

**Structured Workplace Learning and Assessment**

Work Placement Plan 2

Modules 6, 7, 8, 9, 10 and 11:

* CHCECE030 Support inclusion and diversity
* CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures
* BSBSUS411 Implement and monitor environmentally sustainable work practices
* CHCECE037 Support children to connect with the natural environment
* CHCECE031 Support children’s health, safety and wellbeing
* CHCECE032 Nurture babies and toddlers
* CHCECE033 Develop positive and respectful relationships with children
* CHCECE034 Use an approved learning framework to guide practice
* CHCECE036 Provide experiences to support children’s play and learning
* CHCECE035 Support the holistic learning and development of children
* CHCECE038 Observe children to inform practice

CHC30121

**Certificate III in Early Childhood Education and Care**



**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 following pack outlines what is involved in work placement for workplace supervisors and students.

This document is for the Student’s and Workplace Supervisor’s records only.

This document reflects the Structured Workplace Learning and Assessment (SWLA) plan for the student and Workplace Supervisor as agreed with the Assessor.

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 Please consider the environment before printing this document.

**Structured Workplace Learning and Assessment**

**Work Placement Plan 2**

CHC30121 Certificate III in Early Childhood Education and Care

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# Work Placement Plan 2

This Work Placement Plan sets out a schedule for the SWLA activities and phone interviews to be completed during work placement Group 2.

This document is completed by the Assessor and agreed with the student and Workplace Supervisor at the start of the SWLA process.

# 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: Units of Competency (UoC)

## The Course

The CHC30121Certificate III in Early Childhood Education and Care course includes the following units of competency.

The Work Placement commitment is a total of 200 hours and is aligned to sixteen (16) units within the course. Work Placement is split into two (2) groups as follows:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MODULE** | **UNIT CODE** | **UNIT TITLE** | **LEARNING** | **ASSESMENT** | **TOTAL SWLA HOURS** |
| **Group 1** | | | | | |
| 0 | N/A | Welcome to the children’s education and care sector |  |  |  |
| 1 | CHCECE055 | Meet legal and ethical obligations in children’s education and care | 21 | 9 | 30 |
| CHCECE056 | Work effectively in children’s education and care |
| 2 | CHCPRT001 | Identify and respond to children and young people at risk |
| 3 | HLTWHS001 | Participate in workplace health and safety |
| 4 | HLTFSE001 | Follow basic food safety practices |
| 5 | Structured Workplace Learning and Assessment (SWLA) – Group 1 | | | | |
| 6 | CHCECE030 | Support inclusion and diversity | 119 | 51 | 170 |
| CHCECE054 | Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures |
| 7 | BSBSUS411 | Implement and monitor environmentally sustainable work practices |
| 8 | CHCECE037 | Support children to connect with the natural environment |
| 9 | CHCECE031 | Support children’s health, safety and wellbeing\* |
| CHCECE032 | Nurture babies and toddlers\* |
| 10 | CHCECE033 | Develop positive and respectful relationships with children\* |
| 11 | CHCECE034 | Use an approved learning framework to guide practice |
| CHCECE035 | Support the holistic learning and development of children\* |
| CHCECE036 | Provide experiences to support children’s play and learning\*​ |
| CHCECE038 | Observe children to inform practice |
| 12 | HLTAID012 | Provide First Aid in an education and care setting | | | |
| 13 | Structured Workplace Learning and Assessment (SWLA) – Group 2 | | | | |

\*Units are linked to 160 hours of placement.

# Section E: SWLA Tools

The following documents must be completed throughout the SWLA in order to gather evidence for assessment against the unit of competency.

Logbook

Journal

Portfolio

Interview Questionnaire (submitted by the Assessor)

Third-Party Report (submitted by the Assessor)

Direct Observation (submitted by the Assessor)

Other:

|  |
| --- |
|  |

# Section F: Activity Schedule

The following table outlines a schedule for the SWLA **Group 2** activities to be completed.

|  |  |  |
| --- | --- | --- |
| **SCHEDULE** | **HOURS** | **ACTIVITIES** |
| Group 2 | 170 | * Prior commencing placement: * Make sure you will have access to children aged 0-6. If the service where you completed SWLA 1 doesn’t cater for the required age-group, find a suitable service, complete the Host Organisation Approval Form and obtain approval from your SOE Trainer/Assessor. * Regardless of whether you complete placement at the same or a different service, complete and upload the Host Organisation Approval Form in Module 13 prior commencing placement. This is to ensure that all documentation related to SWLA 2 is located in one place. * Read through the learning for SWLA 2, including requirements, useful tips and frequently asked questions to be fully prepared for placement. * Read through the workplace assessment tasks with emphasis on Portfolio 2, review this Work Placement Plan, discuss the requirements with your Trainer/Assessor and work out a timeline for the tasks. * If completing SWLA 2 at a service different to SWLA 1, complete the service’s induction process and familiarise yourself with the service’s policies and procedures, including dress code, service’s observation methods and tools and any other requirements they may have. * If completing SWLA 2 at a service different to SWLA 1, familiarise yourself with the workplace and introduce yourself to the director, workplace supervisor, staff, families and children. Create an A4 introduction poster with your photo that explains who you are, what are you studying, why are you attending the service and for how long. * Discuss the Work Placement Plan and the requirements specific to SWLA 2 with your Workplace Supervisor and work out a schedule in accordance with the Work Placement Plan’s timeline, ensuring that you’ll be able to complete the tasks with the required age-groups and cater for the assessor’s visit. * Familiarise yourself with the group’s daily routine and the children attending the group. * Discuss in advance the shifts you are going to complete during placement. Try working a combination of shifts to experience centre opening and closing procedure. This will also help completing activities related to children’s arrival/departure. * While interacting and building respectful positive relationships with children, staff and families, make an effort to contribute to the group’s daily routine and assist staff and children during tasks and transitions. If you are not sure how you can assist, ask staff members. Try to be proactive and take initiatives to support staff and children. * Read through the assessment tasks to familiarise yourself with assessment requirements. * Before commencing the activities, discuss the requirements with your Workplace Supervisor. * Make the necessary arrangements to be involved in mealtimes, bottle-preparation/ feeding, sleep-time, toileting, etc. with babies and toddlers. * You will need to select four (4) focus children in consultation with the Workplace Supervisor in order to gather information and record a variety of observations. You will need to talk to families to obtain their consent **before** carrying out any observations. * Some tasks require you to plan and set up learning environments, plan and carry out learning activities in smaller and larger groups. This will require you to consult the group’s curriculum and consult with the Workplace Supervisor regarding the activities and the resources involved. **If you are planning to use the service’s resources, always consult with your supervisor first and ask permission!** * Some activities require the supervisor to complete and/or sign forms/templates. Read the activity’s instructions carefully, and if the form requires the supervisor’s physical signature, print off the relevant pages, then scan them once they are completed and signed. * Make a list of the tasks that must be observed by the SOE Assessor, identify the relevant age-group, consult with your Workplace Supervisor, then schedule the visit(s) with the SOE assessor as soon as possible.   Some of the tasks the SOE assessor will need to observe include:   * interactions with babies and toddlers in various situations, such as mealtimes, sleep-time, free play, group experiences, transitions * physical care routines, such as handwashing, nappy change, bottle preparation and cleaning equipment, preparing pre-made solid food and feeding babies * planning and carrying out learning experiences with children aged 0-6 * setting up and supporting one indoor and outdoor experience for children aged 0-6. * Complete Portfolio 2 activities. * Complete Journal 2 activities. * Remember: * Always be polite, courteous and well-mannered. * Always follow workplace policies and procedures, including work health and safety requirements. * Always be punctual. Contact the service and your assessor immediately if you must be absent for any reason. * Under no circumstances you can be alone in a room with the children! A staff member must always be present. **All interactions with the children** **must be supervised by a qualified educator.** * Report all accidents to staff and refer administration of any medication to service staff. * Remain confidential in every discussion. * Never discuss a child’s progress with families. * Follow basic hygiene and safety requirements when carrying out duties.   Clarify any questions you may have regarding SWLA 2 requirements with your Trainer/Assessor and Workplace Supervisor prior and during placement. |

# Section G: Checkpoint Schedule

The Assessor will conduct regular checkpoint calls to discuss Student performance and progress through the Work Placement Plan. The table below identifies the initial schedule for these conversations, as well as the final interview, where the Student and Supervisor will be asked a series of questions (as set out in the Interview Questionnaire) about the Student’s performance during SWLA 2 for assessment purposes.

Additional sessions may be added throughout the process as needed by contacting the Assessor directly using their contact details in Section B.

## Checkpoint Schedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CHECK POINT** | **CONTACT** | **SCHEDULE** | | **CHANGES**  **(if needed)** | **COMPLETED**  **(Assessor Initials)** |
| Initial Interview | Student | <<Date>> | <<Time>> |  |  |
| Initial Interview | Supervisor | <<Date>> | <<Time>> |  |  |
| Check-in Interview | Student | <<Date>> | <<Time>> |  |  |
| Check-in Interview | Supervisor | <<Date>> | <<Time>> |  |  |
| Final Interview | Student | <<Date>> | <<Time>> |  |  |
| Final Interview | Supervisor | <<Date>> | <<Time>> |  |  |