



CHC50121

Diploma of Early Childhood Education and Care

Assessment

Portfolio 1 [Part A] of 2

Assessor Guide

Modules 1, 2, 3 and 4

- CHCECE041 Maintain a safe and healthy environment for children
- CHCECE050 Work in partnership with children's families
- CHCECE044 Facilitate compliance in an education and care service
- CHCECE049 Embed environmental responsibility in service operations
- CHCECE053 Respond to grievances and complaints about the service
- CHCPRP003 Reflect and improve own professional practice



What is Structured Workplace Learning and Assessment?

Swinburne Open Education offer students a unique opportunity to study in an online environment to develop their skills and knowledge in their chosen field, at a time and pace that suits them.

Many of our courses require practical skills application to achieve competency. Structured Workplace Learning and Assessment (SWLA) offers students in these courses the opportunity to seek out a workplace where they can apply their learning in practical ways in order to expand on and demonstrate their skills.



The student should complete this Microsoft Word document electronically. Once this document is completed it should be submitted via the LMS.



Please consider the environment before printing this document.

Structured Workplace Learning and Assessment

Portfolio 1 Part A

CHC50121 Diploma of Early Childhood Education and Care

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Portfolio 1

This Portfolio outlines the tasks requiring evidence capture to support Structured Workplace Learning and Assessment.

This document is completed by the student and submitted as evidence of competency against the Unit of Competency.

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

Section C: Host Organisation Details

HOST ORGANISATION DETAILS	
Business Name	
Company ABN/ ACN	
Street Address	
Postal Address	

Work Site Address	
Phone Number	
SUPERVISOR DETAILS	
Name	
Position Title	
Phone Number	
Email	

Section D: Portfolio Part A

This Portfolio sets out the activities you are to complete during your Structured Workplace Learning and Assessment placement.

These are set out based on the following module:

- Module 1 – CHCECE041 Maintain a safe and healthy environment for children
- Module 2 – CHCECE050 Work in partnership with children’s families
- Module 3- Compliance in childhood services (Cluster)
 - CHCECE044 Facilitate compliance in a children's education and care service
 - CHCECE049 Embed environmental responsibility in service operations
 - CHCECE053 Respond to grievances and complains about the service
- Module 4 – CHCPRP003 Reflect on and improve own professional practice

Once you have completed your knowledge assessments (Short Answer Questions, Case Study and Written Assessments) for the modules set out in this Portfolio, you may commence the activities below.

Throughout this Portfolio, you may be required to take photographs as a form of capturing evidence. Before commencing any photography in the service, you must gain written approval from your Workplace Supervisor and any child’s parent/guardian whose child may be included in these images. Capture this in the Consent Form table included in Part F of your SWLA Logbook.

Read through the activities below carefully to ensure you understand what you need to do, how you need to do it and what evidence you need to collect. If you have any questions, please contact your Trainer/ Assessor at any time during the process.

Note: When submitting documentation as evidence, make sure that any identifiable information, such as children's and families' names, addresses, medical details, etc., are blanked out. Children, their families and other staff members must always be de-identified as well. You should allocate a unique identifier to each person for this journal's purposes (for example, Child 1, Child 2 or Child A, Child B or Educator 1/Educator A). **No identifiable information is to be present on any documentation submitted.**

Module 1

CHCECE041 Maintain a safe and healthy environment for children

Activity 1: Assessor Instructions: Monitor health, safety, and risk

Purpose of the Task

The purpose of this task is to assess the student's ability to monitor health, safety and risk including:

- Identify health and safety policies
- Monitor health and safety policies
- Monitor and manage risk.

Guidance to Assessors About this Task

Provide students with the date of submission for this task.

Record the outcome of this part of the assessment in the Assessment marking criteria.

Benchmark responses for each question have been provided.

Task overview

For this task, you are required to monitor health, safety and risk policies and procedures in your workplace. You will identify and monitor the health and safety policies and monitor and manage risk.

You will need to obtain permission from your supervisor to access the service's policies and procedures and supporting material in the following areas:

- Children's health, safety and wellbeing
- Incidents, injury, trauma and illness
- Infection control
- Medical conditions
- Administration of medication
- Emergencies and evacuations
- Drop off and collection of children
- Supervision

ACTIVITY 1: Monitor health, safety and risk

Step 1: Access children's health and safety policies

- You will access the service's children health and safety policies, procedures and support material. You will examine the gathered resources and list the title and provide a short summary of each policy/procedure/ support materials against the following areas:
 - Children's health, safety and wellbeing
 - Incidents, injury, trauma and illness
 - Infection control

- Medical conditions
- Administration of medication
- Emergencies and evacuations
- Drop off and collection of children
- Supervision
- You will establish the scope of your role and responsibilities in maintaining health and safety as outlined in each of the policies and procedures and support material in the areas listed above.
- You will examine the policies, procedures, and support materials and document how risks are addressed in each listed area above.
- Document your answers in the Health and Safety Review Template.

Step 2: Monitor health and safety policies

- You will monitor the service's compliance with service health and safety policies and procedures by observing a typical day at the service. You will take note of any instances where health and safety policies and procedures were not being followed. Document the health and safety findings by recording:
 - Three (3) non-compliance with the date, time and location that the observation occurred
 - Details of the observed health and safety issue or non-compliance with the policies and procedures by following the service's policies and procedures.
 - Identified improvements and training needs
 - Ensure that your report and plan are accurate health and safety records.
- You will outline a plan to communicate to staff to address non-compliance and meet the identified training needs.
- During your observations, you will model compliance and communicate information to colleagues to encourage others to follow the service's health and safety policies and procedures.
- Document the responses in the Health and Safety Review Template.

Step 3: Monitor risks

- You will conduct a review of children, activities and physical areas to identify potential or actual hazards and record the details to inform your supervisor of the identified risks and actions that can be taken to respond to the risks and eliminate or control risks, according to the service procedures.
- Document the findings and the actions to manage risks in the Health and Safety Review Template.

Step 4: Contribute to health and safety policies

- You will conduct research using digital media about current health and safety issues and best practices for children's health and safety. You will ensure that you use credible and authoritative sources, such as government websites, industry associations, and subject matter experts at the service. You will list the credible sources used
- Use the information gathered to review the service's current health and safety policies and procedures, including any recommendations for improvement based on current knowledge and best practices.
- Present your findings to two (2) colleagues and seek their feedback on the current health and safety practices and potential issues, using formal (provide the report) and informal communication (discussions). Record their feedback.

- Document your answers in the Health and Safety Review Template.

Step 5: Report to the supervisor

- You will arrange a meeting with your supervisor and present the Health Safety Review you have completed. You will discuss with your supervisor the findings of your observations, the areas of non-compliance, recommendations for improvement and identified training needs for staff.
- There is no submission required for this step as the workplace supervisor will record the outcomes in the CHCECE041: Assessment task 6 – Third-party Report.

Instructions to the assessor

Students must submit the following:

- **Health and Safety Review Template**

Sample answers are provided in the attachments.

Activity 1: Assessment marking criteria: Monitor health, safety, and risk

Assessor instructions: All sections/questions must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

S NYS

1	<p>Access the service's children health and safety policies, procedures, and support material. Examine the gathered resources and list the title and provide a short summary of each policy/procedure/support materials against the following areas:</p> <ul style="list-style-type: none">○ Children's health, safety, and wellbeing○ Incidents, injury, trauma, and illness○ Infection control○ Medical conditions○ Administration of medication○ Emergencies and evacuations○ Drop off and collection of children○ Supervision <p>Look for:</p> <p>The student will access the service's children health and safety policies, procedures, and support material from their work in a regulated children's education care service in Australia (with permission from the service). The student must examine the gathered resources and list the title and provide a short summary of each policy/procedure/ support materials against the following areas:</p> <ul style="list-style-type: none">• Children's health, safety, and wellbeing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	<ul style="list-style-type: none"> • Incidents, injury, trauma, and illness • Infection control • Medical conditions • Administration of medication • Emergencies and evacuations • Drop off and collection of children. • Supervision <p>The responses will vary depending on the service, the policies and the support material in place but will demonstrate that the student has examined existing health and safety service policies and procedures and support materials.</p> <p>A sample answer is provided in the attached Health and Safety Review Template</p>		
2	<p>Establish the scope of your role and responsibilities in maintaining health and safety in each of the policies, procedures and support material in the areas listed.</p> <p>Look for:</p> <p>The student will establish the scope of their role and responsibility in maintaining health and safety based on the requirements of the policies, procedures, and support material they have gathered. For example, under the Accident and Incident Management Policy, the educator must report all incidents and near misses that occur to children.</p> <p>The student must establish their role and responsibilities against each of the following areas:</p> <ul style="list-style-type: none"> • Children's health, safety and wellbeing • Incidents, injury, trauma, and illness • Infection control • Medical conditions • Administration of medication • Emergencies and evacuations • Drop off and collection of children • Supervision <p>The responses will vary depending on the service, the policies and the support material in place but will demonstrate the student's ability to determine their role and responsibilities based on their examination of the existing health and safety service policies and procedures and support materials.</p> <p>A sample answer is provided in the attached Health and Safety Review Template</p>	<input type="checkbox"/>	<input type="checkbox"/>
3	<p>Examine the policies, procedures and support materials, and document how risks are addressed in each of the listed areas.</p> <p>Look for:</p> <p>The student will examine the policies, procedures and support materials and document how risks are addressed. For example, use a hazard and risk matrix to review risks and risk mitigation actions.</p> <p>The student must document how risks are assessed against each of the following areas:</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none"> • Children's health, safety, and wellbeing • Incidents, injury, trauma, and illness • Infection control • Medical conditions • Administration of medication • Emergencies and evacuations • Drop off and collection of children • Supervision <p>The responses will vary depending on the service, the policies and the support materials in place but will demonstrate the student's ability to determine how risks are addressed in the gathered health and safety service policies and procedures and support materials.</p> <p>A sample answer is provided in the attached Health and Safety Review Template</p>		
Step 2: Monitor health and safety policies			
4	<p>Monitor the services' compliance with service health and safety policies and procedures. Identify three (3) non-compliances and record the health and safety record according to the service's policies and procedures.</p> <p>The record will include the following:</p> <ul style="list-style-type: none"> • Date, time and location • Accurate details of the observed health and safety issue or non-compliance • Identified improvements and training needs • Ensure that your report and plan are accurate health and safety records. <p>Look for:</p> <p>The student will monitor the service's compliance with service health and safety policies and procedures by observing a typical day at the service and taking note of any instances where health and safety policies and procedures were not followed. The observations made will show possible areas for improvement in the service. The recommendations outlined in the report aim to address these areas and improve the overall health and safety of the service. For example, children were not adhering to hand washing procedures before meals, and a reminder can be issued to staff to refresh the need for clean hands before eating.</p> <p>The responses will vary depending on the service, the day observations were carried out and activities taking place, but they will form accurate health and safety records. Responses will demonstrate the student's ability to monitor compliance against the service health and safety policies and procedures, record accurate details of non-compliances and identify improvements and staff training needs.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	<p>Outline a plan to communicate to staff to address non-compliance and meet the identified training needs.</p> <p>Look for:</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>The student will outline a plan to communicate to staff to address non-compliance and meet the identified training needs. For example, a reminder will occur during the staff meeting, and staff training on the risks of poor hygiene will be arranged.</p> <p>The responses will vary depending on the service, the observed non-compliance and the recommendations but will demonstrate the student's ability to develop a plan to minimise the risks of non-compliances and address training needs.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>		
6	<p>Model compliance and communicate information to colleagues to encourage them to follow the service's health and safety policies and procedures.</p> <p>Look for:</p> <p>The student will model compliance to other colleagues and communicate up-to-date information to them. For example, demonstrating a commitment to children's health and safety, leading by example, sharing knowledge with colleagues about the policies, and ensuring actions align with the policies.</p> <p>The responses will vary depending on the service, the observed non-compliance and the actions modelled by the student but will demonstrate the student's ability to model commitment, communicate information, and encourage others to follow the service's health and safety policies and procedures and be committed to ensuring the health and safety of the children in their care.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 3: Monitor risks			
7	<p>Conduct a review of children, activities and physical areas to identify potential or actual hazards. Document the actions that can be taken to respond to the risks and eliminate or control them according to the service procedures.</p> <p>Look for:</p> <p>The student will conduct a review and identify potential or actual hazards for:</p> <ul style="list-style-type: none"> children, activities and physical areas. <p>The student will document the actions that can be taken to eliminate or control the risks according to the service procedures. For example, a reminder to all by placing a sign on all exit doors to remind children of 'no hat, no play'.</p> <p>The responses will vary depending on the service, the observations made, the ages of the children and the activities occurring, but they will demonstrate the student's ability to identify actual and potential hazards and plan actions to manage risks according to the service policies and procedures.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 4: Contribute to health and safety policies			
8	<p>Conduct research using digital media about current health and safety issues and best practices in children's health and safety using credible and authoritative sources of information and outline the findings. List the credible sources used.</p> <p>Look for:</p> <p>The student will conduct research using digital media about current health and safety issues and best practices for children's health and safety. The student will list the credible and authoritative sources of information they used, such as</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>government websites, industry associations, and subject matter experts at the service.</p> <p>The student will outline their findings. For example, managing children's health and safety during the COVID-19 Pandemic.</p> <p>The responses will vary depending on the research conducted by the student but will demonstrate their ability to research and stay up-to-date on health and safety issues and best practices to use this knowledge to inform their work.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>		
10	<p>Use the information gathered to review the service's current health and safety policies and procedures and make recommendations for improvement based on current knowledge and best practices.</p> <p>Look for:</p> <p>The student will use the information gathered during the research to review the service's current children's health and safety policies and procedures and make recommendations for improvement based on current knowledge and best practices. For example, developing a separate policy to deal with the complexities of managing the COVID-19 Pandemic.</p> <p>The responses will vary depending on the research conducted and the details of the service policies but will demonstrate the student's ability to apply current knowledge and best practices to review the services policies and make a recommendation to ensure the policies are current and reflect best practices.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
11	<p>Present your findings to two (2) colleagues and seek their feedback on the current health and safety practices and potential issues, using formal (provide the report) and informal communication (discussions). Record their feedback.</p> <p>Look for:</p> <p>The student will outline the formal (e.g., provide a copy of the report, hold a meeting) and informal communication (casual discussions) to present their findings to two (2) colleagues. The student will record colleagues' feedback on current health and safety practices and potential issues.</p> <p>The responses will vary depending on the information shared on health and safety issues and best practices and the feedback from the colleagues but will demonstrate their ability to seek feedback from colleagues on health and safety practices and potential issues using formal and informal communication.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 5: Report to the supervisor			
12	<p>Report to the workplace supervisor the findings of your review and the health and safety training needs identified by sharing the Health and Safety Review document. Ensure the supervisor signs the submitted report to verify that it was submitted to them identifying and reporting the health and safety issues and staff training needs.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>Look for:</p> <p>The student submitted the health and safety report and staff training needs to the workplace supervisor, and the workplace supervisor signed the report to verify it was submitted to them.</p> <p>The workplace supervisor signs the verification section in the Health and Safety Review Template.</p>		
<p>Meet with your supervisor and present the Health Safety Review you have completed to discuss the findings of the observations, the areas of non-compliance, recommendations for improvement and identified training needs for staff.</p> <p>There is no submission required for this step as the workplace supervisor will record the outcomes in the CHCECE041: Assessment task 6 – Third-party Report.</p>			

Activity 1: Attachments

Health and Safety Review Template

Health and Safety Review			
Student name:	Insert name		
Service name:	Insert service name		
Policy, Procedure and support material review			
Name of health and safety policies and procedures accessed for each of the following areas: <ul style="list-style-type: none"> • Children's health, safety and well-being • Incidents, injury, trauma and illness • Infection control • Medical conditions • Administration of medication • Emergencies and evacuations • Drop off and collection of children • Supervision <i>{List all related policies and procedures by creating a new line for each one.}</i>	Summary of the details of each policy and procedure	Scope of your role and responsibilities in maintaining health and safety in each policy and procedure	Outline how the policies and procedures address risk
ABC Service Child health and well-being policy and procedures	<p>For example:</p> <p>The Children's Health, Safety and Well-being policies cover the following areas:</p> <ul style="list-style-type: none"> • Sleep and rest 	<p>For example:</p> <p>Educators must ensure that the policies are followed at all times to ensure children's safety.</p> <p>Educators will ensure that children are provided with adequate care.</p>	<p>For example:</p> <p>The sleep safety procedure describes that the sleeping area will be assessed for risk once every six months to review how safely the sleep room is set up.</p>

	<ul style="list-style-type: none"> • Nutrition, food and beverages, dietary requirements • Sun protection • Water safety • Administration of first aid. <p>The main points of the policy set out how to ensure children are safe at all times. The policy set out requirements for the children's health and safety, including sleep and rest, healthy nutrition, sun-smart, water safety and administering first aid.</p>	<p>Educators will report incidents where children's health, safety and well-being are affected.</p> <p>Educators will monitor and promote children's health and safety.</p>	<p>The policy requires a 10-minute sleep check to be carried out by staff to manage the risk of SIDS.</p>
<p>Additional examples of policies and procedures could include</p> <p>For example:</p> <p>Incidents, injury, trauma and illness policy or procedure</p> <p>Infection control policy or procedure</p> <p>Medical conditions policy or procedure</p> <p>Administration of medication policy or procedure</p> <p>Emergencies and evacuations policy or procedure</p> <p>Drop off and collection of children policy or procedure</p> <p>Supervision policy or procedure</p>			
<p>Name of health and safety support materials accessed for each policy area:</p>	<p>Summary of the health and safety support materials.</p>	<p>Scope of your role and responsibilities in maintaining health and safety from policies and procedures</p>	<p>Outline how the support materials address risk</p>

<i>[List all related support materials and create a new line for each one]</i>			
ABC Service Incidents, Injury, Trauma, and illnesses form	The service has standardised, uniform accident forms, serious incident forms, accident/injury log forms and illness forms that are completed when an incident occurs, including a near miss.	All staff are responsible for filling out accident forms, informing parents, following policies and procedures and communicating about issues related to the policy.	The forms provide a record of incidents and allow the service to conduct investigations. In addition, the forms are used at the management meeting to review occurrence and recurring risks and implement mitigation strategies
<p>Additional examples of health and safety support materials could include:</p> <p>ABC New Risk assessment matrix</p> <p>Notifiable/communicable conditions form</p> <p>Immunisation enrolment record</p> <p>Staff vaccination report</p> <p>Medical condition management plan</p> <p>Collection of children by new person forms</p> <p>Excursion risk assessment forms</p> <p>Excursion plan forms</p> <p>Supervision of children form – risk assessments and ratio records</p>			
Monitor health and safety policies			

Report three (3) observations of staff non-compliance with service health and safety policies and procedures	Date, time and location:	Observed non-compliance: <i>(Insert description of observed health and safety issue or non-compliance with policies and procedures)</i>	Improvement and identified training <i>(Insert recommendation for improvement of observed issues)</i>
Observation 1:	Today's date at 12.35 p.m. in the garden area	Children were outdoors in the heat of the day without hats on	Reminder sign on the exit doors, "Have you got your hat on?" Training for staff in sun smart actions and risks of sunburn and skin damage in later life
Observation 2:			
Observation 3:			
Outline a plan to communicate and educate colleagues about the service's health and safety policies and procedures	<p>During the next staff meeting, staff will be reminded about the need to manage sun safety with children and reinforce the service procedures of 'no hat, no play.'</p> <p>Arrange safety training for staff in sun-smart actions and risks of sunburn and skin damage in later life based on the service policy and the Cancer Council recommendations.</p>		
Actions were taken to model compliance and communicated information to encourage others to follow the service's health and safety policies and procedures	<p>While conducting observations, I lead by example to demonstrate my commitment to ensuring the health and safety of the children in our care. I modelled the behaviours to other staff by being compliant in following the children's health and safety policies and procedures. I shared knowledge about the policies and ensured my actions aligned with the policies. When I saw children outdoors without hats on, I reminded them of our sun smart actions and ensured that I was wearing a hat outdoors.</p>		
<p>Monitor risks to identify potential or actual hazards and actions to eliminate or control risks.</p>			
Review of children	<p>I reviewed children in common areas and observed physical risks such as falls and injuries. I observed children adhering to hand washing protocols and having sunscreen applied before moving outdoors. The service has implemented and followed strict infection control and prevention protocols, such as hand hygiene, regular cleaning, and personal protective equipment.</p> <p>There are procedures for managing allergies and anaphylaxis, including staff training and emergency management.</p> <p>Children are not consistently following hand washing before eating morning tea. A reminder is needed to ensure that if hands are not washed, then children should not eat.</p>		

<p>Review of activities</p>	<p>Access to a first-aid kit was readily available, and staff were trained to use it.</p> <p>I checked the centre's ventilation for areas such as painting and craft to ensure that free from toxic substances, hazardous materials, and other pollutants. I checked the products they used, which are generally natural and non-toxic. The implements used during craft are child safe.</p> <p>Outdoor play has ample shade and undercover areas for rain events.</p> <p>I observed a cleaning product had been left out after cleaning the craft area. This is a hazard to children; all products need to be out of the reach of children. A checklist could be put in place for cleaning items that are used to be ticked off as they are placed back in the high child-proof cupboard.</p>
<p>Review of physical areas</p>	<p>I observed levels of supervision being applied to outdoor areas. The staff ensured that children were in their line of sight. Staff were not distracted from talking and did not forget to observe the children's safety. I saw staff inspect the environment for fallen branches and hazards that could be removed before children came outside.</p> <p>The centre has protection from extreme weather conditions, such as shade structures and air conditioning.</p> <p>The sleeping area was checked to ensure that bedding was safe and there were no choking hazards in the cots.</p> <p>Children were prevented from being in the kitchen area by gates that were in good working order.</p> <p>The front door was locked, and access was via a keypad or ringing the doorbell to keep the centre secure by controlling access to the building and monitoring who comes and goes.</p> <p>I observed a block was left in the door to hold it open whilst a staff member ran to their care to collect an item. The block in the door was removed to ensure security was maintained. The staff responsible was cautioned about their actions and the risks.</p>
<p>Contribute to health and safety policies</p>	
<p>Research current health and safety issues and best practices in children's health and safety.</p> <p>List the credible sources used.</p>	<p>Current health and safety issues in children's health and safety related to infection control and prevention in the context of pandemics such as COVID-19 and the increase in highly contagious infections in children such as hand, foot and mouth. This included implementing and following strict infection control and prevention protocols.</p> <p>Another current issue is the service being sun smart, with increases in skin cancer and risks that the damage commences in childhood. Ensure that children are protected from UV rays during outdoor activities through shade structures, clothing, and sunblock.</p> <p>Credible and authoritative sources of information, such as Government websites, such as the Department of Education and Training in Australia, industry associations, such as the Australian Childcare Alliance and research studies, such as those published in peer-reviewed journals. I used technical and regulatory organisations, such as Standards Australia, SunSmart</p>

	<p>Australia and the Cancer Council. I reviewed the requirements that they set out and recommended. I also used national and international health organisations like the World Health Organisation.</p> <p>I decided to interview the Director and senior educators who are subject matter experts at the service and have excellent knowledge of issues and trends in children's health and safety.</p>
<p>Review the current health and safety policies and procedures against the findings.</p> <p>Document recommendations for improvement based on current knowledge and best practices.</p>	<p>Based on the findings from the safety observations, I reviewed the Infection Control policy. It sets out the requirement for children to be immunised before they can access the service and has guidance on infection control. Similarly, educators must maintain their immunisation. Risk assessments include a review of the area of infectious disease. Due to issues with the COVID-19 Pandemic and the increase in outbreaks and management of hand, foot and mouth disease, the policy may not be detailed enough to cover all requirements.</p> <p>The policy includes the management of all infectious diseases in one version. In contrast, given the risks of COVID, this could be provided in a separate policy (or other conditions specific to the student's area, e.g., services struggling with the prevalence of Hand, Foot and Mouth disease).</p>
<p>Record feedback from two (2) colleagues on the presented findings on the current health and safety practices and potential issues. Document the informal communication methods used.</p>	<p>I met with colleagues A and B over a lunch break and discussed some of the findings I have observed in the service, issues with current health and safety, and best practices in the industry. I asked for their input into what they saw as current issues and risks in the service. The educators agreed that infection control was becoming more challenging with many new requirements that the service was constantly trying to keep front of mind. Colleague A fed back their concerns about keeping all at the service free from infections and the improvements made around hand washing and children not attending when unwell. They discussed that this was inconsistent for some families who sent unwell children as they had no other childcare arrangements and had already used their sick leave.</p> <p>I provided them with a copy of the report I was prepared and invited their feedback. I booked a time to meet them to discuss the report. I prepared a list of topics to discuss at the formal meeting.</p>
<p>Workplace Supervisor Verification</p>	
<p>Supervisor signs to confirm that the information gathered is current and accurate</p> <p>Supervisor signs to confirm the report was submitted to them identifying and reporting health and safety issues and training needs of staff</p>	
<p>Supervisor's name: Insert name</p> <p>Supervisors' signature: Signature</p> <p>Date: Today's date</p>	

Activity 2: Assessor Instructions: Design and Risk Assess an Excursion

Purpose of the Task

The purpose of this task is to assess the student's ability to:

- Plan and prepare an excursion for children in line with the health and safety requirements of the National Quality Framework and the service policies and procedures.
- Identify hazards and assess risk using the risk matrix
- Collect and collate all required documents before an excursion

Guidance to Assessors About this Task

Provide students with the date of submission for this task. You will need to approve the presentation submitted by the students.

Record the outcome of this part of the assessment in the Assessment marking criteria.

Benchmark responses for each question have been provided.

Task overview

For this task, you are required to design a walking excursion. To identify hazards, you must inspect the location, facilities, and activities before the excursion. You must prepare the risk assessment on the Excursion Risk Management Plan Template – Part 1, including assessing risk and preparing for the excursion.

You will need access to the service's policies on managing excursions and a risk management plan.

ACTIVITY 2: Design and risk assess a walking excursion

Step 1: Review the location

- You will determine a suitable location for a walking excursion. You will ensure that it is a short walking distance from the service, for example, a neighbourhood walk to observe the variety of materials that houses are built from or to mailboxes.
- You will seek approval from your supervisor about the suitability of your activity and the location of the walking excursion. You may need to adjust the plan and location based on the feedback from the supervisor.
- You will access the location and inspect the route, facilities, and suitable activities that can occur before the excursion to identify challenges and hazards.
- Document your notes and record the safety considerations in the Excursion Risk Management Plan Template – part 1.

Step 2: Plan an excursion

- You will document the plan for and prepare the excursion in line with the services policies and procedures. Complete all the details of the excursion on the Template, including:
 - Date and time
 - The age group of children

- Checkpoints
- Destination
- Learning objective
- Transport arrangement
- Identify staffing levels and activities on the excursion in line with the Regulations and service policies, and procedures
- identify and list the roles and responsibilities of educators and volunteers
- Document the plan in the Excursion Risk Management Plan Template – part 1.

Step 3: Excursion permission from families

- You must seek permission from families for the children to be involved in the excursion by drafting the communication to families in the Excursion Risk Management Plan Template – part 1.
- Before you communicate with families, you will seek permission from your supervisor and obtain approval. You can show your supervisor the draft communication you made in the Excursion Risk Management Plan – part 1.
- Use the permission forms to obtain permission for each child attending the excursion by using the system that is used by the service. You will provide the details of the excursion in a parent communication format to ensure they know what to expect for their child's involvement in the excursion. Ensure that the details provided to families are accurate and provide sufficient information to advise them of the excursion, including the learning objective.
- You will keep a record of the returned permission for use before departure on the excursion. This will ensure that only children with permission attend the excursion.

Step 4: Complete the excursion checklist

- You must complete the excursion checklist on the Excursion Risk Management Plan Template – part 1 by collecting and/or checking all items on the list, including:
 - Confirm insurance, volunteer credentials and transport requirements according to service policies and procedures and legislative requirements.
- You will ensure that all items required for the excursion are present.

Step 5: Risk assessment

- Complete a risk assessment for at least seven (7) identified hazards (you may add additional lines where necessary). Where hazards are identified that are difficult to mitigate, you will seek advice from your supervisor about alternative arrangements. The excursion must be cancelled when hazards cannot be managed and pose too great a risk.
- Complete the risk assessment using the risk matrix on the Excursion Risk Management Plan Template – part 1.
- You will share information and collaborate with others, including educators, about the excursion risk assessment and excursion plan to receive their input and insights and share information about children's health and safety. You will seek feedback about the application of health and safety policies during planning.
- You will provide the completed Excursion Risk Management Plan to the supervisor for review and approval. The supervisor signs the plan providing their approval for the excursion to be carried out.

Complete all sections of the Excursion Risk Management Template – part 1.

Instructions to the assessor

Students must submit the following:

- Excursion Risk Management Plan Template – part 1

Sample answers are provided in the attachments.

Activity 2: Assessment marking criteria: Design and Risk Assess an Excursion

Assessor instructions: All sections/questions must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

S NYS

<p>1</p>	<p>Determine a suitable location for a walking excursion. You will ensure that it is a short walking distance from the service, for example, a neighbourhood walk to observe the variety of materials that houses are built from or to mailboxes.</p> <ul style="list-style-type: none"> • Seek approval from your supervisor about the suitability of your activity and the location of the walking excursion. You may need to adjust the plan and location based on the feedback from the supervisor. • Access the location and inspect the route, facilities, and suitable activities before the excursion to identify challenges and hazards. • Document your notes and record the safety considerations in the Excursion Risk Management Plan Template. <p>Look for:</p> <p>The student inspected the location, facilities, and activities before the excursion. For example, walking from the service to the location and back, identifying hazards, challenges, safe places to cross roads, bathroom access, and sun-smart arrangements.</p> <p>The student has documented notes from the reconnoitre mission. For example, they have notes of identified hazards, challenges, facilities, and possible activities they can do during the excursion, for example, examining building materials of local houses to complement the learning objective of sustainable buildings.</p> <p>The responses will vary depending on the service and children.</p> <p>A sample answer is provided in the attached Excursion Risk Management Plan Template – part 1.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>
<p>2</p>	<p>Document the plan for and prepare the excursion in line with the services policies and procedures. Complete all the details of the excursion on the template, including:</p> <ul style="list-style-type: none"> ○ Date and time ○ The age group of children ○ Checkpoints 	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>

	<ul style="list-style-type: none"> ○ Destination ○ Learning objective ○ Transport arrangement ○ Identify staffing levels and activities on the excursion in line with the Regulations and service policies, and procedures ○ Identify and list the roles and responsibilities of educators and volunteers ○ Communication and collaboration plan with colleagues to minimise risk on an excursion. <p>Document the plan in the Excursion Risk Management Plan Template.</p> <p>Look for:</p> <p>The student has developed an outline of the key details of the excursion in line with the services policies and procedures, including:</p> <ul style="list-style-type: none"> ● Date - proposed ● Departure and arrival times of excursion. For example, we will leave the service at 10 a.m., arrive at the park at 10:30 a.m., and then return at 12:30 p.m. ● Age of group of children. For example, three to five years old. ● Checkpoints. For example, where will they stop to count children? ● Destination, route, and plan details. For example, park, follow West Terrace and cross at Aldinga Park traffic lights. Ensure all children have a hand to hold. A ratio of two children to every one adult is necessary because we are crossing the road. ● The learning objective for the excursion. For example, 'to enhance children's awareness of sustainability by examining what is used to build houses. ● Transport requirements. For example, walking, prams ● Confirm insurance, volunteer credentials and transport requirements according to service policies and procedures and legislative requirements. <p>The student identifies and records the planned details of staffing and supervision, including:</p> <ul style="list-style-type: none"> ● Identifying the staffing requirements for the excursion in line with policy and procedure. For example, how many staff will attend based on the number of children? Follow any ratios the service has in place for excursions and seek volunteer help. ● Listing responsibilities for educators for the excursion. For example, head counts, monitoring small groups of no more than five children, carrying excursion bag, maintaining supervision, identifying hazards, monitoring bathroom visits, supporting children with care needs ● Listing responsibilities for volunteers and parents for the excursion. For example, monitoring small groups of no more than five children, maintaining supervision, identifying hazards, and supporting children with care needs. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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	<ul style="list-style-type: none"> Planning for communication and collaboration with other educators/volunteers during the excursion, for example, plan methods to share information about the excursion, roles and responsibilities and emergency management such as emergency assembly points and lists of children in each adult's care. <p>The responses will vary depending on the service and children.</p> <p>A sample answer is provided in the attached Excursion Risk Management Plan Template – part</p>		
3	<p>Draft the communication to families to seek permission for the children to be involved in the excursion and record it in the Excursion Risk Management Plan Template – part 1.</p> <ul style="list-style-type: none"> Seek permission from the supervisor and obtain approval before communicating with families by showing the draft communication to the supervisor. Use the permission forms to obtain permission for each child attending the excursion by using the system that is used by the service. The student will provide the excursion details in a parent communication format to ensure they know what to expect for their child's involvement in the excursion. The student will ensure that the details provided to families are accurate and provide sufficient information to advise them of the excursion, including the learning objective. The student will keep a record of the returned permission for use during the excursion. This will ensure that only children with permission attend the excursion. <p>Look for:</p> <p>The student writes communication to families describing what their child will be doing on the excursion and seeking permission from families for their child to attend the excursion. For example, you should explain how long the walk will take, how many staff will attend, and what the children will do on the excursion.</p> <p>The student maintains a record of children's names where parental consent has been obtained to ensure all children attending the excursion have permission to attend. For example, recording names in the excursion plan and checking off a list of children enrolled on the day when forms are returned from parents.</p> <p>The responses will vary depending on the service and children.</p> <p>A sample answer is provided in the attached Excursion Risk Management Plan Template – part 1.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	<p>Complete the excursion checklist by collecting and/or checking all items on the list.</p> <p>Look for:</p> <p>The student completed the excursion checklist ensuring all documents required had been collated. For example, excursion bag, soap, and reflector jackets.</p> <p>The student ensures that all items required for the excursion are present.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	<p>The student confirmed insurance, volunteer credentials and transport requirements according to service policies and procedures and legislative requirements.</p> <p>The responses will vary depending on the service, children and the details of the excursion.</p> <p>A sample answer is provided in the attached Excursion Risk Management Plan Template – part 1.</p>		
5	<p>Complete a risk assessment for at least seven (7) identified hazards (you may add additional lines where necessary). Where hazards are identified that are difficult to mitigate, you will seek advice from your supervisor about alternative arrangements. The excursion must be cancelled when hazards cannot be managed and pose too great a risk. Complete the risk assessment using the risk matrix on the Excursion Risk Management Plan Template – part 1.</p> <p>Look for:</p> <p>The student uses the risk matrix to determine seven (7) hazards. The student conducts a risk assessment using the risk matrix. For example, determine the likelihood of injury or harm and the significance of the harm.</p> <p>The responses will vary depending on the service, children and details of the excursion.</p> <p>A sample answer is provided in the attached Excursion Risk Management Plan Template – part 1.</p>	<input type="checkbox"/>	<input type="checkbox"/>
6	<p>Share information and collaborate with others, including educators, about the excursion risk management plan. Seek feedback about the application of health and safety policies during planning.</p> <p>Look for:</p> <p>The student will share information and collaborate with others, including educators, about the excursion risk management and excursion plan to ensure compliance with children's health and safety and to receive feedback about the planning.</p> <p>The student response must identify who they consulted and collaborated with during the preparation stage of the excursion risk management plan. For example:</p> <ul style="list-style-type: none"> • workplace supervisor • other educators • family and volunteers involved. <p>The student will record the questions they asked and the responses from the educators, such as asking questions about managing weather contingencies to ensure children are not adversely affected.</p> <p>The student will seek feedback about the application of health and safety policies during planning. (The student will use this feedback during their reflection in the Activity 3 – Excursion Risk Management Plan Template – part 2)</p> <p>The responses will vary depending on the service, children and details of the excursion.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	A sample answer is provided in the attached Excursion Risk Management Plan Template- part 1.		
7	<p>Provide the Excursion Plan and Risk Assessment – part 1 to the supervisor for review and approval.</p> <p>Look for:</p> <p>The student shares the Excursion and Risk Management Assessment to the supervisor and records the details of feedback from the supervisor, and the supervisor signs the plan providing their approval for the excursion to be carried out.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Activity 2: Attachments

Excursion Risk Management Plan Template – Part 1

Excursion details			
<p>Excursion reconnoitre notes</p> <p>Students are to go for a walk and make notes about the potential hazards, facilities, such as toilets, and possible activities.</p>	<p>The student response should include the following:</p> <ul style="list-style-type: none"> notes from the walk they did before the excursion to identify hazards and assess risk identified facilities such as toilets possible activities such as eating or collecting items from nature. 		
<p>Date of excursion</p>	<p>Date of excursion</p>	<p>Excursion destination, route, and plan details</p>	<p>The student response should include the details of the destination. For example:</p> <p>We will walk down Smith Street and around the block. During the walk, we will observe and identify the various building materials used in houses. We will sanitise our hands before having morning tea in the park. We will then walk back up O'Connell Street to the centre.</p>
<p>The age group of children</p>	<p>Age group of children – 4 years old</p>	<p>Excursion learning objective</p>	<p>The student response should be a learning objective. For example: to enhance children's curiosity about the world around them by learning about sustainable building materials.</p>
<p>Departure and arrival times</p>	<p>The student response must include the departure and arrival times.</p>		
<p>What checkpoints will we conduct a head count?</p> <p>For example: as you leave the centre, when you arrive at the first traffic light and when you arrive at the park.</p>	<p>The student response must include details of when they will conduct a head count.</p>		
<p>Transport requirements, including the proposed walking route</p>	<p>The student response will only include transport if it is a pram, as it is a walking excursion.</p>		

<p>Will you require any transport, including a pram? Review service policy and procedure to ensure you are following guidelines.</p>			
<p>Proposed activities</p>	<p>The student response must include the proposed activities they will do on the excursion. For example:</p> <ul style="list-style-type: none"> ▪ collecting natural materials ▪ picking up rubbish for clean-up Australia ▪ eating a picnic. 	<p>Water hazards? If yes, detail in the risk assessment below.</p>	<p>Yes/No The student must identify if it is a yes or no.</p>
<p>Name of excursion co-ordinator</p>	<p>The student's name</p>	<p>Contact number of excursion co-ordinator</p>	<p>[(M)] The student's phone number</p>
<p>Number of children attending the excursion</p>	<p>The number of children attending the excursion.</p>	<p>Number of educators/parents/volunteers</p>	<p>The number of educators and parents/volunteers attending the excursion.</p>
<p>Staffing requirements</p> <p>Educator-to-child ratio, including whether this excursion warrants a higher ratio?</p> <p>Please provide details of policy and procedure requirements related to staffing.</p>	<p>The student response must identify the number of educators and parents/volunteers they feel are necessary for the excursion. They will need to include the educator-to-child ratio, e.g., 1:5.</p> <p>They will also need to provide details of policy and procedures related to staffing requirements on excursions.</p>		
<p>Will the children eat during the excursion?</p>	<p>Yes/No The student must answer yes or no.</p>	<p>Is there a suitable place to eat and appropriate hygiene facilities?</p> <p>Describe what hygiene and care needs will be maintained throughout the excursion.</p>	<p>Yes/No The student must answer yes or no.</p>
<p>Roles and responsibilities of educators during the excursion.</p> <p>List the required responsibilities of educators during the excursion, so they are prepared.</p>	<p>The student must list the responsibilities of educators during the excursion. For example:</p> <ul style="list-style-type: none"> • head counts • monitoring small groups of no more than 5 children 	<p>Roles and responsibilities of parents and volunteers during the excursion.</p>	<p>The student must list the responsibilities of parents and volunteers during the excursion. For example:</p>

	<ul style="list-style-type: none"> • carrying excursion bag • maintaining supervision • identifying hazards • monitoring bathroom visits • supporting children with care needs • monitoring hats. 	<p>(List the required responsibilities of the volunteers during the excursion, so they are prepared)</p>	<ul style="list-style-type: none"> • monitoring small groups of no more than five children • maintaining supervision • identifying hazards • supporting children with care needs.
<p>Communication and collaboration with other educators/volunteers during the excursion</p> <p>Plan methods to share information about the excursion, roles and responsibilities and emergency management.</p>	<p>Provide others with access to the risk management plan, as well as:</p> <ul style="list-style-type: none"> • identified lists of which children the adult is responsible for • support plans for children with medical or care needs and plans in case of any accidents • methods to notify of an incident or accident • emergency contact details • the location of the first aid kit • agreed emergency assembly points. 		
<p>Communication with families about the excursion.</p> <p>Write a communication piece to families describing what their child will be doing on the excursion and seeking permission from families for their child to attend the excursion.</p> <p>Write a draft permission form to share with the supervisor before sending it out to families on the approved permission system for the service.</p>	<p>The student must write a note and permission form to the parents explaining what to expect for their child's involvement in the excursion: they must then ask the supervisor to approve the content before sending it to the families.</p> <p><i>Dear Parents and Guardians,</i></p> <p><i>As you may be aware, the four-year-old group have been learning about sustainable materials. To help with their education and enjoyment of this topic, we have planned a walking excursion around the local neighbourhood.</i></p> <p><i>The excursion will take place on [insert date], and children, educators, and volunteers will travel on foot.</i></p> <p><i>The walk is planned for 10 a.m. and return at 11 a.m.</i></p> <p><i>The walk will take approximately 30 minutes for the round trip, with time planned along the route to observe a variety of buildings and building materials and to have morning tea in the park on the corner.</i></p> <p><i>We expect approximately 15 children to attend, and four educators and four volunteers will supervise at all times.</i></p>		

Please provide your child with a hat, clothing appropriate for a change in weather, packed morning tea, and a drink bottle.

A risk assessment of the route, walk and activities has been completed, and this can be sighted by asking one of the educators to provide it to you in hard or soft copy.

Please feel free to contact us if you have any questions or concerns.

Please provide the following to consent to your child attending the excursion and return to us on or before [insert date].

Child's name: _____

Name of Parent or Guardian: _____

Signature of Parent or Guardian: _____

Date: _____

Returned permission slips Student must keep a record of the children's names whose parents have consented to attendance on the excursion.

Excursion checklist
 Student to ask the workplace supervisor about all these things and where to access them before the excursion. If the excursion is facilitated, these things must be present.

<input type="checkbox"/> First aid kit	<input type="checkbox"/> List of adults participating in the excursion
<input type="checkbox"/> List of children attending the excursion	<input type="checkbox"/> Contact information for each adult
<input type="checkbox"/> Contact information for each child	<input type="checkbox"/> Mobile phone/other means of communicating with the service and emergency services
<input type="checkbox"/> Medical information (and medicine if required) for each child	<input type="checkbox"/> All staff, volunteers, and parents attending have Working with Children approval and appropriate credentials
<input type="checkbox"/> Insurance currency certificate checked before the excursion	<input type="checkbox"/> Transport arrangements
<input type="checkbox"/> Permission forms completed for every child	Items you must take on the excursion. List below: <input type="checkbox"/> For example, excursion bag, hand sanitiser, drink bottles, hats, reflector jackets <input type="checkbox"/> <input type="checkbox"/>

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Risk assessment

Activity	Seven hazards identified	Risk assessment Use matrix	Elimination/control measures	Who	When
The student response must include an example of a hazardous activity. For example: Going to public toilets.	The student response must include the details of the hazard. For example, child protection risks, sun protection, heat, roads, trip hazards, poor weather, dogs and animals.	The student response must include the details of the risk assessment. For example, Unlikely, major = High.	The student response must include the elimination/control measures. For example, an educator always supervises children on footpaths and crossing roads. Educator and child to be always within sight or sound of another educator.	The student response must identify who is responsible for this practice. For example, educators.	The student response must identify when this risk must be managed. For example: whilst at the park, if children need to go to the bathroom.

Plan prepared by student in collaboration with others	Student name	Date	Date occurred
<p>Share information and consultation and collaboration with others:</p> <p>Ensure you consult with others, including educators, on the planning.</p> <p>Share health and safety information and seek their feedback by asking questions on how the excursion can be conducted in the safest way possible.</p>	<p>Consultation and collaboration during the preparation stage of the excursion risk management plan occurred with:</p> <p>For example:</p> <ul style="list-style-type: none"> • workplace supervisor 		

<p>Seek feedback about the application of health and safety policies during the planning and identify areas where policies can be improved.</p>	<ul style="list-style-type: none"> • other educators • family/volunteers to be involved. <p>The student will share information on children's health and safety and record the questions they asked and the responses from the person, for example,</p> <p>Question – for example, 'What is the best way to manage the weather to ensure children are not adversely affected?'</p> <p>Response – for example, ensure all children have hats and plenty of fluids as it is summer.</p> <p>The student will seek feedback about the application of health and safety policies during their planning and consider compliance with policies and areas where policies can be improved.</p> <p>For example, the excursion and supervision policy lacked clarity about managing toilet breaks during the excursion. This could be improved.</p>
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Workplace supervisor/director approval:

<p>Provide venue and safety information to the supervisor for their review and approval:</p>	<p>Yes/No</p> <p>Comment if needed:</p> <p>The student response might include a map of the area was given to the supervisor or the supervisor requesting information about the park.</p>
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Supervisor name:		Supervisor title:		Signature:	
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Reminder: Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or significant change occurs.

Risk Matrix	Consequence
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Likelihood		Insignificant	Minor	Moderate	Major	Catastrophic
	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High

Activity 3: Assessor Instructions: Participate in the planned excursion

Purpose of the Task

The purpose of this task is to assess the student's ability to:

- plan for children's learning and facilitate group learning discussion with children to prepare them for an excursion
- conduct the excursion
- critically reflect on the excursion.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. You will need to approve the presentation submitted by the students.

Record the outcome of this part of the assessment in the Assessment marking criteria.

Benchmark responses for each question have been provided.

Task overview

For this task, you must plan and facilitate group learning discussions with children, participate in the excursions and critically reflect on the excursion.

If your workplace chooses not to conduct the excursion, you may conduct a walking excursion in the yard with a small group of children and your workplace supervisor. The Excursion Risk Management Plan Template must reflect the real excursion you have planned.

ACTIVITY 3: Participate in the planned excursion

Step 1: Prepare children

- Before the excursion, you must plan and prepare a group learning discussion with children to prepare them for the excursion. Document your plan for the discussion and your intentional teaching strategies on the Excursion Risk Management Plan Template – part 2.
- Before the excursion, you must facilitate the discussion with the children and use intentional teaching techniques to prepare them for the excursion. Your supervisor must observe this group learning discussion.

Step 2: Conduct an excursion

- You will carry out the excursion according to the planned activities and put in place all the arrangements in the Excursion Risk Management Plan – part 2. You will conduct the excursion in line with the service policies and procedures. You will model compliance with the procedures and monitor others to ensure they also comply.
- If your workplace chooses not to conduct the excursion, you may conduct a walking excursion in the yard with a small group of children and your workplace supervisor. The Excursion Risk Management Plan Template – part 2 must reflect the real excursion you have planned.

Step 3: Reflect on the excursion

- Following the excursion, you must critically reflect on how the excursion went. You will reflect on the following points and document your reflection on the Excursion Risk Management Plan Template part 2:
 - How effective were the safety measures put in place?
 - How effective was planning for the excursion? What improvements could occur?
 - What did the children learn?
 - Ideas to enhance safety for future excursions based on your reflections.
- Using the feedback that you received from others in Activity 1 (above), you will reflect on the following:
 - Your application of health and safety policies during the planning and compliance with the policies
 - Areas where policies can be improved.
- The workplace supervisor will sign the reflection record to verify that the excursion and reflection occurred in the workplace.

Instructions to the assessor

Students must submit the following:

- Excursion Risk Management Plan – Part 2

Sample answers are provided in the attachments.

Activity 3: Assessment marking criteria: Participate in the planned excursion

Assessor instructions: All sections/questions must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

S NYS

1	<p>Before the excursion, you must plan and prepare a group learning discussion with children to prepare them for the excursion. Document your plan for the discussion and your intentional teaching strategies on the Excursion Risk Management Plan Template – part 2.</p> <p>Before the excursion, you must facilitate the discussion with the children and use intentional teaching techniques to prepare them for the excursion. Your supervisor must observe this group learning discussion.</p> <p>Look for:</p> <p>The student plans and prepares a group learning discussion plan, including providing the following:</p>	<input type="checkbox"/>	<input type="checkbox"/>
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	<ul style="list-style-type: none"> • A description of the intentional teaching techniques they will use to prepare children for the excursion. For example, listening to the children, reminders about safety and crossing the road, and rules and guidelines. • A description of the discussion points they will cover with children. For example, they might talk about sustainable building materials, different types of building materials, where they come from, and how beneficial they are for the environment. • A list of resources or other items they will need for the excursion. For example, gloves, wipes, water, excursion backpack. <p>The responses will vary depending on the service, the ages of the children and details of the excursion.</p> <p>A sample answer is provided in the attached Excursion Risk Management Plan Template – part 2.</p>		
2	<p>Carry out the excursion according to the planned activities and put in place all the arrangements set out in the Excursion Risk Management Plan.</p> <p>During the excursion:</p> <ul style="list-style-type: none"> • Conduct the excursion in line with the service policies and procedures. • Model compliance with the procedures and monitor others to ensure they also comply. <p>If your workplace chooses not to conduct the excursion, you may conduct a pretend walking excursion in the yard with a small group of children. The Excursion Risk Management Plan Template must reflect the real excursion you have planned.</p> <p>Look for:</p> <p>The student conducts the excursion using the Excursion Risk Plan as the guide to all activities that occur on the day.</p> <p>The student's actions align with the service's health and safety policy. For example, always works safely, maintains effective supervision, manages risks and hazards, and reports incidents to the supervisor.</p> <p>The student models compliance with the policies and monitor's other's compliance. For example, always works safely and monitors others' actions to ensure they work safely.</p> <p>There is no submission required for this step. Assessment will occur using CHCECE041: Assessment Task 6 – Third-party Report completed by the workplace supervisor.</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
3	<p>Following the excursion, you must critically reflect on how the excursion went. You will reflect on the following points and document your reflection on the Excursion Risk Management Plan Template – part 2:</p> <ul style="list-style-type: none"> • How effective were the safety measures put in place? • How effective is the planning for the excursion? What improvements can occur? • What did the children learn? • Ideas to enhance safety for future excursions based on your reflections 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<ul style="list-style-type: none"> • Suggestions or ideas based on the reflection to contribute to the improvement of service policies and procedures. <p>Look for:</p> <p>The student has critically reflected on the excursion and documented responses and reflections, including the questions below. Responses will vary according to the excursion, the effectiveness of the plan and the activities carried out. However, the assessor will confirm the reflection is meaningful, details, and adequately explores the plan and event to improve practices and promote more effective learning and development for children.</p> <ul style="list-style-type: none"> • How effective were the safety measures put in place? • How effective s the planning for the excursion? What improvements can occur? • What did the children learn? • Ideas to enhance safety for future excursions based on your reflections. <p>The responses will vary depending on the service, the children involved and details of the excursion. A sample answer is provided in the attached Excursion Risk Management Plan Template – part 2.</p>	<input type="checkbox"/>	<input type="checkbox"/>
4	<p>Using the feedback that you received from others in Activity 1 (above), you will reflect on the following:</p> <ul style="list-style-type: none"> • Your application of health and safety policies during the planning and compliance with the policies • Areas where policies can be improved. <p>Look for:</p> <p>Suggestions or ideas based on the reflection to contribute to the description of the intentional teaching techniques they will use to prepare children for the excursion.</p> <p>The responses will vary depending on the service, children, details of the excursion and the feedback received.</p> <p>A sample answer is provided in the attached Excursion Risk Management Plan Template – part 2.</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5	<p>The workplace supervisor will sign the reflection record to verify that the excursion and reflection occurred in the workplace.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Activity 3: Attachments

Excursion Risk Management Plan Template – Part 2

Excursion group learning discussion plan	
<p>Before the excursion, plan and prepare a group learning discussion with children to prepare them for the excursion.</p> <p>Describe what intentional teaching you will use to prepare children for the excursion.</p> <p>Describe what you will discuss and if there are any resources you need for your discussion.</p> <p>Facilitate this discussion with children.</p> <p><i> Your workplace supervisor must supervise your engagements with children.</i></p>	<p>The student response must describe their plan for a group learning discussion with children to prepare them for the excursion.</p> <p>It must include the following:</p> <ul style="list-style-type: none">• Intentional teaching strategies the student will use, for example, questioning children about what they know about road safety or hypothesising with children about what types of natural resources they might find.• Description of what they will discuss and if they require any resources. For example, they might write that they will talk with children about Clean up Australia Day and then show them a video of children cleaning up Australia. Or they might need gloves and a bag. <p>The student must then facilitate the discussion with the children.</p> <p>Their workplace supervisor must observe their lesson.</p>
Excursion critical reflection	
<p>Following the excursion, critically reflect on the following:</p> <ul style="list-style-type: none">• <i> How effective were the safety measures put in place?</i>• <i> How effective is the planning for the excursion? What improvements could occur?</i>• <i> What did the children learn?</i>• <i> Ideas to enhance safety for future excursions based on your reflections</i>	<p>This is a critical reflection and will be an individual response. They must demonstrate their ability to reflect critically following an excursion to improve processes and enhance children's outcomes.</p> <p>The student must complete and document a critical reflection on all of the following:</p> <ul style="list-style-type: none">• How effective were the safety measures put in place? For example, no incidents occurred, and all children remained safe. The plan covered all contingencies.• How effective is the planning for the excursion? What improvements could occur? For example, Receiving the signed permission forms did not go as well as hoped, with slow responses. Next time I could send a reminder the week before to encourage all to attend to avoid children becoming upset, like HT, who could not understand why he could not come. They could not come as their family had not replied.• What did the children learn? For example, the children were involved in planning the excursion and setting the timetable. We could have spent longer on the walk as the children were so interested in the types of building materials and the wide variety that we ran short of time for morning tea.

	<ul style="list-style-type: none"> Ideas to enhance safety for future excursions based on your reflections. For example, Changing the hand washing to hand sanitiser was a good idea as it meant we did not need time to wash and dry our hands before eating morning tea, 				
Reflect on improvements to policies Suggestions or ideas based on feedback and reflection to contribute to the improvement of service policies and procedures.	For example: <ul style="list-style-type: none"> Suggestions or ideas based on the reflection to contribute to the improvement of service policies and procedures. For example, the process of getting permission can be streamlined to ensure no children miss out, e.g., a follow-up phone call and emailed permission can be investigated to see if it is sound and legally acceptable. 				
Workplace supervisor verification: <i>The workplace supervisor signs the reflection to confirm the excursion and reflection occurred in the workplace.</i>					
Supervisor name:	Insert name	Supervisor title:	Insert title	Signature:	Sign

Assessment checklist

Students must have completed all activities within this assessment task before submitting.

Activity 1 - Monitor Health, Safety and Risk		
1	Health and Safety Review Template	
Activity 2 - Design and Risk Assess an Excursion		
2	Excursion Risk Management Plan Template – Part 1	
Activity 3 – Participate in the Planned Excursion		
3	Excursion Risk Management Plan Template – Part 2	

Module 2

CHCECE050 Work in partnership with children's families

Activity 1: Assessor Instructions: Establish relationships with families

Purpose of the Task

The purpose of this task is to assess the student's ability to establish and maintain relationships with families.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. You will need to approve the presentation submitted by the students.

Record the outcome of this part of the assessment in the Assessment marking criteria.

Benchmark responses for each question have been provided.

Task overview

For this task, you are required to establish and maintain relationships with two (2) families who are new to the service. During the process, you will engage with two (2) families on at least two (2) occasions. You will develop and maintain relationships with families through collaboration and providing information to support education and care.

You will need access to your organisation's policies and procedures related to enrolment and orientation processes and collaborating and communicating with families.

You will need access to the current and accurate information about the service's operation and enrolment forms to share with families.

Collaborate with your workplace supervisor to determine two (2) families and their children to work with who are new to the service and are commencing the enrolment and orientation process. Ensure you have permission from the supervisor and families before accessing information about the children and beginning work on this assessment with the families.

You will complete the details of your preparation in the Work in Partnership with Families Preparation Template.

Your workplace supervisor will observe your meetings with the two (2) families and will record the outcomes in CHCECE050 – Assessment Task 5 – Third-Party Report.

ACTIVITY 1: Establish and maintain relationships with families

Step 1: Preparation for meetings with families

- Before meeting with the allocated two (2) families, you will gather, collate and interpret service information and community resources to share with them. The gathered and collated information will include the following:
 - The service's policies and procedures, such as Communicating with Families and Enrolment Procedures.
 - Current and accurate information about the operation of the service, including enrolment and induction resources available in the service. These might include brochures, handbooks or fact sheets.
 - Information on opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role.
 - Service enrolment forms.
 - Current and accurate information about community services and resources in your workplace location.
 - Information about how to make referrals to government and community services and resources based on the family's needs.
- Record the names of the service policies and forms and the details of the service and community service resources and referral information you have gathered in the Work in Partnership with Families Preparation Template. Ensure that your workplace supervisor signs the template to verify that the information you have gathered is current and accurate and can be shared with families.
- Submit the Work in Partnership with Families Preparation Template.

Step 2: 1st Meeting with families

Work with the workplace supervisor to determine two (2) focus children from different families and their two (2) families. Obtain permission from the supervisor and the families to review observations and progress reports about each child before beginning work on this assessment with children or families.

- You will meet separately with the two (2) families to provide them with information that supports them through enrolment and orientation processes according to your service's policies and procedures. Your supervisor must be able to observe you during each of these engagements with families.
- During the meeting with each family, you will make current and accurate information about the operation of the service available to them, including communicating and promoting opportunities for them to contribute to the operation of the service in an advisory, consultative or decision-making role.
- During the meeting with each family, you will encourage them to share their knowledge, skills, expertise and aspects of their family life and culture. Record the information that was shared.
- During the interactions with the families, you will ensure that you:
 - create a welcoming environment using communication techniques that build rapport and respect.

- respond to the families' questions, concerns and requests in a prompt and supportive way.
- During the meeting, you will use communication techniques with the two (2) families, including:
 - Active listening
 - Collaborative discussion and decision-making
 - Providing clear verbal information
 - Questioning
 - Negotiation.
- You will keep notes and document the communication techniques and an overview of the discussion in Meeting 1. Record evidence of your discussions in the Work in Partnership with Families Preparation Template. This can be two (2) paragraphs or approximately 10 dot points.
- The workplace supervisor will observe the meetings and record the outcomes in CHCECE050 Assessment Task 5 – Third-Party Report.

Step 3: 2nd Meeting with families

- You will arrange a second interaction with the two (2) families some period after the children have commenced with the service. It is recommended that this is as two (2) to four (4) weeks later. The aim of the second meeting is to maintain ongoing positive relationships with them. Your supervisor must be able to observe you during each of these interactions with the two (2) families so that they can complete the CHCECE050 – Assessment Task 5 – Third Party Report.
- Before the meeting, you will gather information about each child and how they have settled into the service, such as reviewing observations and progress reports about each child and observing the children in the service.
- During the meetings, you will share information with families about their children's progress, relationships, interests and experiences and invite their input in the exchange. You will ensure that you carry out these exchanges and share information in line with the service policies and procedures.
- During the second interaction with families, you will ensure that you use the following communication techniques:
 - Show an understanding of each child and their family and community context
 - Build rapport
 - Active listening
 - Collaborative discussion and decision-making
 - Providing clear verbal information
 - Questioning
 - Negotiation.
- You will use strategies to facilitate shared decision-making with families about the children's needs and program in line with service policies and procedures.
- You will share current and accurate information with the families about community services and resources you have researched that are appropriate to their situation and needs.
- You will provide information to families about appropriate referrals to government and community services and resources based on their needs, and any referrals agreed for the family to meet their needs.
- You will discuss the family's understanding of and connection to their local and broader communities. These communities can be both social and physical. You will use this gathered information in Activity 2 (below).

- You will discuss the children's community connections to understand how the child is currently engaged with their community.
- You will promptly and sensitively inform the families of any incidents that have occurred impacting the children.
Note: *If no incidents occur during the period that can be reported to parents or there is documented evidence that the service does not permit the performance of reporting incidents to families by individuals who are not staff members, those skills may be demonstrated through simulated activities and scenarios. Such as the assessor confirm the documentary evidence is in place and will arrange alternative assessments to enable the student to demonstrate their ability to report an incident promptly. This may include allocating a different child to the student where an incident has occurred and is to be reported to the family or a simulated activity in the workplace.*
- The workplace supervisor will observe the meetings and record the outcomes in CHCECE050 Assessment Task 5 – Third-Party Report.
- You will keep notes and document the communication techniques and an overview of the discussion in Meeting 2. You will summarise the information you shared on the child's progress and the information you encouraged the family to share their knowledge, skills, expertise and aspects of their family life, culture and community connections. You will record how you encouraged the family to contribute to decision-making about support and the program. Record the discussion points covered and agreements reached. This can be two (2) paragraphs or approximately 10 dot points.
- Record a summary of government and community services in the local area.
- Submit Maintain Relationships with Families – Part A for family 1 and Part B for family 2.

Activity 1: Assessment marking criteria: Establish and maintain relationships with families

Assessor instructions: All sections/questions must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

S NYS

Step 1: Preparation for meetings with families			
1	Gather, collate and interpret service information about the operations of the service and community resources. Gathered information includes: <ul style="list-style-type: none"> • Service policies and procedures. • Current and accurate information about the operation of the service, including enrolment and induction resources available in the service. • Information on opportunities for families to contribute to the operation of the service in an advisory, consultative, or decision-making role. • Service enrolment forms • current and accurate information about community services and resources in the location of your workplace. • Information about how to make referrals to government and community services and resources based on the family's needs. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
	Look for: The student gathers the service policies and forms as well as service and community service resources and referral information. They record the names and details of information in the Work in Partnership with Families Preparation Template. For example, ABC Enrolment and Orientation Policy, service brochures,		



	<p>handbooks or fact sheets and community services information, such as Mums and Bubs sessions at the local library.</p> <p>The student ensures the workplace supervisor signs the template to verify that the information gathered is current and accurate and can be shared with families.</p> <p>A sample answer is provided in the attached Work in Partnership with Families Preparation Template</p>		
<p>Step 2: 1st Meeting with families Meet separately with the two (2) families allocated by the workplace supervisor to provide them with information that supports them through enrolment and orientation processes according to your service's policies and procedures.</p> <p>No submission is required. The workplace supervisor will observe the two (2) meetings and record the outcomes using CHCECE050 – SWLA - Assessment Task 5, Third Party Report.</p>			
<p>Step 3: 2nd Meeting with families Meet separately with the two (2) between two (2) to four (4) weeks after the children have commenced with the service to maintain ongoing positive relationships with them, according to your service's policies and procedures. Share information with families about their children's progress, relationships, interests and experiences. Invite the family's input in the exchange and seek further input or ideas to enhance children's connection to their local and broader communities (both social and physical).</p> <p>No submission is required. The workplace supervisor will observe the two (2) meetings and record the outcomes using CHCECE050 – SWLA - Assessment Task 5, Third Party Report.</p>			
<p>Document meetings</p>			
<p>Meeting 1</p>			
<p>2</p>	<p>Document the communication techniques used in the first meeting with the two (2) families when supporting them through the enrollment and orientation process. During the meetings with each family, record the communication techniques that you used. These include:</p> <ul style="list-style-type: none"> ○ create a welcoming environment ○ respond to the families' questions, concerns and requests in a prompt and supportive way ○ build rapport and respect ○ active listening ○ collaborative discussion and decision-making ○ providing clear verbal information ○ questioning ○ negotiation. <p>Document the response in the Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p> <p>Look for:</p> <p>The student documented the variety of communication techniques they used during the first meeting with the two (2) families to support them through the enrolment and orientation process. The student provided two (2) paragraphs or approximately 10 dot points on the communication techniques.</p>		

	<p>The student documented the following communication techniques including:</p> <ul style="list-style-type: none"> • Create a welcoming environment, for example, being prepared for the meetings, having chairs, water or refreshments available, ensuring privacy to assist the family to feel comfortable and being open and friendly. • Respond to the families' questions, concerns and requests in a prompt and supportive way, for example, listening to the family's questions and using gathered information to provide a prompt and supportive response. Offering to gather information where questions could not be accurately answered and feeding back to the family in an agreed timeframe. • Build rapport and respect, for example, being relaxed, placing value in the relationship, and showing a genuine interest in the parent and their place as the child's first teacher. Using respectful language and maintaining the privacy of shared information • Active listening, for example, giving full attention, maintaining eye contact, providing nonverbal signs of attention, positive reinforcement, and paraphrasing. • Collaborative discussion and decision-making, for example, arrange appropriate times to meet, listen and question, be open-minded, ask perspectives and be open to negotiations. • Providing clear verbal information, for example, ensure all information you provide is current, appropriate and accurate, speak clearly and use a language or formats relevant to them and their needs. • Questioning, for example, explain what the question is supporting in practice, e.g., to inform the program, use appropriate language, not industry jargon, create an open relationship with the family so that they feel they can ask you questions in return, and ensure privacy and confidentiality is upheld where relevant. • Negotiation, for example, discuss several options in the negotiation, consider limits: regulations, policies of the service, time and budget constraints, allow the parent to make suggestions first, share knowledge and expertise where relevant, especially concerning limits, and offer to do further research where a negotiation has not been finalised. <p>Responses will vary depending on the service, the family and the information being gathered and shared but will reflect the benchmark answers.</p> <p>A sample answer is provided in the attached Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p>
Part A: Family 1 – Meeting 1	
Part B: Family 2 – Meeting 1	
3	<p>Make information available to families to support the enrolment and orientation in meeting 1. Provide a summary of the current and accurate information about the operation of the service that was shared with the family. Ensure the sharing of information is in line with service policies and procedures.</p> <p>Document the response in the Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p> <p>Look for:</p> <p>The student makes information available to the families about the service's operations. The student summarises the current and accurate information about the service operation shared with the family to support enrolment and orientation in meeting 1. For example, sharing enrolment and induction kit, parent handbooks and service fact sheet of what to expect when you enrol in the service, supporting the family to complete a service application form.</p>

	<p>The student ensures that the sharing of information is in line with service policies and procedures, for example, following the service Enrolment Policy and ensuring that the sharing information was current and approved.</p> <p>Responses will vary depending on the service, the family and the information to be shared but will reflect the benchmark answers.</p> <p>A sample answer is provided in the attached Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p>		
	Part A: Family 1 – Meeting 1		
	Part B: Family 2 – Meeting 1		
4	<p>Encourage the family to share their knowledge, skills, expertise and aspects of their family life and culture. Record the information that was shared</p> <p>Look for: The student encourages the family to share their knowledge, skills, expertise and aspects of their family life and culture. The student will record the information that was shared during the meeting.</p> <p>For example:</p> <ul style="list-style-type: none"> • Gather information from the family about their knowledge, skills and expertise to ensure they are supported as the first carer and their input is valued. For example, the family loves reading and uses interactive books to build their child’s literacy. • Gather information about the family life/ family structure and culture. For example, the family is 4th generation Australian. • Seek information about any skills or expertise the family members have that they could share with the service. For example, the father is a baseball player and could teach this to the children. <p>Responses will vary depending on the service, the family and the information shared but will reflect the benchmark answers.</p> <p>A sample answer is provided in the attached Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p>		
	Part A: Family 1 – Meeting 1		
	Part B: Family 2 – Meeting 1		
5	<p>Provide a summary of the opportunities communicated and promoted to families for them to contribute to the operation of the service in an advisory, consultative or decision-making role.</p> <p>Look for: The student summarised the details of opportunities they communicated and promoted for families to contribute to the operation of the service in an advisory, consultative or decision-making role, for example, parent’s advisory committee, parent survey and suggestion box at the front door.</p> <p>Responses will vary depending on the service, the family and the information to be shared but will reflect the benchmark answers.</p> <p>A sample answer is provided in the attached Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p>		
	Part A: Family 1 – Meeting 1		
	Part B: Family 2 – Meeting 1		
	Meeting 2		

6	<p>Maintain ongoing relationships with families in accordance with the service's policies and procedures by providing a summary of the information shared on the children's progress, relationships, interests and experiences. Invite the family's input in the exchange and seek further input or ideas to enhance children's connection to their local and broader communities (both social and physical) in meeting 2. Record the family's contribution to decision-making about support, the program and community connections.</p> <p>Record the discussion points and agreements reached in the second meeting with the two (2) families. Document the response in the Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p> <p>Look for:</p> <p>The student provided a summary of the information that they shared with the family about the children's progress, relationships, interests and experiences in meeting 2. The student recorded the information shared by the family on the community connections. The student recorded the family's contribution to decision-making about support and the program. For example, the student recorded the discussion points covered and agreements reached in the second meeting with family 1 and family 2.</p> <p>Responses will vary depending on the service, the family and the information to be shared and gathered but will reflect the benchmark answers.</p> <p>A sample answer is provided in the attached Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p>
Part A: Family 1 – Meeting 2	
Part B: Family 2 – Meeting 2	
7	<p>Document the communication techniques used in the second meeting with the two (2) families to maintain ongoing relationships and share information about the child's progress. During the meetings with each family, record the communication techniques that you used. These include:</p> <ul style="list-style-type: none"> ○ communicate in ways that show understanding of each child and their family and community context ○ build rapport and respect ○ active listening ○ collaborative discussion and decision-making ○ providing clear verbal information ○ questioning ○ negotiation. <p>Document the response in the Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p> <p>Look for:</p> <p>The student documented the variety of communication techniques they used during the second meeting with the two (2) families to maintain ongoing relationships and share information about the child's progress. The student provided two (2) paragraphs or approximately 10 dot points on the communication techniques.</p> <p>The student documented the following communication techniques including:</p>

- Communicate in ways that show understanding of each child and their family and community context, for example, show respect for the family and their needs based on information from the enrollment/child's profile, use language that suits the family's situation, e.g., if working parents the educator is respectful of time constraints.
- Build rapport and respect, for example, being relaxed, placing value in the relationship, and showing a genuine interest in the parent and their place as the child's first teacher. Using respectful language and maintaining the privacy of shared information.
- Active listening, for example, giving full attention, maintaining eye contact, providing nonverbal signs of attention, positive reinforcement, and paraphrasing.
- Collaborative discussion and decision-making, for example, arrange appropriate times to meet, listen and question, be open-minded, ask perspectives and be open to negotiations.
- Providing clear verbal information, for example, ensure all information you provide is current, appropriate and accurate, speak clearly and use a language or format relevant to them and their needs.
- Questioning, for example, explain what the question is supporting in practice, e.g., to inform the program, use appropriate language, not industry jargon, create an open relationship with the family so that they feel they can ask you questions in return, and ensure privacy and confidentiality is upheld where relevant.
- Negotiation, for example, discuss several options in the negotiation, consider limits: regulations, policies of the service, time and budget constraints, allow the parent to make suggestions first, share knowledge and expertise where relevant, especially concerning limits, and offer to do further research where a negotiation has not been finalised.

Responses will vary depending on the service, the family and the information to be shared and gathered but will reflect the benchmark answers.

A sample answer is provided in the attached Maintain Relationships with Families - Part A for family 1 and Part B for family 2.

Part A: Family 1 – Meeting 2		
Part B: Family 2 – Meeting 2		
8	<p>Record the strategies used to facilitate shared decision-making with families about the children's needs and program in line with service policies and procedures.</p> <p>Record the discussion points and agreements reached in the second meeting with the two [2] families. Document the response in the Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p> <p>Look for:</p> <p>The student provided a summary of strategies used to facilitate shared decision-making with families about the children's needs and program, in meeting 2, in line with service policies and procedures. For example, the student recorded the discussion points covered during the meeting. Record the strategies they used, such as active listening, questioning and paraphrasing information to confirm understanding and inviting the parents to contribute, e.g., "how could we implement that?" Record the agreements reached in the second meeting with family 1 and family 2.</p>	

	<p>Responses will vary depending on the service and the family but will reflect the benchmark answers.</p> <p>A sample answer is provided in the attached Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p>		
	Part A: Family 1 – Meeting 2		
	Part B: Family 2 – Meeting 2		
9	<p>Record a summary of information shared on government and community services in the local area with the two (2) families. Record the details of referrals agreed for the family to government and community services in meeting 2.</p> <p>Look for: The student records a summary of the information shared with the two (2) families on government and community services, such as information about CCS funding and Mums and Bubs sessions at the local library. The student records the details of referrals made to government and community services for the families to meet their needs in meeting 2, such as a referral for CCS funding.</p> <p>Responses will vary depending on the service, the family and the information to be shared but will reflect the benchmark answers.</p> <p>A sample answer is provided in the attached Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p>		
	Part A: Family 1 – Meeting 2		
	Part B: Family 2 – Meeting 2		
10	<p>Record a summary of the discussion with the two (2) families about their understanding of and connection to their local and broader communities.</p> <p>Look for: The student records a summary of the discussion with the two (2) families about their understanding of and connection to their local and broader communities. These communities can be both social and physical. For example, a discussion with the family about how they are currently involved in the community and inviting them to join in an experience planned for the children to connect to the community.</p> <p>Responses will vary depending on the service, the family and the information to be gathered but will reflect the benchmark answers.</p> <p>A sample answer is provided in the attached Maintain Relationships with Families - Part A for family 1 and Part B for family 2.</p>		
	Part A: Family 1 – Meeting 2		
	Part B: Family 2 – Meeting 2		
11	<p>Record a summary of the discussion with the two (2) families about their children's community connections to understand how the child is currently engaged with their community.</p> <p>Look for: The student records a summary of the discussion with the two (2) families about their children's community connections to understand how the child is currently engaged with their community. For example, the student invited the families to input into a planned experience, such as if there are any things, events and community celebrations they would like the child</p>		

	<p>to learn about or if the child has any interests, such as local landmarks or landmarks in the broader community. Responses will vary depending on the service, the family and the information to be gathered but will reflect the benchmark answers.</p> <p>A sample answer is provided in the attached Maintain Relationships with Families – Part A for family 1 and Part B for family 2.</p>		
	Part A: Family 1 – Meeting 2		
	Part B: Family 2 – Meeting 2		
12	<p>Promptly and sensitively inform the families of any incidents that have occurred impacting the children.</p> <p>Look for:</p> <p>The student will promptly and sensitively inform the parents of incident(s) that have occurred, for example, the student will follow the service procedures about reporting timeframes and will inform the parent about the details of an incident. For example, quickly puts the families' minds at ease regarding the health and well-being of the child and provides concise and clear information about what has occurred.</p> <p><i>Note: If no incidents occur during the period that can be reported to parents or there is documented evidence that the service does not permit the performance of reporting incidents to families by individuals who are not staff members, those skills may be demonstrated through simulated activities and scenarios. Such as the assessor confirm the documentary evidence is in place and will arrange alternative assessments to enable the student to demonstrate their ability to report an incident promptly. This may include allocating a different child to the student where an incident has occurred and is to be reported to the family or a simulated activity in the workplace.</i></p> <p>A sample answer is provided in the attached Maintain Relationships with Families – Part A for family 1 and Part B for family 2.</p>		
	Part A: Family 1 – Meeting 2		
	Part B: Family 2 – Meeting 2		

Activity 1: Attachments

Work in Partnership with Families Preparation Template

Work in Partnership with Families Preparation	
Student name:	Insert name
Workplace location:	Insert service name
Name of policies accessed:	ABC Service Enrolment and Orientation procedures Collaboration with Families policy and procedure
Details of the current and accurate information about the operation of the service	ABC Service enrolment and induction kit ABC Service parent handbook ABC Service fact sheet of what to expect when you enrol in the service.
Details of opportunities for families to contribute to the operation of the service in an advisory, consultative or decision-making role	ABC Service Parent's advisory committee ABC Service parent survey Suggestion box at the front door ABC Service Have your say form ABC Service parent consultation sessions
Details of service forms to gather background information on children, e.g., enrolment forms	ABC New Child Enrolment Forms ABC Service Child Profile Form
Details of current and accurate information about community services and resources in the location of the workplace.	Community services and resources include: <ul style="list-style-type: none"> The library offers children's story time on Tuesdays and playtime with Mum and bub Local toy and public lending libraries are in the cultural precinct Centacare provided information about the NDIS, The local hospital fits baby car seats There is a local playgroup. The local community centre can provide emergency assistance such as family support and counselling
Information on how to make referrals to government and community services and resources based on the families' needs.	<ul style="list-style-type: none"> The local community centre has an application process to access services. There is a form that can be completed to support families in crisis. Centrelink can be accessed to allow families to access Family benefits information by calling 13 22 00 ABC Service can support families to apply for CCS funding to offset the cost of child care or to apply for additional funding for grandparent carers or children with disabilities.

	<ul style="list-style-type: none">• Integration funding is available for children with disabilities through the childcare service.
Supervisor verification that the information gathered is current and accurate	
Supervisor's name: Insert name Supervisors' signature: <i>Signature</i> Date: Today's date	

Maintain Relationships with Families

Maintain Relationships with Families

Note to students:

Your documentation will relate to Family 1 in **Part A** and Family 2 in **Part B**.

Children, their families, friends, and other staff must always be de-identified. You should allocate a unique identifier to each child to demonstrate that you have worked with two (2) children and their families (for example, Child 1, Child 2 or Family A, Family B).

PART A: FAMILY 1

Meeting 1: Support enrolment and orientation processes and provide information on service operations

Document the discussions, record evidence of the communication techniques used to support enrolment and orientation, and provide service information in meeting 1. This can be two paragraphs or approximately 10 dot points, providing an overview of discussion points and the communication techniques used.

Communication techniques will include:

- create a welcoming environment
- respond to the families' questions, concerns and requests in a prompt and supportive way
- build rapport and respect
- active listening
- collaborative discussion and decision-making
- provision of clear verbal information
- questioning
- negotiation.

For example:

During the discussion, I used a variety of communication techniques, including:

- Creating a welcoming environment by being prepared for the meetings, having chairs, water or refreshments available, and ensuring privacy to assist the family in feeling comfortable, open, and friendly.
- Respond to the families' questions, concerns and requests in a prompt and supportive way by listening to the family's questions and using gathered information to provide a prompt and supportive response. If I could not answer the questions, I offered to check the information and give feedback to them. I provided a timeframe of when I would reply.

- Building rapport and respect by being relaxed and placing value in the relationship, showing a genuine interest in the parent and their place as the child's first teacher. Using respectful language and maintaining the privacy of shared information.
- Active listening by giving my full attention to them, maintaining eye contact, providing nonverbal signs of attention, positive reinforcement, and paraphrasing information they shared to confirm my understanding.
- Collaborative discussion and decision-making by arranging an appropriate time to meet, listening and questioning, being open-minded, asking for their perspectives and being open to negotiations.
- Clear verbal information was provided by ensuring all the information I provided was current, appropriate and accurate. I spoke clearly and used a language or information format relevant to the family's needs.
- Questioning was used when I explained what the question was supporting in practice, e.g., to inform the program. I used appropriate language, not industry jargon, and created an open relationship with the family so they felt they could ask me questions in return. I ensured their privacy and confidentiality were upheld when they shared information.
- Negotiation was used to discuss several options and ideas for the learning experiences and outcomes the parents would like in consideration of limits due to the regulations, policies of the service, and time and budget constraints. I allowed the parent to make suggestions first and share relevant knowledge and expertise, especially concerning limits. I also offered to conduct further research where a negotiation had not been finalised.

Summary of information and support made available to families through enrolment and orientation

For example:

I met with the new family to share information about the enrolment and orientation processes of the service. I provided them with a handbook, and we reviewed the service enrolment form. I answered their questions, and where I was not sure, I offered to get the information and feedback to them later. I ensured I was accurate and concise so they could get the needed information.

I asked them about their child and their shared information about their interests, strengths and areas they would like to focus on in learning for the child.

The discussion took about 10 minutes, and I asked a few questions. They were responsive to my requests and questioning and shared much about their family.

The family shared that the child is from a large family with a Brazilian background, and they often all get together. Before birthdays they cook together and support the family hosting the birthday by making a cake.

A summary of the knowledge, skills, expertise and aspects of their family life and culture that the family was encouraged to share

For example:

I asked the family to share information about knowledge, skills, expertise and aspects of their family life and culture to provide a better understanding about Child A. The family shared about how they are heavily involved in the baseball club with the two older siblings of the young child and the father, a long-time baseball player. The mother also is involved in the baseball club. This family also contribute by fostering children on an occasional basis for respite care.

Their background is 4th generation Australian, and they are a very 'Aussie' family.

They are a very busy family and have not had an opportunity to take their child to some of the local parks, museums, and other sites within the local community. As a family they love books and reading, especially interactive stories. They are keen to build their children's literacy skills. The family has dogs and are active in walking them in the local community.

Summary of the opportunities communicated and promoted to families for them to contribute to the operation of the service in an advisory, consultative or decision-making role

For example:

I shared information with the family about the parent advisory committee. I invited them to meet with the service director to learn more about having their say in the service. I also told them about the regular parent survey sent out once every six months to gather feedback about the family's experiences with the service and their suggestions. I also said they could use the suggestion box at the front door and that this is cleared weekly. I promoted them using their feedback and being valuable and helpful for the service to stay responsive to the family's needs and to have the families contributing to aspects such as the QIP and checking over policies to make sure they reflect what we are doing in the service.

Meeting 2: Children's progress and information shared by the family on relationships, interests and experiences

Maintain ongoing relationships with families by summarising the information shared on the children's progress, relationships, interests and experiences and the information shared by the family on the knowledge, skills, expertise and aspects of their family life and culture in meeting 2.

For example:

I met with the family informally during drop-off and asked questions about their child's reaction to being at the service. I feedback that the child had settled well into the program through observations and talking with other staff. The family explained that they are heavily involved in the baseball club with the two older siblings of the young child and the father, a long-time baseball player. The mother also is involved in the baseball club. The family shared that they also contribute by fostering children on an occasional basis for respite care, and this can impact the child, so if I notice them being unsettled, can I let them know?

The family shared that they are an outdoor family but haven't had an opportunity to take their child to some of the local parks, museums and other sites within the local community. They requested that this be part of the child's program.

Document your discussions and record evidence of the communication techniques used to support enrolment and orientation and provide service information. This can be two paragraphs or approximately 10 dot points, providing an overview of discussion points and the communication techniques used.

Communication techniques will include:

- communicate in ways that show understanding of each child and their family and community context
- build rapport and respect
- active listening
- collaborative discussion and decision-making
- provision of clear verbal information
- questioning
- negotiation.

For example:

During the discussion, I used a variety of communication techniques, including:

- Communicate in ways that show understanding of each child and their family and community context. For example, show respect for the family and their needs based on information from the enrollment/child's profile.
- Building rapport and respect by being relaxed and placing value in the relationship, showing a genuine interest in the parent and their place as the child's first teacher. Using respectful language and maintaining the privacy of shared information.
- Active listening by giving my full attention to them, maintaining eye contact, providing nonverbal signs of attention, positive reinforcement, and paraphrasing information they shared to confirm my understanding.
- Collaborative discussion and decision-making by arranging an appropriate time to meet, listening and questioning, being open-minded, asking for their perspectives and being open to negotiations.
- Clear verbal information was provided by ensuring all the information I provided was current, appropriate and accurate. I spoke clearly and used a language or information format relevant to the family's needs.
- Questioning was used when I explained what the question was supporting in practice, e.g., to inform the program. I used appropriate language, not industry jargon, and created an open relationship with the family so they felt they could ask me questions. I ensured their privacy and confidentiality were upheld when they shared information.
- Negotiation was used to discuss several options and ideas for the learning experiences and outcomes the parents would like in consideration of limits due to the regulations, policies of the service, and time and budget constraints. I allowed the parent to make suggestions first and share relevant knowledge and expertise, especially concerning limits. I also offered to conduct further research where a negotiation had not been finalised.

Strategies used to facilitate shared decision-making with families about the children's needs and program, in line with service policies and procedures.

For example:

I used communication strategies to facilitate shared decision-making with families about the children's needs and program, such as active listening, questioning and paraphrasing information that the parents shared to confirm I had understood them properly. I also invited the parents to contribute and share their ideas for child A's program. The family mentioned that they foster, which can be disruptive to their children. They asked if they could let us know when this occurs so we can be prepared for Child A's reactions and provide reassurance that dealing with change can be hard. I offered to write this in the child's profile so all educators knew the area of need.

I followed the service policies and procedures on Collaboration with Families by being respectful, seeing them as the first educator and maintaining confidentiality by asking permission before I shared the information they provided.

Information on government and community services

For example:

I shared information in digital formats about government and community services, such as information about CCS funding and Mums and Bubs sessions at the local library. I looked up the website and showed the family the library's main page details. I showed the family how to enrol online for the mums and bubs sessions. The family were keen to apply for CCS funding, so I obtained a referral form to complete for CCS funding. I also sourced a copy of the CCS funding from the front office and provided this to the family.

Record the interaction with the child and their family about their community connections.

For example:

I met with the family informally during drop-off. The discussion took about 10 minutes, and I asked a few questions. They were responsive to my requests and questioning and shared much about their family.

They talked about how they are from a large family with a Brazilian background and often all get together. Before birthdays they cook together and support the family hosting the birthday by making a cake.

They attend a cultural festival once a year, and the children are learning to speak Portuguese.

They have not really made any Australian friends but are keen to do this.

They are so proud that their child is growing up in Australia; we are keen for her to learn more about Australia.

Describe the actions taken to promptly and sensitively inform the family of any incidents that have occurred impacting the children

For example:

I followed the service procedures about reporting timeframes which instructed me to contact the family within 2 hours of an incident. I recorded the details in an incident report and advised the Room Leader. I rang the parents to inform them about the details of the incident. I quickly put the family's mind at ease regarding child A's health and well-being and provided concise and clear information about what had occurred.

I ensured I introduced myself first and quickly confirmed that child A was OK but had been bitten by another child this morning.

PART B: FAMILY 2

Meeting 1: Support enrolment and orientation processes and provide information on service operations

Document the discussions and record evidence of the communication techniques used to support enrolment and orientation and provide service information in meeting 1. This can be two paragraphs or approximately 10 dot points, providing an overview of discussion points and the communication techniques used.

Communication techniques will include:

- communicate in ways that show understanding of each child and their family and community context
- create a welcoming environment
- respond to the families' questions, concerns and requests in a prompt and supportive way
- build rapport and respect
- active listening
- collaborative discussion and decision-making
- provision of clear verbal information
- questioning
- negotiation.

Summary of information and support provided through enrolment and orientation

A summary of the knowledge, skills, expertise and aspects of their family life and culture that the family was encouraged to share

Meeting 2: Children's progress and information shared by the family on relationships, interests and experiences

Maintain ongoing relationships with families by summarising the information shared on the children's progress, relationships, interests and experiences and the information shared by the family on the knowledge, skills, expertise and aspects of their family life and culture in meeting 2.

Document the discussions and record evidence of the communication techniques used to support enrolment and orientation and provide service information. This can be two paragraphs or approximately 10 dot points, providing an overview of discussion points and the communication techniques used.

Communication techniques will include:

- communicate in ways that show understanding of each child and their family and community context
- build rapport and respect
- active listening
- collaborative discussion and decision-making

- provision of clear verbal information
- questioning
- negotiation.

Strategies used to facilitate shared decision-making with families about the children's needs and program, in line with service policies and procedures.

Information on government and community services

Record the interaction with the child and their family about their community connections.

Describe the actions taken to promptly and sensitively inform the family of any incidents that have occurred impacting the children

Activity 2: Assessor Instructions: Support children's community connections

Purpose of the Task

The purpose of this task is to assess the student's ability to support children in learning about their community.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. You will need to approve the presentation submitted by the students.

Record the outcome of this part of the assessment in the Assessment marking criteria.

Benchmark responses for each question have been provided.

Task overview

For this task, you are required to engage with the two (2) children and the two (2) families in Activity 1 (above) to support their learning about the local and broader community.

An approved educator must oversee all interactions with children.

You will complete the Community Connection Template.

ACTIVITY 2: Support children's community connections

You will use the two (2) focus children and the information gathered from the families in Activity 1 (above) about the children's engagement with their community. Ensure you have permission from the supervisor and the families before beginning work with the children in this activity. An approved educator must oversee all interactions with children.

Step 1: Plan the learning experience

- Plan one (1) opportunity for each of the two (2) children that support the children's community connection. The learning experience will:
 - Support the children's understanding of their local and broader social and physical communities.
 - Foster and connect children with their local community.
 - Provide opportunities for the children to access and engage the local and broader social and physical communities.
- The planning will consider how the engagement with the families about the children's learning opportunities informed the decision-making.
- Record your plan and the outcomes of the engagement with the families in the Community Connection Template.

Step 2: Implement the learning experience

- Implement the planned learning experience with the children to support their connection to their local and broader communities. Ensure that a qualified
- Ensure your supervisor observes you during each learning experience with the children and records the outcomes using CHCECE050 – SWLA – Assessment Task 5, Third Party Report.

Step 3: Reflect on the learning experiences

- Reflect on the two (2) learning experiences you provided to the focus children. The reflection will include the following:
 - Observations of what learning was supported
 - The child's experience of this learning experience
 - Areas of improvement.
- Submit the Community Connection Template.

Instructions to the assessor

Students must submit the following:

- Community Connection Template

Sample answers are provided in the attachment.

Activity 2: Assessment marking criteria: Support children's community connections

Assessor instructions: All sections/questions must be completed. Refer to the template for sample answers and benchmarks.

The evidence submitted demonstrates that the student has satisfactorily (S) covered the following criteria, or the evidence is not yet satisfactory (NYS) and requires resubmission.

S NYS

Step 1: Plan learning opportunities	
1	<p>Plan one (1) opportunity for each of the two (2) children that support the children's community connection. The learning experience will:</p> <ul style="list-style-type: none"> • Support the children's understanding of their local and broader social and physical communities. • Foster and connect children with their local community. • Provide opportunities for the children to access and engage the local and broader social and physical communities. <p>Record the plan and the outcomes of the engagement with the families that informed the decision-making.</p> <p>Look for:</p> <p>The student plans one (1) opportunity for each of the two (2) children that support the children's community connection. The learning experience will:</p> <ul style="list-style-type: none"> • Support the children's understanding of their local and broader social and physical communities. For example, a local celebration, • Foster and connect children with their local community. For example, learning about different communities, states/territories, mapping places children have visited or where they are from. • Provide opportunities for the children to access and engage the local and broader social and physical communities. For example, a visit to a local landmark.

	<p>The student records the learning plans for each child. For example, a learning experience to support a migrant child to experience the Australian culture.</p> <p>The student records how the engagement with the families informed the decisions for the opportunities. For example, have an informal discussion, invite them to participate or provide the families with a copy of a plan for the learning program to review.</p> <p>A sample answer is provided in the attached Community Connection Template– Part A for child and family 1 and Part B for child and family 2</p>		
Part A: Child and Family 1			
Part B: Child and Family 2			
Step 2: Implement the learning experience			
<p>Implement the two (2) planned learning experiences with the children to support their connection to their local and broader communities. Ensuring the supervisor observes each learning experience with the children. Ensure the learning experience fosters and engages children in their local and broader communities.</p> <p>Ensure that an approved educator supervises all interactions with children.</p> <p>No submission is required. The workplace supervisor will observe the implementation of the learning experience and record the outcomes using CHCECE050 – SWLA - Assessment Task 5, Third Party Report.</p>			
2	<p>Record a reflection on the two (2) learning experiences provided to the children. The reflection will include the following:</p> <ul style="list-style-type: none"> • Observations of what learning was supported • The child's experience of this learning experience • Areas of improvement. <p>Look for:</p> <p>The student reflects on the two (2) implemented and records their observations and views in the Community Connection template.</p> <p>The reflection is based on the student's observations of how the experience went and the value of the outcomes for the student. The student may include areas for improving their practices, content or ideas to enhance the children's learning.</p> <p>Responses will vary depending on the learning experience and the children. The reflection will be a genuine record aimed at experiencing the student's practices and identifying areas of improvement.</p> <p>A sample answer is provided in the attached Community Connection Template– Part A for child and family 1 and Part B for child and family 2</p>		

Activity 2: Attachments

Community Connection Template

Community Connection

Note to students:

This unit requires you to show evidence of your ability to complete the tasks outlined in this template with your supervisor, two students and their families.

Your documentation will relate to Child and Family 1 in **Part A** and Child and Family 2 in **Part B**.

Children, their families, friends, and other staff must always be de-identified. You should allocate a unique identifier to each child for the purposes of this journal so that you can demonstrate that you have worked with at least two children and their families (for example, Client 1, Client 2 or Client A, Client B).

PART A: CHILD AND FAMILY 1

Describe the planned learning experience to support the child in engaging with the community and how the engagement with the family informed the decision.

For example:

For the learning experience, I planned to support the child in learning about Australia and some Australian customs while sharing her experiences and culture. We sang the National Anthem and talked with the children about their customs. I also read 'Possum Magic'.

The aim is to focus on supporting the child to connect to the broader community by comparing and matching aspects of their own culture with Australian culture. This will give the child some ideas of things other people in Australia do so that they might be able to do some of these and learn a bit more about people they might make friends with.

What really informed my planning was the parent's wishes and hopes for the child. They struggled to share Australian culture with their child as they had only been in Australia for six months and had not made any friends yet. I also wanted them to share these ideas with their family, given they are interested in their child learning about Australian culture. This was a lovely way to support their introduction to Australia.

Reflect on the experience implementation provided to the children, including observations of what learning was supported and the child's experience of this learning experience and areas of improvement.

For example:

The experience was a collection of opportunities for the child to engage in discussions, stories and songs about Australian culture. Firstly, we sang the national anthem, and the child was excited to learn this song. They said they had heard it but did not know how to sing it. We also read possum magic by Mem Fox, which is about Australian food and animals. I asked the children who had eaten the different types of food and also who had seen possums before. This was an exciting discussion, and the child I had planned the experience for was excited to learn a little bit more about possums. They said they didn't have possums in Brazil. One of the other children shared that they had a possum living in their roof at one point, and the child I planned for was very excited to hear that possums sometimes live in our roof in Australia.

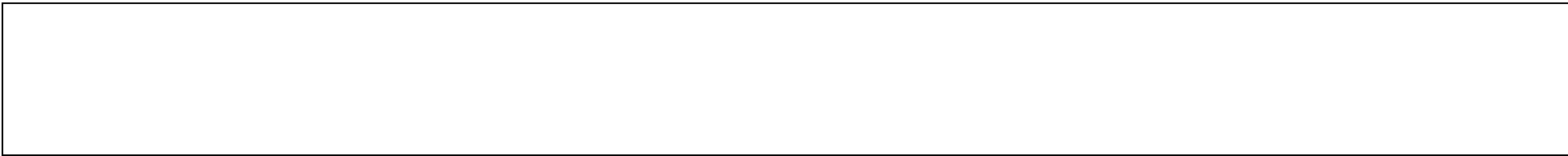
We also had discussions about the things we do with our families. This was a beautiful discussion that led to lots of conversation about different cultural practices, celebrations and languages spoken at home. The child was excited to know they were not the only one who spoke a different language at home. The children who spoke different languages demonstrated what they said, how, and to whom they spoke their language.

I could improve the experience by making it more interactive with the children. I could ask them to add their ideas about their goals. I could improve my planning as the time allocated was insufficient to complete all the planned activities.

PART B: CHILD AND FAMILY 2

Describe the planned learning experience to support the child in engaging with the community and how the engagement with the family informed the decision.

Reflect on the experience implementation provided to the children, including observations of what learning was supported and the child's experience of this learning experience and areas of improvement.



Assessment checklist

Students must have completed all activities within this assessment task before submitting.

Activity 1:		
1	Work in Partnership with Families Preparation Template	
2	Maintain Relationship with Families – Part A for family 1 and Part B for family 2	
Activity 2 - Engage with children and their families		
3	Community Connection Template – Part A for child 1 and Part B for child 2	

