



Care and Nurturing

Assessment 3 of 5

Short Answer Questions 3

CHCECE031 Support children's health, safety and wellbeing

CHCECE032 Nurture babies and toddlers

Assessor Guide



Assessment Instructions

Task overview

This assessment task is divided into **twelve (12)** short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources

To complete this assessment, you will need to access:

- Guide to the National Quality Framework (NQF)
- National Quality Framework, including:
 - National Quality Standard
 - Education and Care Services National Regulations
- Australian 24-Hour Movement Guidelines for the Early Years (Birth to 5 years)



Assessment Information

Submission

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

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

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



Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

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

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

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



Please consider the environment before printing this assessment.

Question 1

a) The table below lists common emotions. For each emotion, write **two (2) baby signs and cues**, then briefly explain what an educator's appropriate response to the baby sign and cues would be.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include two (2) baby signs and cues and a brief explanation of an appropriate response to the baby signs and cues.

A sample answer is provided below.

| Emotion | Two (2) baby signs and cues (3-10 words) | Appropriate response (3-10 words) |
|----------------|---|---|
| Tired | <p>Response must identify a minimum of two of the following:</p> <ul style="list-style-type: none"> ▪ staring into the distance ▪ jerky movements ▪ yawning ▪ fussing ▪ sucking fingers ▪ losing interest in people or toys. | <p>Student response is positive and includes:</p> <ul style="list-style-type: none"> • speaking to baby • using baby's name • cuddles/nursing • preparing baby for sleep and rest time. |
| Hungry | <p>Response must identify a minimum of two of the following:</p> <ul style="list-style-type: none"> ▪ stirring ▪ turning their head, seeking or rooting ▪ opening their mouth ▪ making sucking noises ▪ sucking their hands ▪ turning towards the breast ▪ crying. | <p>Student response is positive and includes speaking to baby and using baby's name e.g. 'Hello, Jemma, Are you hungry?', then feeding the baby.</p> |
| Playful | <p>Response must identify a minimum of two of the following:</p> <ul style="list-style-type: none"> ▪ eyes wide and bright ▪ making eye contact ▪ smiling ▪ smooth movements ▪ reaching out towards the carer ▪ babbling and cooing. | <p>Student response includes:</p> <ul style="list-style-type: none"> • talking quietly to baby and rhythmically; using lots of facial expressions; repeating words, sounds or gestures. |

| | | |
|------------------------|--|--|
| Over-stimulated | <p>Response must identify a minimum of two of the following:</p> <ul style="list-style-type: none"> ▪ turning his/her head away from the student ▪ look worried ▪ squirm or kick ▪ crying. | <p>Student response includes:</p> <ul style="list-style-type: none"> • talking quietly to baby • changing baby's activity • changing the pace of the activity • preparing baby for sleep/rest. |
|------------------------|--|--|

b) The table below lists common emotions. For each emotion, write **two (2) toddler signs and cues**, then briefly explain what an appropriate response to the baby sign and cues would be.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include two (2) toddler signs and cues and a brief explanation of an appropriate response to the toddler signs and cues.

A sample answer is provided below.

| Emotion | Two (2) toddler signs and cues (3-10 words) | Appropriate response (3-10 words) |
|---------------|--|--|
| Tired | <p>Response must identify a minimum of two of the following:</p> <ul style="list-style-type: none"> ▪ clumsiness ▪ clinginess ▪ grizzling ▪ crying ▪ demanding attention ▪ boredom with toys ▪ fussiness with food. | <p>Student response is positive and includes:</p> <ul style="list-style-type: none"> • speaking to toddler • using toddler's name • repeating back what they think the toddler wants • using gestures • facial expressions and suitable tone of voice to assist in communication with toddler • putting toys away, talking quietly and soothingly, organising rest/sleep time. |
| Hungry | <p>Response must identify a minimum of two of the following:</p> <ul style="list-style-type: none"> ▪ expressing desire with basic words ▪ reaching for food ▪ crying ▪ fussing ▪ loss of control e.g., frustration. | <p>Student response is positive and includes:</p> <ul style="list-style-type: none"> ▪ speaking to toddler ▪ using toddler's name ▪ repeating words back to the toddler in short sentences to further understand the toddlers needs and wants ▪ organising a healthy snack |

| | | |
|------------------------|---|--|
| | | <ul style="list-style-type: none"> ▪ letting the toddler know that mealtime is soon. |
| Playful | <p>Response must identify a minimum of two of the following:</p> <ul style="list-style-type: none"> ▪ expressing desire with basic words ▪ eyes wide and bright ▪ making eye contact ▪ smiling ▪ laughing ▪ squealing in delight ▪ excited arm or leg movements ▪ reaching towards the student. | <p>Student response includes:</p> <ul style="list-style-type: none"> • talking to toddler about what interests them • asking questions to learn more about their interests • use of two-way communication • use of a lot of expression to make conversation interesting and engaging • use of a lot of descriptive words to extend vocabulary • sing songs or say rhymes with toddler, etc. • participate in an activity that the toddler is interested in. |
| Over-stimulated | <p>Response must identify a minimum of two of the following:</p> <ul style="list-style-type: none"> ▪ walking away ▪ crying ▪ facial displeasure ▪ loss of control e.g. frustration. | <p>Student response includes:</p> <ul style="list-style-type: none"> • talking quietly to toddler • give toddler choices using words and objects, etc. • offer relaxing activities to help the toddler calm down and relax |

Question 2

a) In your own words, briefly explain what brain plasticity is and why is it important in relation to children's brain development.

[Approximate word count: 60-70 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of brain plasticity and its importance in relation to children's brain development.

A sample answer is provided below.

Neuroplasticity – or brain plasticity – is the ability of the brain to modify its connections or re-wire itself. Without this ability, any brain, not just the human brain, would be unable to develop from infancy through to adulthood or recover from brain injury. Therefore, the early years of learning, exploration and consolidation are pivotal: every experience or interaction a child has will stimulate the growth and strengthen of neural pathways.

b) In your own words, briefly explain what sensitive periods are in children's brain development.

[Approximate word count: 50-60 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of sensitive periods in children’s brain development.

A sample answer is provided below.

Sensitive periods of development are certain periods in brain growth that represent windows of opportunity. Many scientists believe that, if a child has not been able to meet the needs of that window, when it closes, the opportunity is lost. Other scientists believe the developmental opportunity can still be realised; it is just harder for the child.

Question 3

a) Complete the table below with **three [3]** key milestones for each developmental area [i.e., physical, social, emotional, cognitive and language] for **babies from birth to four months [0-4 mths]**.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three [3] key milestones for each developmental area [i.e., physical, social, emotional, cognitive and language] for babies from birth to four months.

A sample answer is provided below.

| Birth to four months (15-20 words) | |
|---------------------------------------|--|
| Physical | Response must identify a minimum of three of the following: <ul style="list-style-type: none">▪ grasping objects to place in hands▪ startle reflex e.g., loud noise▪ moves whole body▪ squirms, arms wave, legs move up and down▪ head turns to side when cheek is touched▪ sucking motions▪ shut eyes in bright sunlight▪ responding to gentle physical comfort▪ able to lift head and chest when laying on tummy▪ begins to roll from side to side▪ starts reaching to swipe at hanging objects. |
| Social | Response must identify a minimum of three of the following: |

| | |
|-----------|---|
| | <ul style="list-style-type: none"> ▪ smiles and laughs ▪ makes eye-contact when held with face about 20 cm ▪ may sleep a lot of the time ▪ alert and engaged with faces ▪ moves head to sound of voices. |
| Emotional | <p>Response must identify a minimum of three of the following:</p> <ul style="list-style-type: none"> ▪ bonding ▪ cries peak at six to eight weeks, and levels off at 12–14 weeks ▪ cries when hungry or uncomfortable and usually stops when held ▪ shows enthusiasm before being fed by a parent. |
| Cognitive | <p>Response must identify a minimum of three of the following:</p> <ul style="list-style-type: none"> ▪ smiles and laughs ▪ looks toward the direction of sound ▪ eyes able to track a slow-moving target ▪ looks at patterns with light and dark contrast ▪ copies adult tongue movements when being held ▪ learns via sensory experiences ▪ echoes actions, however, does not understand cause and effect. |
| Language | <p>Response must identify a minimum of three of the following:</p> <ul style="list-style-type: none"> ▪ able to express needs ▪ crying ▪ makes small throaty noises when content ▪ soothed by sound of voice or by low rhythmic sounds ▪ copies adult tongue movements when being held and talked to ▪ may begin to repeat sounds ▪ coos and gurgles. |

b) Complete the table below with **three (3)** key milestones for each developmental areas [i.e., physical, social, emotional, cognitive and language] for **toddlers aged one to two years** [1–2 yrs].

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three (3) key milestones for each developmental area [i.e., physical, social, emotional, cognitive and language] for toddlers aged one to two years.

A sample answer is provided below.

One to two years
[15–20 words]

| | |
|-----------|--|
| Physical | <p>Response must identify a minimum of three of the following:</p> <ul style="list-style-type: none"> ▪ walks, climbs and runs ▪ takes two to three steps without support ▪ crawls and steps ▪ dances in place to music ▪ climbs onto chair ▪ kicks and throws a ball ▪ feeds him/herself ▪ scribbles with pencil or crayon held in fist ▪ turns pages of a book, two or three pages at a time ▪ rolls large ball, using both hands and arms ▪ finger feeds him/herself ▪ squats to pick up an object ▪ able to drink from a cup ▪ tries to use cutlery such as a spoon or fork ▪ may return to crawling if in a hurry. |
| Social | <p>Response must identify a minimum of three of the following:</p> <ul style="list-style-type: none"> ▪ starts to cooperate when playing with others ▪ may play alongside other toddlers (parallel play) ▪ inquisitive plus energetic but depends on adult support for reassurance. |
| Emotional | <p>Response must identify a minimum of three of the following:</p> <ul style="list-style-type: none"> ▪ may display anxiety when separating from parents ▪ seeks consolation when upset or frightened ▪ takes cues from parents concerning attitudes towards strangers ▪ may 'lose control' when tired or frustrated ▪ assists another in distress e.g. patting or sympathetic noises or sharing toys. |
| Cognitive | <p>Response must identify a minimum of three of the following:</p> <ul style="list-style-type: none"> ▪ Repeats actions that lead to stimulating or predictable outcomes. Such as bangs on spoon or saucepan. ▪ Points to objects when named. ▪ Identifies some body parts and can point to these. ▪ Recognises self in a mirror or photograph. ▪ Copies household activities e.g. folding clothes. ▪ May gesture when finished toileting. ▪ Spends much time exploring. ▪ Stacks and knocks over objects e.g. building blocks. ▪ Calls self by name, uses 'I' and 'mine'. ▪ Able to search for hidden toys. |

| | |
|----------|---|
| Language | <p>Response must identify a minimum of three of the following:</p> <ul style="list-style-type: none"> ▪ understands and follows simple questions ▪ says first name ▪ says many words e.g. naming words ▪ begins to use one to two-word sentences ▪ will imitate other toddlers' actions ▪ delights in songs and rhymes. |
|----------|---|

c) In your own words, briefly explain how development and key milestones vary across individual babies and toddlers.

[Approximate word count: 130-150 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three (3) key milestones for each developmental area [i.e., physical, social, emotional, cognitive and language] for toddlers aged one to two years.

A sample answer is provided below.

Babies and toddlers all grow at different rates and they don't always do what a textbook prescribes. Developmental milestones are useful for tracking development. Sometimes babies and toddlers will have delays in their development, but it is hard to predict whether these delays are short term or permanent. Permanent delays don't occur often. There is a wide range of what is considered 'normal'.

Premature birth or other illness and injury that affect brain development are some of the things that may cause developmental delays.

An infant's development can also suffer because of their environment e.g. baby does not have warm and responsive relationships with caregivers or does not have predictable routines to help feel safe, or if there is ongoing abuse.

As a general guide it is a good idea to seek advice from a health professional if there are any concerns.

Question 4

a) In your words, briefly explain what attachment theory is and how is it relevant to children's brain development.

[Approximate word count: 110-130 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of attachment theory and its relevance to children's brain development.

A sample answer is provided below.

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Attachment refers to the relationship between an infant and its primary caregiver (usually the mother). This relationship is designed to help the infant's immature brain use the mature functions of the parent's brain to organise its own processes.

During the first three years of life attachment is the primary focus of brain development. This is when the foundation is laid in the psyche for optimism, trust, dependency, empathy, and development of conscience.

These attachment processes are dependent on the availability of one loving, consistent, warm, and encouraging caregiver. According to attachment theory, caregivers who are responsive, dependable and available to the needs of a baby or toddler help the child to develop a sense of security from which to explore the world.

b) In your words, briefly explain the importance of strong, secure attachments to one or more significant adults during early years.

[Approximate word count: 100-120 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of the importance of strong, secure attachments to one or more significant adults during early years.

A sample answer is provided below.

Research indicates that positive stable nurturing relationships with parents and caring adults are essential to a child's healthy development. Caring interactions, stimulation and love allow a child to feel safe and secure and develop healthy brain connections.

Children with parents and caregivers who give attention, respond and interact with the child often are healthier, more successful, have better language, maths and social skills and continue to be productive members of society into adulthood.

People who have developed this type of attachment are self-contented, social, warm, and easy to connect to. They are aware of and able to express their feelings. They also tend to build deep, meaningful, and long-lasting relationships.

Adults with secure attachment are even well-liked in the workplace.

c) In your words, briefly explain how the lack of attachment and negative experiences can impact development during early years.

[Approximate word count: 160-180 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of how the lack of attachment and negative experiences can impact development during early years.

A sample answer is provided below.

If separation from the primary caregiver occurs during the critical period and there is no adequate substitute emotional care, the child will suffer from deprivation. This will lead to irreversible long-term consequences in the child's intellectual, social, and emotional development.

Negative experiences, the lack of secure attachments and toxic stress can derail brain development. Where there is no buffer (caring adult) to the stressor in the child's life the child's stress response system stays activated or alert. The extended absence of caring adults can trigger the stress response system thus causing overload. This is known as toxic stress. The child's stress response system is set permanently on high alert.

When the child's stress response system stays activated, for example in situations of extended abuse, there are serious lifelong consequences. Brain connections are weaker and fewer and the areas of the brain devoted to learning and reasoning can be damaged.

Insecurely attached children are likely to develop fewer social skills and have lower levels of communication skills. An insecurely attached child may frequently become anxious, even in benign circumstances.

Question 5

a) In reference to the National Quality Standards (NQS), in your own words briefly summarise Quality Area 5.

[Approximate word count: 50-60 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief summary of Quality Area 5 – Relationships with Children.

A sample answer is provided below.

Quality Area 5, relationship with children, is to promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning. Quality area 5 focuses on the relationships between educators and children and the relationship between children, including collaborative learning and self-regulation as well.

b) Complete the following table to name the **two [2]** standards associated with Quality Area 5.

Assessor instructions: Student must name the two [2] standards associated with Quality Area 5.

A sample answer is provided below.

| Quality Area 5 | Descriptor (4-10 words) |
|----------------|--|
| Standard 5.1 | Relationships between educators and children |
| Standard 5.2 | Relationships between children |

c) In the following table, you can see **two [2]** different elements taken from Quality Area 5. For each element, list a minimum of **two [2]** strategies that could assist a service to achieve the element and identify the relevant section of the supporting National Law and **one [1]** supporting regulation. You may want to consult the *Guide to the NQF* to answer this question.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include two [2] strategies that could assist a service achieve the element identified and identify the relevant section of the supporting National Law and a minimum of two [2] supporting Regulation. Student may or may not name the Law and Regulation, but they must identify the relevant sections.

A sample answer is provided below.

| Element | Strategy (15-30 words) | Supporting National Law (15-20 words) | Supporting National Regulation (5-15 words) |
|---|---|--|---|
| 5.1.2 – Dignity and rights of the child | <p>Response must include two [2] of the following strategies:</p> <ul style="list-style-type: none"> ▪ spaces, resources and routines arranged to minimise times when children are likely to experience stress or frustration or made to wait unnecessarily ▪ educators use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children’s behaviour with them ▪ educators to respond promptly to children’s disruptive behaviour by ▪ educators to acknowledge children’s feelings, spending time with them and suggesting alternative ways of responding ▪ educators to be patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger ▪ having an ‘Interaction with children’ policy and procedure | <p>Education and Care Services National Law Act 2010:</p> <p>Section 166 Offence to use inappropriate discipline</p> | <p>Education and Care Services National Regulations 2011:</p> <ul style="list-style-type: none"> • Regulation 155 Interactions with children <p>Source: Guide to NQF [p.241]</p> |

| | | | |
|-------------------------|--|--|---|
| 5.2.2 – Self-regulation | <p>Response must include two (2) of the following strategies:</p> <ul style="list-style-type: none"> ▪ educators to model respectful behaviour and providing supportive language to enable children to vocalise their concerns ▪ educators to encourage children to listen to other children’s ideas, consider alternative behaviours and solve problems together ▪ educators to talk with children about the outcomes of their actions, and the rules and reasons for these ▪ educators to planning and implementing strategies to support individual children’s behaviour ▪ having a behaviour guidance policy and procedure | <p>Education and Care Services National Law Act 2010:</p> <p>Section 166 Offence to use inappropriate discipline</p> | <p>Student must select any one from the following Regulations from Education and Care Services National Regulations 2011:</p> <ul style="list-style-type: none"> • Regulation 155 Interactions with children • Regulation 156 Relationships in groups <p>Source: Guide to NQF [p.252]</p> |
|-------------------------|--|--|---|

Question 6

In your own words, briefly explain what SIDS is, what are the common causes and how can it be prevented in an early childhood setting.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a definition of SIDS, common causes and ways to prevent it.

A sample answer is provided below.

| | |
|---------------------------------------|---|
| What is SIDS? (25-30 words) | SIDS is the abbreviation for Sudden infant death syndrome and it refers to when a child under the age of one dies of an unexplained death during sleep. |
| Common causes (5-10 words) | The causes of SIDS are still not known. |
| Ways to prevent SIDS (60-80 words) | <p>Educators should follow safe sleep practices, including a safe sleeping environment, such as:</p> <ul style="list-style-type: none"> • good ventilation • constant supervision • cots or mattresses approved by the Australian Standard |

| | |
|--|---|
| | <ul style="list-style-type: none"> • safe placement of cots and mattresses, away from cords, blinds, curtains and heaters. <p>Safe sleeping practices include:</p> <ul style="list-style-type: none"> • Babies should always sleep on their back. • Babies' faces should remain uncovered. • Babies should be positioned at the bottom of the cot. • Pillows, doonas, soft toys, cot bumpers or lambswool should not be placed in the cot. |
|--|---|

Question 7

In your own words, briefly outline safe sleep practices in relation to clothing, hygiene and safety standards for cots and bedding and sleep position. The table below will assist you to cover all aspects of safe sleep practices.

[Approximate word count: 20-40 words each]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include features of safe sleep practices in relation to clothing, hygiene and safety standards for cots and bedding and sleep position.

A sample answer is provided below.

| Safe sleep practices in relation to: | |
|--|--|
| Clothing | <ul style="list-style-type: none"> • Remove clothes with hoods, drawstring or ties, as they can become wrapped around an infant or young child's neck. • It is not recommended that a baby/child has anything around their neck for sleeping, for example a necklace or amber beads, which could tighten during sleep and make breathing difficult. |
| Hygiene standards for cots and bedding | <ul style="list-style-type: none"> • Cots and bedding should be clean and in good condition • Cots and bedding must be regularly cleaned to avoid infections |
| Safety standards for cots | <ul style="list-style-type: none"> • Cots or mattresses approved by the Australian Standard. • Student may mention that cots need to meet the Australian Standard AS/NZS2172. |
| Safety standards for bedding | <ul style="list-style-type: none"> • Mattresses should be flat and firm and fit inside the cot correctly, with no gaps. • An appropriately fitted sleeping bag should be used, or a thin blanket should be placed under the baby arms, tucking them in. • Lightweight bedding, firmly tucked in and only pulled up to the just below the chest. |
| Sleep position | <ul style="list-style-type: none"> • Babies should always sleep on their back. • Babies' faces should remain uncovered. • Babies should be positioned at the bottom of the cot |

Question 8

a) It is important that babies, toddlers and children get sufficient rest and sleep during the day. Complete the following table with the Australian 24-Hour Movement Guidelines' recommendations for sufficient sleep.

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[Approximate word count: 5-15 words each]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include sufficient sleep recommendations for the age-groups listed in the table.

A sample answer is provided below.

| | |
|-------------------------|--|
| Birth to three months | 14–17 hours of good quality sleep, including naps |
| Four months to one year | 12–16 hours of good quality sleep, including naps |
| One to two years | 11–14 hours of good quality sleep, including naps, with consistent sleep and wake-up times |
| Three to five years | 10–13 hours of good quality sleep, including overnight sleeps and naps. |

b) List **three (3)** strategies that can help educators when caring for multiple babies.

[Approximate word count: 100-120 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three (3) strategies that can help educators when caring for multiple babies and toddlers.

A sample answer is provided below.

| | |
|----|--|
| 1. | Try and think of sleep and nap routines as part of a child's individual curriculum. All children have individual sleep requirements and you will have most success if you try and work within those parameters. |
| 2. | Brainstorm ways to adapt your rooms to help children feel at home during nap times. A baby used to a noisy sleep environment might sleep better in a bustling class room setting while busy toddlers will benefit from a peaceful quiet environment free from noise and stimulation. |
| 3. | Share sleep information with families during drop off times. Parents will benefit from the information you give them and you may benefit from their experience at home. Sleep charts can help sharing the information easier. |

Additional responses:

- Having multiple babies with different routines require a sufficient number of educators, often above ratio and a well-planned daily routine for the room to cater for all children's and educators' needs.
- Create transparent communication tools, such as charts or diaries, for staff and families to share important information about the child. It is important for staff to know if a child didn't sleep well during the night and this applies to families as well: a child who refused the regular sleep(s) during the day at daycare may need an earlier bedtime at home.

Question 9

In your own words, briefly explain the difference between routines and rituals within an early childhood education and care setting.

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[Approximate word count: 60-65 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of the difference between routines and rituals within an early childhood education and care setting.

A sample answer is provided below.

Rituals are often confused with the term 'routine'. Rituals are different to a routine—routines refer to the task that is being completed, whereas rituals have a focus on how the task is completed. Each child has their own rituals that the educator will need to learn and support to assist the child in feeling comfortable through each task in a routine.

Question 10

In your own words, briefly explain the importance of comfort items from home for babies and toddlers attending a children's education and care service. In your response include an example of a comfort object and how can they be used.

[Approximate word count: 50-60 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of the importance of comfort items from home for babies and toddlers attending a children's education and care service. Student's response must include an example for comfort objects and their use as well.

A sample answer is provided below.

Comfort objects support babies and children to help them feel calm and secure in a children's education and care setting. Some common comfort objects are soft toys (such as teddy or plushie), blankets, part of parent's clothing. They are usually snuggled at bedtime but can sooth babies and children throughout the day as well.

Question 11

a) Given **one [1]** example of how a family's cultural or personal beliefs can impact a baby's or toddler's routine. Briefly explain how you, as an educator can, address this.

[Approximate word count: 50-60 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer

- include one [1] example of how a family's cultural or personal beliefs can impact a baby's or toddler's routine. Student's response must include how an educator can address this.

A sample answer is provided below.

Student's example may refer to a practice that doesn't interfere with regulations or laws, therefore the educator can embed it in the daily practice to better cater for child's needs, such as:

"The family requested that their child should wear long sleeves and shoes every time the child is playing outdoors. As long as the child is not feeling too hot, this can be respected and educators can make sure the child is always properly dressed when playing outdoors."

If the student's example refers to a practice that interferes with regulations and laws, the educator must talk to the family and explain why the service cannot cater for this request, such as:

"The family requested for their child not to have any afternoon nap. The child seems very tired every afternoon and falls asleep randomly if not offered a bed for rest time. Educators must explain the family that the service, by law, cannot keep a child awake if that child needs a sleep."

b) Identify **three [3]** strategies for establishing and maintaining effective communication with families.

[Approximate word count: 30-50 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three [3] strategies for establishing and maintaining effective communication with families.

A sample answer is provided below.

| | |
|----|---|
| 1. | Encourage families' feedback, then value and respect families' input in the service's daily practice. |
| 2. | Keep an open mind to families' suggestions and recommendations and incorporate these suggestions. |
| 3. | Maintain open and honest communication with families so they feel included and respected. |

Additional response:

- Get to know families and try to cater for their needs/interest, supporting them the best you can.
- Avoid being judgemental
- Maintain privacy and confidentiality with sensitive information to maintain family's trust.

Question 12

The table below lists techniques and opportunities for communication that supports learning, development and wellbeing. For each, briefly explain how these techniques and opportunities can supports learning, development and wellbeing.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation for how the techniques and opportunities listed can supports learning, development and wellbeing.

A sample answer is provided below.

| Techniques and opportunities | Explanation [5-20 words] |
|--|---|
| Repeating words, sounds and gestures that children use | This helps building positive relationship with the child |
| Describing objects or events | Helps extending child's vocabulary |
| Talking about routine activities | Helps child with transitions, to move from one activity to another. |
| Initiating and building on one-to-one interactions | This helps building positive and trustworthy relationship with the child |
| Offering relaxed physical contact | Comforting the child physically helps creating secure attachments |
| Responding positively to exploratory behaviour | Encourages the child to explore the environment which is beneficial for the child's development |

Assessment checklist:

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

| | |
|--|--------------------------|
| 12 short answer questions to be completed in the spaces provided | <input type="checkbox"/> |
|--|--------------------------|



Congratulations you have reached the end of Assessment 3!

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