



Working in Early Childhood

Assessment 1 of 5

Short Answer Questions

Assessor Guide



Assessment Details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
CHCECE055, CHCECE056	Meet legal and ethical obligations in children's education and care Work effectively in children's education and care (Module name: Working in Early Childhood)	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE3EC1A	2	M00173A
ASSESSMENT TYPE		
Assessment Method: <i>Select all that apply.</i>	Questioning	Choose an item. Choose an item.

SECTION 2	
STUDENT INSTRUCTIONS	
<i>The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.</i>	
Student instructions	
This is assessment 1 of 5 assessments for 'Working in Early Childhood' (CHCECE055 Meet legal and ethical obligations in children's education and care, CHCECE056 Work effectively in children's education and care), excluding SWLA. This assessment requires you to answer 15 short answer questions to test your knowledge required of this unit. To be assessed as competent, you must complete all tasks in the spaces required. You are required to download your assessment by clicking on the assessment document icon below (see Let's begin) and upload your completed assessment for submission.	
Supporting documents	
N/A	
Files for submission	
Submit the assessment document with all tasks completed in the spaces provided.	

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Submission instructions

PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will **not** be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

1. Click the **File** tab
2. Click **Save As**
 - To see the Save As dialog box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. In the **Save as type** list, click **PDF (*.pdf)**.
 - If you want the file to open in the selected format after saving, select the Open file after publishing check box.
 - If the document requires high print quality, click Standard (publishing online and printing).
 - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
6. Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Unsatisfactory (US).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

The STUDENT INSTRUCTIONS above will be added directly into the LMS.

All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.

Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors ONLY.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:

- Instructions to students
- Questions /tasks
- Templates /tables where applicable
- Links to supporting files /websites
- Instructions to assessors
- Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF

List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	Eduworks Resources
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

Assessment Instructions

Task overview

This assessment task requires you to answer fifteen (15) short answer questions. Read each question carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.



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.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

Question 1

a) Identify the legal legislation for protecting children and family's identity and personal information in an early childhood service.

(Approximate word count: 3-5 words)

Assessor instructions: Responses must include as a minimum, the Privacy Act 1988.

A sample answer is provided below.

[Type your response here]

The Privacy Act 1988.

b) Using your own words explain the purpose and basic requirements of protecting children and family's identity and personal information in relation to the law identified above in point 'a'.

(Approximate word count: 50-60 words)

Assessor instructions:

Responses must include as a minimum, in their own words an explanation of the purpose and basic requirements of the Privacy Act 1988.

A sample answer is provided below.

[Type your response here]

- This Act aims to regulate how a service handles, uses and manages personal information about individuals maintaining confidentiality.
- The Act's basic requirements mean that early childhood education services must only collect personal information for purposes that are directly related to their functions, or activities and only when it is necessary for or directly related to those purposes.

c) Using your own words, briefly outline the key components of the law identified above in point 'a'.

(Approximate word count: 70-80 words)

Assessor instructions:

In their own words, the student must outline the key components of the Privacy Act 1988. Their response must include the key points listed in sample answer.

A sample answer is provided below.

[Type your response here]

The Australian Privacy Principles (APPs) are key components of the Act:

- They cover how a child and their family's personal information can be used and disclosed (record keeping and accessibility of information).
- They cover how to keep information secure to prevent its loss or misuse (data security and legislated storage requirements).
- They cover the open and transparent management of personal information (privacy and confidentiality).

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- They cover the manner and purpose which personal information is collected and used (privacy and confidentiality).

Question 2

a) Using your own words, briefly explain the purpose of *the United Nations Convention on the Rights of the Child*.

(Approximate word count: 60-70 words)

Assessor instructions:

In their own words, the student must explain the purpose of the United Nations Convention on the Rights of the Child. Their response should include the following key points:

Source: <https://www.humanrights.gov.au/our-work/childrens-rights/convention-rights-child> (accessed 28/11/2019)

A sample answer is provided below.

[Type your response here]

United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that aims to set out children's political, economic, social, health, and cultural rights. The purpose of the Convention is to acknowledge and protect children's rights within the family and smaller and larger communities. Ratifying states must act in the best interest of children as ratifying states are bound to the treaty by international law.

b) The United Nations Convention on the Rights of the Child (UNCRC) consists of 54 articles and is guided by four fundamental principles. Identify these **four (4)** fundamental principles, as well as their related articles. In your own words, briefly summarise the relevance of the identified articles.

Assessor instructions:

Responses must include the following four fundamental principles and their related articles.

A sample answer is provided below.

Fundamental Principles (2-6 words)	Related UNCRC article (2 words)	Summary of the Article (20-50 words)
1. Non-discrimination	Article 2	Article 2 states that children should neither benefit nor suffer because of their race, colour, gender, language, religion, national, social or ethnic origin, or because of any political or other opinion. Ratifying states should take all appropriate measures to ensure that children are

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		protected against all forms of discrimination.
2. Best interest of the child	Article 3.1 (Article 3 is also a correct response)	Article 3/Article 3.1 states that adults should act in children's best interest, especially when making decisions regarding budgeting, policies and laws.
3. The right to survival and development	Article 6 (Article 6.2 is also a correct response)	Article 6/Article 6.2 states that children have the right to live a full life. Governments should ensure that children survive and develop healthily.
4. The views of the child	Article 12 (Article 12.1 is also a correct response)	Article 12/Article 12.1 states that children have the right to say what they think should happen when adults make decisions that affect them and have their opinions taken into account.

Reference:

- <https://learninghub.earlychildhoodaustralia.org.au/elearning/childrens-rights/> (accessed 28/11/2019)
- <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf> (accessed 28/11/2019)
- <https://www.unicef.org/armenia/en/stories/four-principles-convention-rights-child>

Question 3

Respond to each question below in relation to the National Quality Framework.

a) Using your own words, briefly explain the purpose of the National Quality Framework (NQF).

(Approximate word count: 30-35 words)

Assessor instructions:

In their own words, the student must explain the purpose of the National Quality Framework.

A sample answer is provided below.

[Type your response here]

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early childhood education and care (long day care, preschool, kindergarten) and outside school hours care services across Australia.

Source: <https://www.acecqa.gov.au/nqf/about> (accessed 28/11/2019)

b) List the **four (4)** components of the National Quality Framework (NQF).

Assessor instructions:

Responses must include the four components listed in the sample answer.

A sample answer is provided below.

NQF's Components	
1	National Law and National Regulations
2	National Quality Standard
3	Assessment and quality rating process
4	National Learning Frameworks (A competent response may include the name of the national learning frameworks as well: 'Early Years Learning Framework' (EYLF) and 'My Time Our Place: Framework for School Age Care in Australia')

Reference: <https://www.acecqa.gov.au/nqf/about>

c) In the following table, you have been provided with three (3) important legislative documents used in the Early Childhood Industry. To complete this task, you must:

- Explain their purpose
- Provide a weblink where these legislative documents can be accessed

These can be accessed through [ACECQA](#)

Assessor instructions:

Responses must include the purpose and weblinks of the three legislative documents provided. They can be accessed from the Australian Children's Education and Care Quality Authority (ACECQA) website.

A sample answer is provided below.

Legislative Document	Purpose (20-30 words)	Weblink
1. The National Law	The purpose of the applied law system is to set a national standard for children's education and care across Australia.	https://www.acecqa.gov.au/nqf/national-law-regulations/national-law
2. National Regulations	National Regulations support the National Law by providing detail on a range of operational requirements for an education and care service including: the National Quality Standard.	https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations
3. The National Quality Standard	The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia.	https://www.acecqa.gov.au/nqf/national-quality-standard (or https://www.acecqa.gov.au/sites/default/files/acecqa/files/National-Quality-Framework-Resources-Kit/NQF-Resource-03-Guide-to-NQS.pdf)

d) The National Law identifies the objectives and guiding principles for the National Quality Framework (NQF). List the **six (6)** guiding principles of the NQF as it has been set out by the National Law.

Assessor instructions:

Responses must include all six guiding principles of the NQF.

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A sample answer is provided below.

NQF's guiding Principles	
1	The rights and best interests of the child are paramount
2	Children are successful, competent and capable learners
3	Equity, inclusion and diversity underpin the framework
4	Australia's Aboriginal and Torres Strait Islander cultures are valued
5	The role of parents and families is respected and supported
6	Best practice is expected in the provision of education and care Services

Source: [Guide to the NQF, Education and Care Services National Law Act 2010](#)

e) In your own words, briefly explain what the purpose of an approved learning framework is and identify the framework used in your state/territory.

(Approximate word count: 50-60 words)

Assessor instructions:

A sample answer is provided below.

Your state/territory	Student to identify own state/territory, such as NSW, VIC, QLD, SA, NT, WA, TAS
[Type your response here]	
<p>Under the National Law and Regulations, services are required to base their educational program on an approved learning framework. This should focus on addressing the developmental needs, interests and experiences of each child, while taking into account individual differences.</p> <p>Students must name the learning framework relevant to their state territory, regardless of the age-group.</p> <p>For NSW, QLD, TAS, NT, SA, WA:</p> <ul style="list-style-type: none">• Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) (Approved learning framework under the NQF for young children from birth to five years of age)• My Time, Our Place: Framework for School Age Care in Australia (Approved learning framework under the NQF for school age children) <p>For Victoria:</p> <ul style="list-style-type: none">• Victorian Early Years Learning and Development Framework	

Question 4

The National Regulations identify seven different key operational requirements to align with the National Quality Standard (NQS).

One of the operational requirements is staffing arrangements.

These can be found in [NSW regulations](#) Under “Chapter 4 Operational Requirements, Part 4.4 Staffing arrangements”.

List the **ten (10)** topics covered under the operational requirements related to staffing arrangements.

Assessor instructions:

Source: <https://legislation.nsw.gov.au/view/html/inforce/current/sl-2011-0653#ch.4> (Part 4.3 and 4.4). Topics covered are the same for all state/territories, applications may defer.

Sample answer is provided below. Responses must include the following:

Topics Covered Under Part 4.4 Staffing Arrangements (6-10 words)	
1.	Requirements for educational leader
2.	Requirements for person in day-to-day charge/ nominated supervisor
3.	Age and supervision requirements
4.	Educator-to-child ratios for centre-based and family day care services
5.	Qualification requirements for centre-based services and family day care services
6.	Requirements for early childhood teachers
7.	First aid qualification requirements
8.	Approval of qualifications
9.	Staff records (centre-based services and family day care services)
10.	Register of family day care educators

Question 5

Using your own words, outline the role of local state/territory regulatory authorities play in relation to regulating early childhood education and care services.

(Approximate word count: 55-60 words)

Assessor instructions:

A sample answer is provided below.

[Type your response here]

In their own words, the student must explain the role local state/territory authorities play in regulating early childhood education and care services. Their response should include the following key points:

Student Name: Click or tap here to enter text.

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- administer the National Quality Framework (NQF) in each state and territory, usually as part of that state or territory's education department or agency
- granting approvals, including provider approval and service approvals
- assessing and rating services against the National Quality Standard
- working with ACECQA to promote continuous quality improvement and educating the sector and community about the NQF.

Source: <https://www.acecqa.gov.au/help/contact-your-regulatory-authority>

Question 6

a) In your own words, briefly describe what is an educator's duty of care.

(Approximate word count: 20-25 words)

Assessor instructions:

A sample answer is provided below.

[Type your response here]

Responses must include:

Educators owe a duty to take reasonable care to protect those children in their care and control from a reasonably foreseeable risk of harm.

b) List **three (3)** duty of care responsibilities that an early childhood educator has in a service.

Assessor instructions:

Responses must include 3 responsibilities that an educator has in a service. A sample answer is provided below.

Educator's Duty of Care Responsibilities (2-15 words)	
1.	Active supervision
2.	Establish and maintain a physically, mentally and emotionally safe environment for children
3.	Ensure children's healthy physical, mental and emotional development

c) At the staff meeting, you were informed that one of the children's family in your care is going through a separation due to domestic violence. The parent with full custody has requested to have the child in care for more days and for longer hours for a few months until everything is settled in the family. The parent is requesting additional support for the child during this time.

Is it the educators' moral/ethical obligation to support the family and the child during unsettling times or is it part of duty of care responsibilities? Briefly explain your answer.

Student Name: Click or tap here to enter text.

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(Approximate word count: 35-40 words)

Assessor instructions:

Responses must include the educators moral obligation to the child and family in this scenario. A sample answer is provided below.

[Type your response here]

The physical, emotional and mental support provided for children at any time is not only a moral obligation, but it is also a legal requirement as it is considered as a duty of care responsibility.

Question 7

a) The Early Childhood Australia (ECA) Code of Ethics is based on the principles of the United Nations Convention on the Rights of the Child (1991).

In your own words, briefly explain the ECA Code of Ethics when working in Early Childhood.

(Approximate word count: 50-60 words)

Assessor instructions:

The student must explain the ECA code of ethics when working in Early Childhood in their own words. A sample answer is provided below.

[Type your response here]

The Early Childhood Australia (ECA) Code of Ethics provides a framework for professional conduct in early childhood education. It ensures that educators uphold ethical responsibilities and rights for the well-being of children. This guides educators in creating a nurturing, respectful, and inclusive environment, emphasising the importance of treating each child with dignity and advocating for their best interests.

Source: <https://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

b) Using your own words, describe the function of the ECA Code of Ethics.

(Approximate word count: 40-45 words)

Assessor instructions:

The student must explain their understanding of the function of the ECA Code of Ethics. A sample answer is provided below.

[Type your response here]

In their own words, the student must describe the function that the document Early Childhood Australia (ECA) Code of Ethics serves. Their response should include the following key points:

- The Early Childhood Australia (ECA) Code of Ethics provides a solid framework for sound ethical practices that can be developed when gathering information about children.

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- It provides educators with a tool to better recognise/reconsider how children, families and communities have rights, entitlements and strengths.

Student Name: Click or tap here to enter text.

Student Number: Click or tap here to enter text.

c) Give an example by finishing the sentences in the table below of how an educator could commit to act in relation to each stakeholder group, in line with the ECA Code of Ethics throughout the day-to-day practice.

Assessor instructions:

The student must finish the sentences in the table provided. Sample answer's have been provided below.

Different Groups of Stakeholders	Example of Commitment to Act (20-25 words)
In relation to children	Commit to ... [finish the sentence] act in the best interests of all children.
In relation to families	Commit to ... [finish the sentence] listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing.
In relation to colleagues	Commit to ... [finish the sentence] build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty.
In relation to the profession	Commit to ... [finish the sentence] engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession.
In relation to community and society	Commit to ... [finish the sentence] collaborate with people, services and agencies to develop shared understandings and actions that support children and families.

d) List the **eight (8)** guiding principles ECA Code of Ethics support.

(Approximate word count: 100-110 words)

Assessor instructions:

The student must explain the guiding principles of the code of ethics. A sample answer is provided below.

[Type your response here]

Responses must include the following eight principles:

1. The importance of respecting individual differences.
2. The need to accept the uniqueness of each child.

3. The importance of effective learning and teaching that is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
4. The importance of partnerships with families and communities to support shared responsibility for children’s learning, development and wellbeing.
5. The importance of democratic, fair and inclusive practices to promote equity and a strong sense of belonging.
6. The importance of respectful, responsive and reciprocal relationships in children’s education and care.
7. The importance of play and leisure in children’s learning, development and wellbeing.
8. The importance of research, inquiry and practice-based evidence to inform quality education and care.

Answers are based on core principles listed in ECA Code of Ethics.

e) In the table below, there are **seven (7)** terms listed from the ECA Code of Ethics. For each term, write in a definition in your own words.

Assessor instructions:

The student must provide the terms listed in the ECA code of ethics and provide a definition. Sample answers are provided below.

Early Childhood Australia (ECA) Code of Ethics Terms	Early Childhood Australia (ECA) Code of Ethics Definition of Terms (10-20 words)
A code of ethics	Defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities
Core principles	Fundamental and prized values of the profession
Families	The people who have significant care responsibilities for and/or kinship relationships with a child
Childhood Professional	A person who works with or on behalf of children and families in education and care settings
Communities	A group of people living in the same place or having a particular characteristic in common
Colleagues	Includes employers and those with whom you work directly or more broadly
Student	A person undertaking study at a secondary or tertiary institution

Question 8

Using the table below, write the basic requirements for each of the seven different Quality Areas in the National Quality Standards (NQS). Note, that these requirements represent the responsibilities of an educator.

Assessor instructions:

The student must explain the requirements for each quality area. Sample answer’s are provided below.

Student Name: Click or tap here to enter text.

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Quality Area	Requirements/Educator's Responsibilities (25-35 words)
QA1: Educational program and practice	<ul style="list-style-type: none"> • Use an approved learning framework, e.g. Early Years Learning Framework (EYLF) • Plan for each child's learning and development • Evaluate and document children's learning • Plan for play • Use intentional teaching • Educators to reflect on practice.
QA2: Children's health and safety	<ul style="list-style-type: none"> • Integration of all the practices relating to the health, safety and wellbeing of children enrolled in the service • Awareness of children at risk of abuse and/or neglect
QA3: Physical environment	<ul style="list-style-type: none"> • The provision of suitable indoor and outdoor play environments for children • Sustainable practices • The provision of suitable equipment and resources to support children's learning and development
QA4: Staffing requirements	<ul style="list-style-type: none"> • The provision of professional standards to inform practice • Upholding correct staff qualifications • Upholding correct staff-to-child ratios • Working cooperatively to reflect on quality practices
QA5: Relationships with children	<ul style="list-style-type: none"> • Establishment of respectful and supportive relationships with children to promote wellbeing • Working cooperatively with children to support learning • Supporting children to develop self-regulation
QA6: Collaborative partnerships with families and communities	<ul style="list-style-type: none"> • Developing respectful and supportive relationships with families • Sharing information with families about community resources to support children and families
QA7: Leadership and service management	<ul style="list-style-type: none"> • Successful governance, administration and management of services • Commitment to continuous improvement • Means to address grievances • Documentation of the services philosophy, policies and procedures

Question 9

- a) Using your own words, briefly explain assessment and quality ratings undertaken by local state/territory regulatory authorities.

(Approximate word count: 60-70 words)

Assessor instructions:

The student must explain the assessment and rating process for their state or territory. A sample answer is provided below.

[Type your response here]

The student must briefly explain assessment and quality ratings as undertaken by local state/territory regulatory authorities in their own words. Their response should include the following key points:

- Education and care services are assessed and rated by their state and regulatory authority.
- Education and care services are assessed against the 7 Quality Areas of the National Quality Standard (NQS).
- Overall ratings are based on these results.
- Ratings are as follows: Excellent, Exceeding National Quality Standard, Meeting National Quality Standard, Working Towards National Quality Standard, Significant Improvement Required.
- Ratings must be displayed at the service at all times.

Source: <https://www.acecqa.gov.au/assessment/assessment-and-rating-process> (accessed 28/11/2019)

- b) Outline the **six (6)** steps in the assessment and quality rating process.

(Approximate word count: 100-110 words)

Assessor instructions:

The student must explain the 6 steps in the assessment and rating process. A sample answer is provided below.

[Type your response here]

The student must outline the steps in the assessment and quality rating process. Their response should include the following key points:

- Notice of the start of the process (week 1)
- Quality Improvement Plan (weeks 3–4). This plan is submitted to the regulatory authority before the visit, along with any additional information requested by the regulatory authority
- Visit (weeks 5–8). The Regulatory authority visits the service
- Feedback on draft report (3–5 weeks after the visit). The regulatory authority provides the approved provider with a draft assessment and rating report. The provider can give feedback on any factual inaccuracies in the report and evidence to support feedback
- Final report and notice of final ratings issued to the provider
- Ratings published – published on the national registers.

Source: <https://www.acecqa.gov.au/assessment/assessment-and-rating-process> (accessed 28/11/2019)

Question 10

Student Name: [Click or tap here to enter text.](#)

Student Number: [Click or tap here to enter text.](#)

a) Provide the official weblink where you can access the *Children's Services Award 2010*. In your own words, briefly explain what information is covered in this Award.

Assessor instructions:

The student must explain the Children Services award and where they located it online. A sample answer is provided below.

Weblink to the Children's Services Award 2010	Student must provide the link to the award. The link must be the direct link to the official award: https://www.fairwork.gov.au/employment-conditions/awards/awards-summary/ma000120-summary
Award's explanation (70-80 words)	[Type your response here] Responses must state that the Children's Services Award 2010 can be accessed through the Australian Government Fair Work Ombudsman. Information that is included in this document is as follows: <ul style="list-style-type: none">• Job role classifications• Adult and Junior Full time and part time pay rates• Adult and Junior Casual pay rates• Apprentice pay rates• Pay rate breakdown such as weekly, hourly, Saturday and Sunday rates, etc.• Allowances such as broken shift, first-aid, laundry, vehicle allowances and their relevant rates, etc.

b) What are the National Employment Standards, and what do they cover? In your answer, include how this is relevant to the role of an early childhood educator.

(Approximate word count: 90-100 words)

Assessor instructions:

The student must explain the National Employee Standards and explain what they cover. A sample answer is provided below.

[Type your response here] Responses must include that the National Employment Standards (NES) are ten minimum employment entitlements that have to be provided to all employees and they list the rights of an early childhood educator working in a service, as an employee. The ten minimum entitlements of the NES are: <ol style="list-style-type: none">1. Maximum weekly hours2. Requests for flexible working arrangements3. Parental leave and related entitlements4. Annual leave5. Personal/carer's leave, compassionate leave and unpaid family and domestic violence leave6. Community service leave

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Student Number: [Click or tap here to enter text.](#)

7. Long service leave
8. Public holidays
9. Notice of termination and redundancy pay
10. Fair Work Information Statement.

Source: <https://www.aeuvic.asn.au/rep-info/sub-branch-representatives/reasons-join-aeu> (accessed 02/12/2019)

Question 11

- a) Define critical reflection and provide an example of how it is used in the early childhood sector.
(Approximate word count: 60-65 words)

Assessor instructions:

The student must explain critical reflection and how it is implemented. A sample answer is provided below.

[Type your response here]

Responses must include at a minimum, a definition of critical reflection and an example of how it is used in the early childhood sector. For example:

Critical reflection is using questioning, thinking and researching to understand current practice, own practice and then consider other ways to do something. It is about thinking about how you did something or do something and then considering other people's perspectives.

An example of how you can do it includes the following:

- Put a question on the program to reflect on each week.
- Have a reflection diary/journal.
- Have discussions about current practices.
- Include in the self-assessment process.

- b) Provide **three (3)** examples of people who can be included in critical reflection processes to provide alternative perspectives.

(Approximate word count: 5-10 words)

Assessor instructions:

The student must identify 3 people who can be included in the critical reflection process. A sample answer is provided below.

[Type your response here]

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Responses must include at a minimum, 3 examples of people who can be included in critical reflection processes to provide alternative perspectives. For example:

- Children
- Families
- Members of the community
- Professionals such as speech pathologists, dentists or psychologists
- Aboriginal/Torres Strait elders.

c) As part of the National Quality Framework, it is important for services to conduct a self-assessment of their practices. This process includes critical reflection.

Identify a minimum of **two (2)** strategies that services can use to ensure that critical reflection is meaningful.

(Approximate word count: 15-20 words)

Assessor instructions:

The student must explain 2 strategies to ensure critical reflection is meaningful. A sample answer is provided below.

[Type your response here]

Responses must include, at a minimum, two ways that critical reflection can be more meaningful. For example:

- Conducting research
- Looking at things that are currently causing frustration
- Reflecting on the National Quality Framework, including standards, law, regulations.

Question 12

Educators have an important role and are responsible for ensuring children’s needs are met and they are supported. Describe why each of the areas below is important to your well-being and identify **two (2)** strategies/supports for each that can enhance your well-being.

Assessor instructions

The student must explain each area below identified in the table and provide 2 strategies on how to support their wellbeing. A sample answer is provided below.

	Why is this important to your well-being? (40-50 words)	Two strategies/supports to enhance your well-being
Physical health	Maintaining a healthy physical body can support the energy I need to be a great educator. It can ensure that I am not having sugar highs and lows and that I can maintain my	Students can choose 2 of the following: <ul style="list-style-type: none">• Eating well

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	Why is this important to your well-being? (40-50 words)	Two strategies/supports to enhance your well-being
	health during outbreaks at the service. This means I can provide consistency of care.	<ul style="list-style-type: none"> • Exercising with the children • Doing yoga • Ensuring I get enough sleep
Mental health	Maintaining mental health is important as an educator for yourself, the children and the team. Everyone responds to the mood people are in and it's important to be able to respond appropriately to everyone in the service.	Students can choose 2 of the following: <ul style="list-style-type: none"> • Meditating • Journaling • Practising gratitude daily
Social/emotional well-being	We are working in a social role and if we don't maintain positive relationships then things can become toxic. It is important for us to balance work with social time and ensure we get enough of both.	Students can choose 2 of the following: <ul style="list-style-type: none"> • Balancing work and home • Ensuring positive relationships are maintained at work

Question 13

a) Complete the table below by investigating early childhood theories that aligns with your own beliefs and values as an educator. For each theory, reflect on your own beliefs and values and briefly explain how they align with the identified theory. To complete the task, you may refer to the learning or conduct an internet research regarding current early childhood theories.

Assessor instructions:

The student must identify 3 theories that align with your own beliefs and values. Students can use a range of theories to support their beliefs and values. They will need to summarise what the theory is and provide a brief explanation. They will then need to explain how the theory they have chosen aligns with their beliefs and values. A sample answer is provided below.

Early Childhood Theories	Summarise the research (20-30 words)	How your beliefs and values align with the identified theory (20-40 words)
Theory 1	Attachment Theory – The concept that children require a secure attachment with a Primary Caregiver to thrive. This aligns with the work around the Circle of Security.	I believe that children do require attachments to ensure they are safe and secure and feel like they can trust the people and their environment. I also believe that the relationship between a child and their PCG is absolutely essential to their development.

Early Childhood Theories	Summarise the research (20-30 words)	How your beliefs and values align with the identified theory (20-40 words)
Theory 2	Piaget's Developmental Theory – This discusses the four stages of cognitive development and outlines how children develop through four stages to develop human intelligence.	I believe this has a lot of value, and I value the importance of nature play, sensory play and also the importance of supporting children's development.
Theory 3	Vygotsky's Theory of Social Development – Socio-cultural theory. This focuses on the fact that social development plays a major role in children's development and cognitive intelligence.	I grew up in a very small community where I engaged with lots of people and do believe this is important for development. I think ECEC services are similar for children these days to the community I grew up in.

b) Complete the below table by investigating three (3) recent research that aligns with your own beliefs and values as an educator. For each research, reflect on your own beliefs and values and briefly explain how they align with the identified research. To complete the task, you may refer to the learning or conduct internet research regarding current research findings relevant to the early childhood sector.

Assessor instructions:

The student must explain 3 research findings relating to early childhood. Students must identify and summarise the research that they have chosen. In the beliefs and values column students must explain how this aligns with their beliefs and values and why they chose this research. A sample answer is provided below.

Early Childhood Contemporary Research	Summarise the research (20-30 words)	How your beliefs and values align with the identified research (30-40 words)
Research 1	Playing with Gratitude Research Project – Demonstrating the impact that practising gratitude can have on children's wellbeing, sleep, random acts of kindness and focus.	I practise gratitude in my own life and it has had a significant impact on my wellbeing and I believe this is important. I also value positivity in life and think this is important for children.
Research 2	The Gothenburg Recommendations from the UN on sustainability – These recommend that children must be taught about sustainable practices and environmental responsibility.	I believe this is important and this is a strong value I hold even in my home as well as in my profession. I value children's voices about the future of their planet.
Research 3	Early Learning Matters Research – This outlines the importance of the first five years in a child's life to their development and wellbeing.	I also believe this to be true because even though we are seen to be babysitters sometimes, we do

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Early Childhood Contemporary Research	Summarise the research (20-30 words)	How your beliefs and values align with the identified research (30-40 words)
	www.oecd.org/education/school/Early-Learning-Matters-Project-Brochure.pdf	make a difference for children and their development.

Question 14

- a) Based on your previous readings and research, reflect on your personal values and beliefs regarding early childhood education and care, and write down your personal philosophy. In your response you may refer to back to educational theories and approaches.

When writing your personal philosophy, you may want to consider the following guiding questions:

- How do you view young children?
- What is the child's role in their development and learning?
- What do you believe about how young children learn?
- How do you view your role as an Educator?
- How will your views influence your teaching?
- What kind of environment do you hope to create?
- How does this relate to your basic beliefs about young children and learning?

(Approximate word count: 320-360 words)

A sample answer is provided below.

[Type your response here]

Students must establish a personal philosophy in relation to early childhood. They can do this by answering the questions within the instruction.

For example:

'I believe that all children are unique and bring their own knowledge and experiences to any educational environment. I believe the early childhood environment is a place for children to be free agents to; develop, learn, grow and express themselves, while having the confidence and respect they as a person are entitled to.

I also believe that all children have the right to learn, and their learning be abundant with experiences, knowledge and quality, as well as feeling a sense of belonging to their community and learning environment. These beliefs are important to my teaching and my philosophy of early childhood education, and I believe in **Vygotsky's sociocultural theory of human learning** as it describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. My practices as a teacher to help in facilitating children's learning will take an approach of a co-constructing from both myself as an educator and the children as learners.

I will work together to find and experience new ways of learning through many different modes and environments. For the co-constructed learning to occur effectively, strong relationship will need to be created. To

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keep these relationships between myself and the children effective and respectful, I as an educator will be respecting each child's uniqueness and the funds of knowledge, they bring to the centre from there I strive to help co-construct this environment with the children allowing them to develop a voice to be heard of their needs and to feel the confidence to be individual in their learning.

I will provide meaningful relationships and links to the families and communities within and outside the centre. I make use of the resources and knowledge the community and families have to offer to help enrich the children's learning and experiences. My goal as a teacher is to respect the diversity and uniqueness of each child, making sure that each student is a part of co-constructing the learning experiences, knowledge and the environment we create as he grows.'

Reference: <https://aussiechildcarenetwork.com.au/articles/childcare-articles/writing-a-personal-philosophy-for-childcare> and information in the learning

Question 15

a) Explain the role of early childhood educators to be advocates for the sector and provide an example of something educators might advocate for.

(Approximate word count: 70-75 words)

Assessor instructions:

Responses must include, at a minimum, an explanation of the role of early childhood educators to be advocates for the sector and an example of something educators might advocate for.

A sample answer is provided below.

[Type your response here]

Having an awareness of current issues and trends in early childhood is an important part of advocacy.

Early childhood professionals have an ethical obligation to be advocates for children and families by virtue of their role. It is important to understand the effect of advocacy and public policy on the lives of children. (Gibbs, 2003, p.9)

- fair wages
- better conditions
- being considered professionals
- recognition for the importance of early childhood education on children's development.

Source: How to advocate as an early childhood professional — Early Childhood Australia Learning Hub

b) In your own words, briefly outline why early childhood educators need to advocate for children and their rights and provide an example of something they might advocate for.

(Approximate word count: 50-55 words)

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Assessor instructions:

Responses must include at a minimum, an outline of the role of early childhood educators to be advocates for the sector and an example of something educators might advocate for.

A sample answer is provided below.

[Type your response here]

The role of ECEC educators to advocate for children is to ensure that the children’s voices are heard and to utilise the opportunity we have with access to the communities. Children must be ensured that they are spoken for.

Examples include:

- better health care
- access to four-year-old education and care
- nutritional guidelines.

Assessment checklist:

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

15 short answer questions to be completed in the spaces provided.



Congratulations, you have reached the end of Assessment 1!

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