Working in Early Childhood

Assessment 4 of 5

Project

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

Assessments may be published in more than one course. Add lines for additional courses as needed.

Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3EC1A	2	M00173A

ASSESSMENT TYPE

Assessment Method: *Select all that apply.*	**Project** Choose an item. Choose an item.

SECTION 2

STUDENT INSTRUCTIONS

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.

Student instructions

This is assessment 4 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.

To be assessed as competent, you must complete the two (2) 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

To answer some of the questions, you will need to access the following:

- Information technology for sourcing information
- The National Quality Framework (NQF) and its components
- Little.ly standards, policies and procedures regarding educational program and children's health and safety
- Access to Little.ly Early Learning Centre simulated online environment

Files for submission

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- Assessment document

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
2. Click **Save As**
   - To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. 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).
5. 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.
6. 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**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. 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.

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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	

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Assessment Instructions

Task overview

This Project consists of **two (2)** tasks:

- Answer general questions regarding workplace policies and procedures
- Identify, interpret and review policy and procedure documents.

Additional resources and supporting documents

- The National Quality Framework (NQF) and its components
- Access to Little.ly Early Learning Centre simulated online environment
- Little.ly standards, policies and procedures.

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.

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Task 1 – Workplace policies and procedure

Question 1

In your own words, briefly explain the importance of policies and procedures within a service and related to educators' job role.

(Approximate word count: 70-75 words)

Instructions to the assessor:

The student must explain the importance of policies and procedures to assist educators with their job role. Sample answer is provided below.

[Type your response here]

Policies are statements of intent in relation to the management and operation of the Children's Service. In Children's Services policies protect children, families, and carers from inappropriate, discriminatory, or unfair practices by describing procedures and practices that comply with legal requirements and reflect the philosophy and goals of the Children's Service.

Policies assist educators to make appropriate and consistent decisions and allow the organisation to be transparent, so others can see how it works.

Question 2

What do you need to consider when developing or updating policies and procedures?

(Approximate word count: 130-140 words)

Instructions to the assessor:

The student must explain what needs to be considered when developing or updating policies and procedures. Sample answer is provided below.

[Type your response here]

Key things to consider when updating or developing policies:

1. Your context including:

- o Service type
- o Location
- o Profile and needs of families and the community
- o Strategic direction and future plans of your Service

2. The legal requirements under the NQF for your service type, including National Law and Regulations, making sure the service is adhering to what is stated, and it is updated if there is any amendments or updates to the law or regulation. To review requirements, use current information from ACECQA website resources section.

3. The continued relevance of your Service Philosophy that outlines the service's approach to early childhood education and care, in accordance with Code of Ethics.

4. Stakeholder engagement in the policy development/review process. Your stakeholders will include all Educators, Directors/Coordinators, Management Committee, families, children, and community members.

5. Educational theories, current research and contemporary best practice.

Question 3

As an educator, how can you contribute to the development and review of policies and practices in your service?

(Approximate word count: 50-60 words)

Instructions to the assessor:

The student must explain how as an educator can contribute to the development and review of policies and practices. Sample answer is provided below.

[Type your response here]

- Read and know current policies.
- Reflect on service operation practices and discuss your ideas, opportunities for improvement during staff meetings or during your discussions with your supervisor/director. This then can be captured in the service's Quality Improvement Plan (QIP).
- Follow service procedures regarding policy review.
- Report any issues involving policies and practices to supervisor/director.

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Task 2 - Identify, interpret and review policies and procedures

	The following assessment task uses a simulated childcare centre called Little.ly Early Learning Centre. In order to complete the assessment task, you will need to access information and policy and procedure documents associated with Little.ly. This can be done by logging in to the Educator Hub on Little.ly's website with the following credentials: • Username: SOE • Password: earlychildhood

From the Little.ly Early Learning Centre's policies and procedures select **two (2)** policy and procedure documents: one regarding educational program and practice and another one regarding children's health and safety. Locate the policy and procedure documents, then review them.

You will need to identify at least **one (1)** area for further improvement or amendment in each policy and procedure document. Complete the table below with your responses.

a. List the **two (2)** policy and procedure documents identified to be reviewed (8-15 words each)	Policy 1 (Educational program): Students to locate a policy/procedure regarding educational program. For example: ML6 Educational Program and Practice – Policy and Procedure
	Policy 2 (Children's health and safety): Students must select one HS18 Safe Sleep and Rest – Policy and Procedure, or HS16 Child Protection – Policy and Procedure

b. In your own words, briefly summarise the policy document: (30-40 words each)	Policy 1 *(Educational program)*	Students will need to summarise the policy document, such as: 'The policy document states the service's belief of encouraging children's curiosity while providing high-quality educational program. The policy document also lists relevant legislative requirements, key principles and key stakeholders' responsibilities in the program's implementation'.
	Policy 2 *(Children's health and safety)*	Students will need to summarise the policy document, such as: 'The purpose of the policy document is to demonstrate the service's understanding of the importance of sleep/rest for children and their families. It lists general considerations of how to consistently monitor children's well-being and includes guidelines regarding sleep/rest environment.'

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c. Identify at least **one (1)** amendment or improvement you would recommend making to the policy/procedure. Support your response with reference to any component of the NQF. (15-25 words)	Policy 1 *(Educational program)*	Students will need to identify 1 amendment/improvement to the policy/procedure: For example: 'The policy needs to include collaboration with families and involving families and planning educational programs.' This is supported by NQS Quality Area 6.
	Policy 2 *(Children's health and safety)*	Students will need to identify 1 amendment/improvement to the policy/procedure: For example: The policy needs to include the bedding amount recommended for safe sleep and how much bedding must be placed on a baby in a sleep environment. Sleeping baby on the side or tummy increases the risk of Sudden Infant Death.

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Assessment checklist:

Students must have completed all tasks within this assessment before submitting. This includes:

Task 1	
Answer three (3) questions regarding workplace policies and procedures	☐
Task 2	
Complete the table provided with information regarding specific workplace policies and procedures	☐

✓   **Congratulations, you have reached the end of Assessment 4!**

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