



CHCECE033

# Develop positive and respectful relationships with children

Assessment 2 of 3

Case Study

Assessor Guide



## Assessment Instructions

### Task overview

This assessment task is divided into **four (4)** case studies and related questions. Read each question carefully before typing your response in the space provided.



### Assessment Information

#### Submission

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

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

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



#### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

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

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

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



Please consider the environment before printing this assessment.

### Case Study 1

**Hardeep:** Hardeep is a room leader of the toddlers' room in a service in Victoria and she has worked in the service for two years. Her family background is Hindu and every morning before she comes to the service, she has a meditation ritual. She celebrates Diwali festival (festival of lights) yearly with her family.

**Chelsea:** Chelsea is an assistant educator with Hardeep. She has worked in the service for one year. Chelsea is indigenous and is from the Kaurua Adelaide region. She enjoys large family gatherings where her family tell stories and sing and dance.

**Linh:** Linh is a brand-new educator to the service. She has only just started working with children and is studying her Certificate III as a trainee. Linh is 19 years old and has migrated to Australia in the last four months with her uncle and aunt after her parents were unable to come to Australia. Linh is of Christian faith and enjoys celebrations such as Christmas and Easter. She also sings in the choir at her church.

#### Question 1

Based on the Case Study 1, identify **one (1)** way each of the educators' cultural beliefs and practices could influence their communication approach with children.

**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
- identify one (1) way each of the educators' cultural beliefs and practices could influence their communication approach with children.

A sample answer is provided below.

Educator	How educator's cultural beliefs and practices influence their communication approach with children? [5-15 words]
Hardeep	<p>Any answer from the following:</p> <ul style="list-style-type: none"> <li>▪ Might be quiet and calm when engaging with children.</li> <li>▪ Might enjoy singing and celebrating cultural events.</li> <li>▪ Might enjoy practising mindful activities with the children.</li> </ul>
Chelsea	<p>Any answer from the following:</p> <ul style="list-style-type: none"> <li>▪ Might enjoy telling stories.</li> <li>▪ Might be reserved.</li> <li>▪ Might engage children in respectful listening and talking circles.</li> </ul>
Linh	<p>Any answer from the following:</p> <ul style="list-style-type: none"> <li>▪ Might enjoy celebrating Christmas.</li> <li>▪ Might enjoy singing with children.</li> <li>▪ Might have high expectations of children.</li> </ul>

## Question 2

Briefly explain how the group of educators from Case Study 1 could support children in understanding diverse people and cultures while recognising that the way they experience and see the world is based on their own values and beliefs.

[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
- explain how the group of educators could support children in understanding diverse people and cultures while recognising that the way they experience and see the world is based on their own values and beliefs.

A sample answer is provided below.

The educators could initiate a project where they share their cultures and traditions. Children could be invited to share their own cultural backgrounds and practices, and everyone could get involved in celebrating each other's. Educators could also introduce a variety of resources to spark conversations regarding family units, cultures, traditions, beliefs, etc.

## Question 3

Identify **three [3]** ways the educators could develop children's understanding of other people and cultures.

[Approximate word count: 35-45 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
- identify three [3] ways the educators could develop children's understanding of other people and cultures.

A sample answer is provided below.

1.	Run a project where they ask what children know about other people and spend time learning about each other.
2.	Share photos and stories of their own cultures.
3.	Ask children to share information, stories and cultural practices from their own family.

Additional responses:

- Introduce resources, books, songs and dance that is culturally relevant to the children and staff in the room.
- Bring elders or family members to share their stories.

- Invite parents and families to contribute to the curriculum through facilitating cooking or cultural practices.

### Case Study 2

During enrolment at Little.ly Early Learning Centre, Talia told Yindi (the Educator) that she was nervous about leaving Kazim (22 months) in long day care.

Yindi told Kazim's mum that it might be helpful if she stayed with Kazim for a couple of days in the beginning. To help Kazim become familiar with the educators, service's routine and environment.

Together Yindi and Talia worked out a way to ease Kazim into long day care. They used the following strategies:

- Gradually leaving Kazim after the initial 'orientation' period for short periods until eventually he was there for the full day.
- Talia filled out the 'About my child' section of the enrolment form carefully describing Kazim's sleeping habits, comforters (teddy and pacifier), fears/phobias, likes, cultural connections, family traditions, interests, temperament, personality, stages of development and significant people in his life.
- Yindi emailed a photo book to Talia that showed the room and activities that Kazim would spend his time doing so that Talia could explain to him in the language spoken at home what he would be doing while she was at work.

Eventually Talia returned to full-time work, and Kazim was in long-day care Monday to Friday.

Talia told Yindi that she was finding it very hard to leave Kazim because he was clingy and cried after she left. Yindi asked Talia what Kazim was interested in. Yindi said that since they had visited the zoo he loved to talk about the wild animals.

They agreed that when Talia arrived at the service, Yindi together with Talia would sit down and read the book about zoo animals to distract him from Talia leaving. After Talia left, Yindi continued to encourage Kazim to play with rubber zoo animals and has given him five finger puppets of zoo animals which he can wear during play time with the other children at the service. Yindi agreed to email photos of Kazim playing happily to Talia throughout the day and encouraged her to ring the service to see how Kazim had settled in as many times as she needed to.

Although these strategies seemed to work, Talia told Yindi that Kazim had become very clingy at night-time, and she was still worried about him.

Talia thought it was a good idea to tell Kazim when she would be back and leave him a small item from home (tiny donkey that Kazim's grandmother had knitted) to look after: 'Bye Yindi, I will be back after afternoon tea, please look after Jadda's donkey until I get back.' They also decided to include photos of Kazim's family life on the family board in Kazim's room.

These strategies seemed to help Kazim feel connected to his mum when she was gone, and he was able to say goodbye happily.

### Question 1

Identify **three (3)** respectful behaviours the educator Yindi did to show Talia and Kazim that she was genuinely interested in them and in understanding their needs.

[Approximate word count: 20-30 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

- identify three (3) respectful behaviours the educator Yindi did to show Talia and Kazim that she was genuinely interested in them and in understanding their needs.

A sample answer is provided below.

1.	Sending a photo book.
2.	Building a transition process over a longer period and providing advice to Talia.
3.	Worked with Talia to develop strategies and agree upon things together.

Additional response:

- Listened each time she shared her concerns.

### Question 2

Identify **three (3)** routines and/or practices the educator Yindi used to support successful separations for the child and their family and to reduce stress.

[Approximate word count: 15-45 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
- identify three (3) routines and/or practices the educator Yindi used to support successful separations for the child and their family and to reduce stress.

A sample answer is provided below.

1.	Encouraged Kazim's mother to accompany Kazim to the centre and stay with him to help him become familiar with the service, the room and the educator/s would have helped reduce anxiety of being left by his mum on the first day.
2.	Talia was prepared for supporting Kazim to transition from home to long day care by learning about the routines, practices and educators in the service and her role in supporting Kazim during this transition. Kazim had plenty of time to become familiar with the service and the educators.
3.	Allowed plenty of time for Kazim's mother to help settle him would have helped Kazim transition to the service.

Additional responses:

- Encouraged Kazim's mother to phone the Service to see how Kazim had settled in and emailed her photos of him playing happily. This would have made Talia feel she was in a partnership with the service.
- The service asked the family, during enrolment, for important information that could be used to support the transition from home to the service such as Kazim's home routine, cultural traditions/values, likes/ dislikes].
- Yindi helped Kazim feel safe and secure in his new environment by distracting him at arrival and telling him when Talia will return [after afternoon tea].

### Question 3

Identify **three (3)** practices the educator Yindi used to support a family's choice and decision making.

[Approximate word count: 15-45 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
- identify three (3) practices the educator Yindi used to support a family's choice and decision making.

A sample answer is provided below.

1.	Listened to Kazim's parent to learn about Talia's understandings, knowledge and preferences for their child.
2.	Asked Talia to include Kazim's interests sleeping habits, comforters (teddy and pacifier), fears/phobias, likes, cultural connections, family traditions, interests and significant people in his life on the enrolment form allows Yindi an opportunity to meet Kazim's individual needs.
3.	Provided Kazim with a transitional object (the small donkey his grandmother had made) which he takes to and from the home. This provides a link with Kazim's home.

Additional response:

- The environment is set up to assist Kazim's transition. The book on the zoo and rubber zoo animals along with finger puppets of zoo animals are ready for Kazim to play with when he arrives at the service.

#### Question 4

Identify **five (5)** strategies that the educator Yindi used to support Kazim to develop a secure attachment with her and to settle into care.

[Approximate word count: 5-10 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
- identify **five (5)** strategies that the educator Yindi used to support Kazim to develop a secure attachment with her and to settle into care.

A sample answer is provided below.

1.	Engaged with the child's mum.
2.	Supported the child's care routines.
3.	Sent photo book for him to have at home.
4.	Responded to the child's needs.
5.	Learnt more about him.

Additional response:

- Learnt about the child's interests.
- Invite parents and families to contribute to the curriculum through facilitating cooking or cultural practices.



### Case Study 3

Alana (four years old) is a child who has been attending Little.ly for three years. She has an easy temperament and has a bubbly and friendly personality. Alana used to be looked after by her grandmother who lived with the family and who recently became very ill and died unexpectedly.

Alana is very upset when her mother leaves her in the morning, but she settles quite quickly within ten minutes. She plays happily with most of the children in the room. Yesterday she was playing shop with friends. The educator reminded her that it was time for her friends to have an afternoon sleep. The educator said that Alana could sit quietly and read a book to rest her body and mind. Alana got very upset. She threw things and pushed the educator away and screamed that she had not finished. She had not ever displayed this type of behaviour before.

Alana's educator said calmly, 'Alana, I understand how tricky it is to stop a game when you are playing. Are you feeling okay? Come and sit with me and we can have a chat'. Alana started crying and the educator reached out and gave her a cuddle. She said, 'It's okay to feel upset, I'm sorry I didn't realise it would upset you to ask your friends for their sleep. Is anything else bothering you?'

Alana cuddled tighter and said, 'My Nana went away too, I can't play with her and Mummy doesn't play with me anymore either'.

The educator listened to her and said, 'I'm very sad that your Nana went away. I bet that's really sad and hard for you to understand. Do you think Mummy is a bit sad at the moment too? Maybe we can make her a card or a picture while your friends have a sleep'.

Alana drew a picture for her Mum and settled down. The educator sat with her during rest time and reminded Alana that she is here if she needs a cuddle at any time.

The educator said to Alana as she was drawing, 'How are you feeling now? How were you feeling before?' Alana said she is feeling better but she was sad. The educator said, 'Sometimes feeling sad can make us feel a bit angry too. Do you think you felt angry or were you feeling something else?'

Alana said, 'I was angry but I felt like my friends were going to leave too'.

The educator said, 'Maybe you were feeling a bit scared do you think?'

Alana said 'Yes'. When Alana finished drawing, the educator praised her drawing and said it was so beautiful that it was going to make Alana's mother feel better.

The educator said 'If you ever feel like that again, I'd like you to breathe in and out and then tell me how you are feeling, that way we can make sure you and our friends are happy and safe, is that okay? If we throw things around the other children may feel scared.'

Alana said, 'Yes, I shouldn't have done that'.

The educator said, 'That's okay, and it's understandable that you felt that way. You didn't know you could tell me how you were feeling, but now you do'. The educator asked the question, 'What did you love to do with your Nana?' The two chatted for the full rest time about Alana's Nana and the educator learned lots about what they liked to do together.

The educator let Alana's mum know that she was a bit upset today and that Alana found comfort in drawing her mum a picture.

### Question 1

Identify **two (2)** factors that might be influencing Alana's behaviour.



[Approximate word count: 10-50 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
- identify **two (2)** factors that might be influencing Alana's behaviour.

A sample answer is provided below. Any answer from the following:

1.	Loss of her grandmother who lived with the family.
2.	The child's emotional development and temperament.

Additional responses:

- Moving from one activity to another.
- It can be difficult for children to move from one activity to another. Alana was enjoying playing shop and didn't want to stop. The educator might in future warn children that time for sleep is approaching as children often accept change better if they know it is coming.

### Question 2

In your opinion, why was it successful the educator's way of comforting Alana?

[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
- explain why it was successful the educator's way of comforting Alana.

A sample answer is provided below.

I think it was successful because Alana's behaviour was telling the educator that she needs support. She hasn't behaved like this before, so her behaviour is a reflection of her emotional state and the situation she faces. The educator could have got cross or spoken about consequences, but this would have caused Alana to get even more upset. The educator showed empathy, helped Alana label her emotions and used a strength-based approach.

### Question 3

Identify **three (3)** things that helped the educator understand that Alana needed support.

[Approximate word count: 20-30 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
- identify three (3) things that helped the educator understand that Alana needed support.

A sample answer is provided below.

1.	Alana's changed behaviour
2.	The educator had a positive and trusting relationship with Alana
3.	The educator was able to communicate with Alana, asking open-ended questions, showing interest and actively listening with respect

#### Question 4

In your own words, briefly explain how Alana's individual stage of development, temperament and personality might help you, as an educator understand her behaviour.

[Approximate word count: 80-100 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
- explain how Alana's individual stage of development, temperament and personality might help you, as an educator understand her behaviour.

A sample answer is provided below.

For example:

- This behaviour is common for the child's age or developmental level.
- Thinking about whether the behaviour is the child's way of communicating and considering it as an opportunity to develop new skills.
- Thinking about triggers for the behaviour.
- Alana at age four would still be learning about self-regulation and responding to emotions.
- Alana is an easy temperament, so this is out of the ordinary for her.
- Alana has a bubbly and friendly personality so this is also unusual for her and suggests some other reason for her response.

#### Question 5

A child's ability to regulate their own emotions is linked to brain development. In your own words, briefly explain how Alana's age and stage of development influences her behaviour.

[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
- explain how Alana's age and stage of development influences her behaviour.

A sample answer is provided below.

Children at this stage in development can typically manage the below well:

- problem solving
- reasoning and regulating emotions
- understanding others' emotions
- having compassion and empathy for others
- working well with others.

Alana was unable to manage her emotions due to her circumstances and at four years of age she is still learning how to verbalise her feelings.

### Question 6

In your own words, briefly explain how labelling emotions helped in managing the situation and how this may help Alana's future emotional 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
- explain how labelling emotions helped in managing the situation and how this may help Alana's future emotional development.

A sample answer is provided below.

As Alana displayed behaviour but was unable to verbalise her feelings, the educator helped labelling Alana's emotions by talking about how she may have felt and by asking open-ended questions. In the future, in similar situations, Alana hopefully will be able to verbalise her feelings instead of displaying disruptive behaviour, this way recognising her own emotions better.

### Question 7

The educator and Alana engaged in sustained conversation during the rest time. Explain what contributed to Alana's willingness to participate in this shared conversation. In your response, include how their conversation helped strengthening their relationships.

[Approximate word count: 70-80 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
- explain what contributed to Alana's willingness to participate in this shared conversation and how their conversation helped strengthening their relationships.

A sample answer is provided below.

For example: I think the educator's approach and attitude helped Alana wanting to participate in the shared conversation and the positive, trusting relationship they had developed previously. The educator settled Alana and worked out what was wrong. She then asked great questions and also supported Alana to talk about something that was her interest. She also showed that she cared and actively listened to Alana. This incident probably strengthened their relationship and Alana probably trusted more the educator.

### Question 8

Explain what Alana had possibly learnt from this incident and how this can be implemented into a learning opportunity for the other children.

**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
- explain what Alana had possibly learnt from this incident and how this can be implemented into a learning opportunity for the other children.

A sample answer is provided below.

Learning opportunities for Alana (20-30 words)	<b>Alana probably learnt:</b> <ul style="list-style-type: none"> <li>• that she can trust the educator</li> <li>• that it is OK to feel sad if she misses her grandma</li> <li>• that her mom is also feeling sad</li> </ul>
Learning opportunities for the other children (40-50 words)	<b>Possible learning experiences for the other children:</b> <ul style="list-style-type: none"> <li>• Group-time/game with feelings to share how is everyone feeling and what can be done if someone is feeling sad, angry, etc. [i.e. techniques to manage own behaviour]</li> <li>• Group-time/books about family compositions to learn about different family types [e.g. some families live with their extended family, etc.]</li> <li>• Grouptime/books about life cycle</li> </ul>

### Question 9

In your own words, briefly explain how learning programs that are responsive to each child and build on their culture, strengths, interests, and knowledge can support respectful relationships.

[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:

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- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- explain how learning programs that are responsive to each child and build on their culture, strengths, interests, and knowledge can support respectful relationships.

A sample answer is provided below.

Learning programs that are responsive to each child and build on their culture, strengths, interests, and knowledge:

- facilitates children's sense of identity and belonging, this way supporting building positive and respectful relationships with educators and each other
- expose children to diversity and enhances children's sense of empathy which helps in building positive and respectful relationships with each other.

#### Case Study 4

You are supervising in the Chestnut Oak Room at Little.ly Early Learning Centre, and you overhear children having a disagreement. You approach the situation and hear a four-year-old boy saying to three girls, 'You can't come in here because you are girls and it's not allowed, this is boys club'.

The girls respond by saying, 'You have to let us in'.

The boys say, 'Nope, no pink allowed'.

Later that day you notice that the girls are playing in the dramatic play area. They have princess dresses on and they are trying to negotiate who is going to be the hairdresser to do the princesses' hair. One of the boys approaches them and offers his help, saying he always brushes his mum's hair. The girls sent him away, saying, 'Boys don't know how to do hair!'

#### Question 1

After carefully reading the case study, explain the interaction and behaviour pattern you have observed.

[Approximate word count 25-30 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
- explain the interaction and behaviour pattern you have observed.

A sample answer is provided below.

Boys and girls seem not be wanting to play together. They also seem to have prejudices related to genders, such as boys can't be hairdressers.

## Question 2

In your own words, briefly explain how gender is influencing group dynamics in Case Study 4. Identify **one (1)** way you would manage this situation.

[Approximate word count 50-70 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
- explain how gender is influencing group dynamics in Case Study 4 and identify one (1) way you would manage this situation.

A sample answer is provided below.

For example:

Gender is causing segregation and disagreements. Pink and girls are being excluded from a zone because of this gender bias, while boys are excluded from dramatic play due to biases and prejudices.

I would look for books to work with children on recognising that all children are equal and excluding anyone is unkind.

Alternative ways to manage the situation:

- I would read books regarding what occupations, pointing out that girls, if they want to, can work in traditionally male-dominant occupations.
- Guests could be invited to showcase this actually happens in everyday life.
- I would organise activities where girls and boys could work together and this way improving relationships.

## Question 3

List **three (3)** strategies educators can use to encourage positive relationship building between children.

[Approximate word count 20-30 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
- list three (3) strategies educators can use to encourage positive relationship building between children.

A sample answer is provided below.

1.	Talking with children about how their actions affect their world and the people in it.
2.	Practicing gratitude with children.
3.	Teaching children ways to manage their emotions.

Additional responses:

- Talking about emotions and helping children to describe what they are feeling.
- Working with children to share and take turns.
- Talking children through activities.
- Offering children choices and providing them opportunities to participate in group activities.
- Asking groups of children to volunteer to help do tasks such as buttering bread, packing up or setting up.
- Talking to children about how to act in certain situations, times, places and settings.
- Encouraging children to talk with others about what they are doing.
- Recognising a child's nonverbal cues as an indication that they might need help to self-regulate their behaviours.
- Watching for signs that children are becoming isolated or withdrawn or finding it difficult to interact positively and participate with others.



**Assessment checklist:**

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

<b>Case Study 1</b>	
Responded to 3 questions	<input type="checkbox"/>
<b>Case Study 2</b>	
Responded to 4 questions	<input type="checkbox"/>
<b>Case Study 3</b>	
Responded to 9 questions	<input type="checkbox"/>
<b>Case Study 4</b>	
Responded to 3 questions	<input type="checkbox"/>



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

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