internet technology or via the Australian Education and Care Quality Authority (AECQA) website

Information	What can Patty access? (5-25 words)	How can it be accessed? (5-15 words)
	<p>young children and families in preschools, kindergartens, child care centres, primary schools and other early childhood settings. ECTA aim to provide opportunities for early childhood professionals to develop further their understanding and practice of quality in education for young children.</p> <ul style="list-style-type: none"> <li>• Early Childhood Australia - Early Childhood Australia (ECA) is the peak early childhood advocacy organisation, acting in the interests of young children, their families and professionals in the early childhood field. ECA advocates to ensure quality, social justice and equity in all issues relating to the education and care of children from birth to eight years. ECA's quality-assured publications program is a major tool in their advocacy for young children.</li> <li>• <u>Early Childhood Intervention Australia</u> Early Childhood Intervention Australia (ECIA) is a national forum for promotion of early intervention for infants and young children with developmental delays or disabilities and their families, including workshops, seminars and conferences to facilitate quality service provision.</li> <li>• <u>Australian Institute of Family Studies</u> The Australian Institute of Family Studies is a national research and information agency on children and families in Australia. Includes research, publications, online library,</li> </ul>	

Information	What can Patty access? (5-25 words)	How can it be accessed? (5-15 words)
	and further links and resources for professionals.	
Staff Handbooks	Staff Handbook which should include: <ul style="list-style-type: none"> <li>• Workplace policies</li> <li>• Employee expectations of behaviour and performance</li> <li>• What employees can expect from their employer</li> <li>• Employee legal obligations</li> <li>• Employee rights</li> </ul>	Workplace intranet or orientation/induction sessions in hard copy form, etc.
Trade Unions	Student may choose any of the following: <ul style="list-style-type: none"> <li>• Australian Education Union (AEU)</li> <li>• United Workers Union</li> <li>• The Australian Services Union</li> <li>• Independent Education Union</li> </ul> Information about educators rights, what an employer can and cannot ask, assistance with any disputes in the workplace, any representation needed	Internet technology via the Australian Education and care Quality Authority (AECQA) website  Going to the trade union website

## Question 2

Explain how membership in a professional association could benefit Patty in her current job role and career.

(Approximate word count: 100-110 words)

### Assessor instructions:

A sample answer is provided below.

[Type your response here]

The student's response should include the following key points.

- They have access to current industry resources, information and opportunities.
- There is a competitive advantage as you can become a more active and informed member of your industry.
- They are informed on important industry trends, changes to legislation, and new technologies, etc.
- There are networking opportunities such as connecting with peers, mentors and other industry leaders via attendance at conventions, seminars, award dinners, etc.

- There are additional education and keeping up-to-date with the newest developments via association, seminars, journals, courses and other educational opportunities.

Access to the latest jobs in your field and ability to connect with prospective employers, etc.

### Question 3

How could trade union membership assist Patty?

(Approximate word count: 90-100 words)

#### Assessor instructions:

Student responses must explain how being a trade union member can assist an employee such as Patty.

A sample answer is provided below.

[Type your response here]

The student's response should include the following key points.

- There are legal and workplace protection such as legal assistance and representation concerning formal hearings for industrial cases, employment law matters, workers' compensation claims and potential criminal matters.
- There is participation in local decisions that affect working conditions.
- They help with collective bargaining power when it comes to negotiating pay and conditions.
- They are a source of support, guidance and advice.
- They offer professional development, training, conferences and events.
- They are committed to the principles of public education and trade unionism – gives members a voice on education and social justice issues, etc.

Source: <https://www.aeuvic.asn.au/reps-info/sub-branch-representatives/reasons-join-aeu> (accessed 02/12/2019)

### Question 4

Patty was advised by her colleagues to join a Facebook group dedicated for early childhood educators where members often seek advice from the community regarding issues at their workplace, including bullying or work conditions. Should Patty rely on the information received from members of this group? In your answer suggest a minimum of **one (1)** reliable source Patty could use regarding information on work conditions.

(Approximate word count: 30-35 words)

#### Assessor instructions:

A sample answer is provided below.

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Should Patty rely on information from Facebook groups?

[Type your response here]

**Answer: No**

[Type your response here]

The student must clearly state that Patty/educators shouldn't rely on any advice provided via social media. They should rely on official sources of information, such as Trade Union, Fair Work, professional organisations, etc.

Student must identify a minimum of one (1) reliable source, such as Trade Union, Fair Work, professional organisations (e.g. Early Childhood Australia).

### Scenario 6

Jarrod works as an early childhood educator at a kindergarten/preschool (the year before school). Jarrod is attending his regular team meeting this afternoon. He wants to raise a concern about his fellow educators not raking the sandpit before the start of each kindergarten session. He wants to raise this concern as a compliance issue in relation to the children's health and safety.

Respond to the following questions concerning the Scenario 6.

#### Question 1

Give Jarrod tips in relation to each of the following areas of verbal and non-verbal communication so he can make sure his message is received and understood as he intends during the team meeting:

- Body language and non-verbal gestures
- Clear and concise language
- Verbal cues
- Voice tonality
- Communication techniques regarding conflict resolution

Provide at least two (2) tips per section of the table below.

#### Assessor instructions:

The student must provide two tips for each section in the table below. Sample answers are provided below.

<p>Tips regarding body language and non-verbal gestures</p> <p>(Approximate word count: 70-80 words)</p>	<ul style="list-style-type: none"><li>• Sit facing the other person(s) or at right angles, as far as possible, on the same level.</li><li>• Keep an open posture. Don't cross your arms.</li><li>• Focus on the other person(s) and lean slightly forward to show interest and attention.</li><li>• Make good eye-contact. Too much may be considered overpowering and too little may be considered a lack of self-confidence or interest.</li></ul>
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	<ul style="list-style-type: none"> <li>• Avoid fidgeting and other nervous mannerisms.</li> <li>• Show awareness of personal space and how this may vary between cultures.</li> </ul>
Tips regarding clear and concise language (Approximate word count: 20-25 words)	<ul style="list-style-type: none"> <li>• Don't use jargon or slang.</li> <li>• Use plain English and use clear and brief/short words.</li> <li>• Avoid negative statements which often block communication.</li> </ul>
Tips regarding verbal cues (Approximate word count: 40-45 words)	<ul style="list-style-type: none"> <li>• Prompts used to incite a response or reaction</li> <li>• Waiting for the other person to finish speaking</li> <li>• Asking them if they would like to add or comment on anything</li> <li>• Making sure that your tone is not aggressive</li> </ul>
Tips regarding voice tonality (Approximate word count: 50-60 words)	<ul style="list-style-type: none"> <li>• Tone communicates what we feel when we speak; for example, excited or frustrated, etc.</li> <li>• The tone of voice must contribute to the message to be sent.</li> <li>• An even and calm tone with a hit of thoughtfulness may be appropriate in this situation as Jarrod is addressing his team as an equal.</li> </ul>
Tips regarding communication techniques for conflict resolution (Approximate word count: 20-25 words)	<ul style="list-style-type: none"> <li>• Address issues openly and immediately</li> <li>• Set clear expectations</li> <li>• Build active listening skills</li> <li>• Use neutral terms and open body language</li> <li>• Recognize and respect personal differences</li> </ul>

## Question 2

Think about how Jarrod could obtain information from his fellow educators about their thoughts on this matter using questioning techniques. Provide **one example of an open question** and **one example of a closed question** Jarrod could ask the team.

(Approximate word count: 10-15 words each)

### Assessor instructions:

The student must give one example of a closed question and one example of an open question that Jarrod could ask his team members in relation to their thoughts on this matter. Responses must demonstrate a closed question that will obtain a 'yes' or 'no' response and an open question, allowing team members to give more thought and more than a simple one-word answer.

A sample answer is provided below.

<b>Open question</b>	'Why do you think we are having difficulties completing this task before each session?'
<b>Closed question</b>	'Have we as a team been raking the sandpit before each kindergarten session?'

### Question 3

Briefly explain

- how Jarrod could display active listening and respect for other people's ideas and
- opinions when hearing his colleagues' thoughts and feedback on the matter.

(Approximate word count:130-140 words)

#### Assessor instructions:

The student must explain their case about active listening. Below is some examples of points/ answers that could be provided.

[Type your response here]

Responses must demonstrate that Jarrod can display active listening by considering the following points:

- Look at the speaker in order to observe body language and pick up any subtle nuances of speech.
- Summarise frequently, repeating in his own words what the speaker has said. This checks understanding and gives feedback that he is listening.
- Give speakers time to express their thoughts and ideas.
- Remain emotionally in control.
- Respond with nods and 'uh-hums'.

Responses must demonstrate that Jarrod can display respect for other people's ideas and opinions by considering the following points:

- Use active listening, responding to the speaker by restating the gist of what the other person has said, without agreeing or disagreeing and without adding his own thoughts, feelings and ideas.
- Show acceptance of the speaker and encouraging them to continue.
- Don't judge or criticising another person.
- Don't avoid other's concerns, for example, by diverting or changing the topic.

### Question 4

Imagine that the team meeting has finished. Jarrod has been tasked with writing a memorandum to the team about making sure that the sandpit is raked before each kindergarten session.

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Give Jarrod **five (5)** tips in relation to clear and concise written information when writing a memorandum to all staff.

(Approximate word count: 80-85 words)

**Assessor instructions:**

A sample answer is provided below.

[Type your response here]

Student must give any 5 from the below:

1. Be clear about what you want to write. Understand what you hope to achieve from the memorandum.
2. Organise thoughts. For example, consider questions such as, Who? What? How? When? Where? And Why? And the Next steps?
3. Ensure that ideas follow each other logically.
4. Keep it short and simple. For example, don't use unnecessary words in a sentence. Say what you want to say in as fewer words as possible.
5. Use short words and write for your audience/reader.
6. Check spelling and grammar.

**Assessment checklist:**

Students must have completed all short answer questions related to scenarios within this assessment before submitting. This includes:

<b>Scenario 1</b>	
Respond to 4 questions related to the scenario	<input type="checkbox"/>
<b>Scenario 2</b>	
Respond to 6 questions related to the scenario	<input type="checkbox"/>
<b>Scenario 3</b>	
Respond to 3 questions related to the scenario	<input type="checkbox"/>
<b>Scenario 4</b>	
Respond to 1 question related to the scenario	<input type="checkbox"/>
<b>Scenario 5</b>	
Respond to 4 questions related to the scenario	<input type="checkbox"/>
<b>Scenario 6</b>	
Respond to 4 questions related to the scenario	<input type="checkbox"/>

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.



**Congratulations, you have reached the end of Assessment 2!**

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