



CHC50121

Diploma of Early Childhood Education and Care

Assessor Guide

Portfolio 1 (Part A) of 2

Modules 1, 2, 3 and 4

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



What is Structured Workplace Learning and Assessment?

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

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



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



Please consider the environment before printing this document.

Structured Workplace Learning and Assessment

Portfolio 1 Part A

CHC50121 Diploma of Early Childhood Education and Care

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Portfolio 1

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

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

Section A: Student Details

Student Name	
Student Number	
Qualification Name	
Home Telephone	
Mobile	
Email	

Section B: Assessor Details

Name	
Assessor Number/ID	
Telephone	
Email	

Section C: Host Organisation Details

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

Phone Number	
SUPERVISOR DETAILS	
Name	
Position Title	
Phone Number	
Email	

Section D: Portfolio Part A

This Portfolio outlines the activities you will complete during your Structured Workplace Learning and Assessment placement.

These are set out based on the following module:

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

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

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

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

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

Module 1

CHCECE041 Maintain a safe and healthy environment for children

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

Purpose of the Task

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

- Identifying health and safety policies
- Monitoring health and safety policies
- Monitoring and managing risk.

Guidance to Assessors About this Task

Provide students with the date of submission for this task. Record the outcome of this part of the assessment in the Assessment marking criteria.

Benchmark responses for each question have been provided.

Task overview

For this task, you are required to identify the health and safety policies and procedures in your workplace and monitor their adherence to assess potential risks and hazards.

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

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

ACTIVITY 1: Monitor health, safety and risk

Step 1: Access children's health and safety policies

You will access the children's health and safety policies/procedures/supporting material at the service for the following areas:

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

- Supervision

When examining their policies/procedures/supporting material, you must:

- list the name/title
- provide a short summary of each policy/procedure/supporting material against each policy/procedure
- establish the scope of your role and responsibilities in maintaining health and safety as outlined in each of the policies and procedures and support material
- examine the policies, procedures, and support materials and document how risks are managed within each.

Document your answers in the Health and Safety Review Template provided below.

Step 2: Monitor health and safety policies

You will assess the service's adherence to health and safety policies and procedures by observing a typical day at the facility. Take note of any instances where these policies and procedures are not followed.

Document your findings regarding health and safety by recording:

- Three (3) non-compliance events with the date, time and location that the observation occurred
- Details of the observed health and safety issue or non-compliance
- Identified improvements and training needs
- Ensure that your report and plan are accurate for health and safety records.

You will develop a plan to communicate to staff addressing the non-compliance and how you aim to fulfil the identified training needs. During your observations, you will model compliance and communicate information to colleagues to encourage others to follow the service's health and safety policies and procedures.

Document the responses in the Health and Safety Review Template.

Step 3: Monitor risks

You will conduct a review of children, activities and physical areas to identify potential or actual hazards. You must record the details to inform your supervisor of the identified risks and actions that can be taken to respond and eliminate or control these risks, according to the service procedures.

Document the findings and the actions to manage risks in the Health and Safety Review Template.

Step 4: Contribute to health and safety policies

You will conduct research using digital media about current health and safety issues and best practices for children's health and safety. You will ensure that you use credible and authoritative sources, such as government websites, industry associations, and subject matter experts at the service.

You must:

- list the credible sources used
- Use the information gathered to review the service's current health and safety policies and procedures, including any recommendations for improvement based on current knowledge and best practices.
- Present your findings to two (2) colleagues and seek their feedback on the current health and safety practices and potential issues, using formal (provide the report) and informal communication (discussions). Record their feedback.

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

	<p>The student will examine the policies, procedures and support materials and document how risks are addressed. For example, use a hazard and risk matrix to review risks and risk mitigation actions.</p> <p>The student must document how risks are assessed against each of the following areas:</p> <ul style="list-style-type: none"> • Children's health, safety, and wellbeing • Incidents, injury, trauma, and illness • Infection control • Medical conditions • Administration of medication • Emergencies and evacuations • Drop off and collection of children • Supervision <p>The responses will vary depending on the service, the policies and the support materials in place but will demonstrate the student's ability to determine how risks are addressed in the gathered health and safety service policies and procedures and support materials.</p> <p>A sample answer is provided in the attached Health and Safety Review Template</p>		
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Step 2: Monitor health and safety policies

4	<p>Monitor the services' compliance with service health and safety policies and procedures. Identify three (3) non-compliances and record the health and safety record according to the service's policies and procedures.</p> <p>The record will include the following:</p> <ul style="list-style-type: none"> • Date, time and location • Accurate details of the observed health and safety issue or non-compliance • Identified improvements and training needs • Ensure that your report and plan are accurate health and safety records. <p>Look for:</p> <p>The student will monitor the service's compliance with service health and safety policies and procedures by observing a typical day at the service and taking note of any instances where health and safety policies and procedures were not followed. The observations made will show possible areas for improvement in the service. The recommendations outlined in the report aim to address these areas and improve the overall health and safety of the service. For example, children were not adhering to hand washing procedures before meals, and a reminder can be issued to staff to refresh the need for clean hands before eating.</p> <p>The responses will vary depending on the service, the day observations were carried out and activities taking place, but they will form accurate health and safety records. Responses will demonstrate the student's ability to monitor compliance against the service health and safety policies and procedures, record accurate details of non-compliances and identify improvements and staff training needs.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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5	<p>Outline a plan to communicate to staff to address non-compliance and meet the identified training needs.</p> <p>Look for:</p> <p>The student will outline a plan to communicate to staff to address non-compliance and meet the identified training needs. For example, a reminder will occur during the staff meeting, and staff training on the risks of poor hygiene will be arranged. The responses will vary depending on the service, the observed non-compliance and the recommendations but will demonstrate the student's ability to develop a plan to minimise the risks of non-compliances and address training needs.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
6	<p>Model compliance and communicate information to colleagues to encourage them to follow the service's health and safety policies and procedures.</p> <p>Look for:</p> <p>The student will model compliance to other colleagues and communicate up-to-date information to them. For example, demonstrating a commitment to children's health and safety, leading by example, sharing knowledge with colleagues about the policies, and ensuring actions align with the policies. The responses will vary depending on the service, the observed non-compliance and the actions modelled by the student but will demonstrate the student's ability to model commitment, communicate information, and encourage others to follow the service's health and safety policies and procedures and be committed to ensuring the health and safety of the children in their care.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 3: Monitor risks			
7	<p>Conduct a review of children, activities and physical areas to identify potential or actual hazards. Document the actions that can be taken to respond to the risks and eliminate or control them according to the service procedures.</p> <p>Look for:</p> <p>The student will conduct a review and identify potential or actual hazards for:</p> <ul style="list-style-type: none"> • children, activities and physical areas. <p>The student will document the actions that can be taken to eliminate or control the risks according to the service procedures. For example, a reminder to all by placing a sign on all exit doors to remind children of 'no hat, no play'.</p> <p>The responses will vary depending on the service, the observations made, the ages of the children and the activities occurring, but they will demonstrate the student's ability to identify actual and potential hazards and plan actions to manage risks according to the service policies and procedures.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
Step 4: Contribute to health and safety policies			

8	<p>Conduct research using digital media about current health and safety issues and best practices in children's health and safety using credible and authoritative sources of information and outline the findings. List the credible sources used.</p> <p>Look for:</p> <p>The student will conduct research using digital media about current health and safety issues and best practices for children's health and safety. The student will list the credible and authoritative sources of information they used, such as government websites, industry associations, and subject matter experts at the service.</p> <p>The student will outline their findings. For example, managing children's health and safety during the COVID-19 Pandemic.</p> <p>The responses will vary depending on the research conducted by the student but will demonstrate their ability to research and stay up-to-date on health and safety issues and best practices to use this knowledge to inform their work.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
10	<p>Use the information gathered to review the service's current health and safety policies and procedures and make recommendations for improvement based on current knowledge and best practices.</p> <p>Look for:</p> <p>The student will use the information gathered during the research to review the service's current children's health and safety policies and procedures and make recommendations for improvement based on current knowledge and best practices. For example, developing a separate policy to deal with the complexities of managing the COVID-19 Pandemic.</p> <p>The responses will vary depending on the research conducted and the details of the service policies but will demonstrate the student's ability to apply current knowledge and best practices to review the services policies and make a recommendation to ensure the policies are current and reflect best practices.</p> <p>A sample answer is provided in the attached Health and Safety Review Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
11	<p>Present your findings to two (2) colleagues and seek their feedback on the current health and safety practices and potential issues, using formal (provide the report) and informal communication (discussions). Record their feedback.</p> <p>Look for:</p> <p>The student will outline the formal (e.g., provide a copy of the report, hold a meeting) and informal communication (casual discussions) to present their findings to two (2) colleagues. The student will record colleagues' feedback on current health and safety practices and potential issues.</p> <p>The responses will vary depending on the information shared on health and safety issues and best practices and the feedback from the colleagues but will demonstrate their ability to seek feedback from colleagues on health and safety practices and potential issues using formal and informal communication.</p>	<input type="checkbox"/>	<input type="checkbox"/>

	A sample answer is provided in the attached Health and Safety Review Template.		
Step 5: Report to the supervisor			
12	<p>Report to the workplace supervisor the findings of your review and the health and safety training needs identified by sharing the Health and Safety Review document. Ensure the supervisor signs the submitted report to verify that it was submitted to them identifying and reporting the health and safety issues and staff training needs.</p> <p>Look for:</p> <p>The student submitted the health and safety report and staff training needs to the workplace supervisor, and the workplace supervisor signed the report to verify it was submitted to them.</p> <p>The workplace supervisor signs the verification section in the Health and Safety Review Template.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Meet with your supervisor and present the Health Safety Review you have completed to discuss the findings of the observations, the areas of non-compliance, recommendations for improvement and identified training needs for staff.</p> <p>There is no submission required for this step as the workplace supervisor will record the outcomes in the CHCECE041: Assessment task 6 – Third-party Report.</p>			

Activity 1: Attachments

Health and Safety Review Template

Health and Safety Review			
Student name:	Insert name		
Service name:	Insert service name		
Policy, Procedure and support material review			
Name of health and safety policies and procedures accessed for each of the following areas: <ul style="list-style-type: none"> • Children's health, safety and well-being • Incidents, injury, trauma and illness • Infection control • Medical conditions • Administration of medication • Emergencies and evacuations • Drop off and collection of children • Supervision (List all related policies and procedures by creating a new line for each one.)	Summary of the details of each policy and procedure	Scope of your role and responsibilities in maintaining health and safety in each policy and procedure	Outline how the policies and procedures address risk
ABC Service Child health and well-being policy and procedures	For example: The Children's Health, Safety and Well-being policies cover the following areas: <ul style="list-style-type: none"> • Sleep and rest • Nutrition, food and beverages, dietary requirements 	For example: Educators must ensure that the policies are followed at all times to ensure children's safety. Educators will ensure that children are provided with adequate care.	For example: The sleep safety procedure describes that the sleeping area will be assessed for risk once every six months to review how safely the sleep room is set up. The policy requires a 10-minute sleep check

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

<p>ABC Service Incidents, Injury, Trauma, and illnesses form</p>	<p>The service has standardised, uniform accident forms, serious incident forms, accident/injury log forms and illness forms that are completed when an incident occurs, including a near miss.</p>	<p>All staff are responsible for filling out accident forms, informing parents, following policies and procedures and communicating about issues related to the policy.</p>	<p>The forms provide a record of incidents and allow the service to conduct investigations. In addition, the forms are used at the management meeting to review occurrence and recurring risks and implement mitigation strategies</p>
<p>Additional examples of health and safety support materials could include:</p> <p>ABC New Risk assessment matrix</p> <p>Notifiable/communicable conditions form</p> <p>Immunisation enrolment record</p> <p>Staff vaccination report</p> <p>Medical condition management plan</p> <p>Collection of children by new person forms</p> <p>Excursion risk assessment forms</p> <p>Excursion plan forms</p> <p>Supervision of children form - risk assessments and ratio records</p>			
<p>Monitor health and safety policies</p>			
<p>Report three (3) observations of staff non-compliance with service health and safety policies and procedures</p>	<p>Date, time and location:</p>	<p>Observed non-compliance: <i>(Insert description of observed health and safety issue or non-compliance with policies and procedures)</i></p>	<p>Improvement and identified training <i>(Insert recommendation for improvement of observed issues)</i></p>

Observation 1:	Today's date at 12.35 p.m. in the garden area	Children were outdoors in the heat of the day without hats on	Reminder sign on the exit doors, "Have you got your hat on?" Training for staff in sun smart actions and risks of sunburn and skin damage in later life
Observation 2:			
Observation 3:			
Outline a plan to communicate and educate colleagues about the service's health and safety policies and procedures	<p>During the next staff meeting, staff will be reminded about the need to manage sun safety with children and reinforce the service procedures of 'no hat, no play.'</p> <p>Arrange safety training for staff in sun-smart actions and risks of sunburn and skin damage in later life based on the service policy and the Cancer Council recommendations.</p>		
Actions were taken to model compliance and communicated information to encourage others to follow the service's health and safety policies and procedures	<p>While conducting observations, I lead by example to demonstrate my commitment to ensuring the health and safety of the children in our care. I modelled the behaviours to other staff by being compliant in following the children's health and safety policies and procedures. I shared knowledge about the policies and ensured my actions aligned with the policies. When I saw children outdoors without hats on, I reminded them of our sun smart actions and ensured that I was wearing a hat outdoors.</p>		
Monitor risks to identify potential or actual hazards and actions to eliminate or control risks.			
Review of children	<p>I reviewed children in common areas and observed physical risks such as falls and injuries. I observed children adhering to hand washing protocols and having sunscreen applied before moving outdoors. The service has implemented and followed strict infection control and prevention protocols, such as hand hygiene, regular cleaning, and personal protective equipment.</p> <p>There are procedures for managing allergies and anaphylaxis, including staff training and emergency management.</p> <p>Children are not consistently following hand washing before eating morning tea. A reminder is needed to ensure that if hands are not washed, then children should not eat.</p>		
Review of activities	<p>Access to a first-aid kit was readily available, and staff were trained to use it.</p> <p>I checked the centre's ventilation for areas such as painting and craft to ensure that free from toxic substances, hazardous materials, and other pollutants. I checked the products they used, which are generally natural and non-toxic. The implements used during craft are child safe.</p>		

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

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

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

Purpose of the Task

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

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

Guidance to Assessors About this Task

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

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

Benchmark responses for each question have been provided.

Task overview

For this task, you must plan an excursion. This will include completing a risk assessment. You will need access to the service's policies on managing excursions and a risk management plan.

To complete this task, you must:

- Determine a suitable location for a walking excursion. This may include walking around the service, around the neighbourhood or walking to the park.
- Identify hazards and assessing risks by inspecting the location, facilities and journey.
- Document the plan of the excursion (template provided)
- Complete risk assessment (template provided)
- Complete an excursion checklist (template provided)
- Seek approval from supervisor
- Communicate with families

All this must be documented within the Excursion Risk Management Plan provided to you below.

Note: Although you will not need to carry out the excursion, your plan should be thorough and address all necessary components that are needed when planning for an excursion.

ACTIVITY 2: Design and risk assess a walking excursion

Step 1: Review the location

- You will determine a suitable location for a walking excursion. You will ensure that it is a short walking distance from the service, for example, a neighbourhood walk to observe the variety of materials that houses are built from or to mailboxes.
- You will seek approval from your supervisor about the suitability of your activity and the location of the walking excursion. You may need to adjust the plan and location based on the feedback from the supervisor.

- You will access the location and inspect the route, facilities, and suitable activities that can occur before the excursion to identify challenges and hazards.

Document your notes and record the safety considerations in the Excursion Risk Management Plan Template – part 1.

Step 2: Plan an excursion

- You will document the plan for and prepare the excursion in line with the service policies and procedures. Complete all the details of the excursion on the Template, including:
 - Date and time
 - The age group of children
 - Checkpoints
 - Destination
 - Learning objective
 - Transport arrangement
 - Identify staffing levels and activities on the excursion in line with the Regulations and service policies, and procedures
 - identify and list the roles and responsibilities of educators and volunteers

Document the plan in the Excursion Risk Management Plan Template – part 1.

Step 3: Complete the excursion checklist

You must complete the excursion checklist on the Excursion Risk Management Plan Template – part 1 by collecting and/or checking all items on the list, including:

- confirm insurance (document where and how they sourced this information)
- volunteer credentials and,
- transport requirements according to service policies, procedures, and legislative requirements.

You will ensure that all items required for the excursion are present.

Step 4: Excursion permission from families

Before you communicate with families, you will seek permission from your supervisor and obtain approval. You can show your supervisor the draft communication you made in the Excursion Risk Management Plan – Part 1

- You must draft a permission form for the families of children involved in the excursion in the Excursion Risk Management Plan Template – Part 1

Step 5: Risk assessment

Complete a risk assessment for at least seven (7) identified hazards (you may add additional lines where necessary). Where hazards that are difficult to mitigate are identified, you will seek advice from your supervisor about alternative arrangements. The excursion must be cancelled when hazards cannot be managed and pose too great a risk.

- Complete the risk assessment using the risk matrix on the Excursion Risk Management Plan Template – part 1.
- You will share information and collaborate with others, including educators, about the excursion risk assessment and excursion plan to receive their input and insights and share information

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

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

Activity 2: Attachments

Excursion Risk Management Plan Template – Part 1

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

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

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

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

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

Child's name: _____

Name of Parent or Guardian: _____

Signature of Parent or Guardian: _____

Date: _____

Excursion checklist

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

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

Risk assessment

Activity	Seven hazards identified	Risk assessment Use matrix	Elimination/control measures	Who	When
The student response must include an example of a hazardous activity. For example: Going to public toilets.	The student response must include the details of the hazard. For example, child protection risks, sun protection, heat, roads, trip hazards, poor weather, dogs and animals.	The student response must include the details of the risk assessment. For example, Unlikely, major = High.	The student response must include the elimination/control measures. For example, an educator always supervises children on footpaths and crossing roads. Educator and child to be always within sight or sound of another educator.	The student response must identify who is responsible for this practice. For example, educators.	The student response must identify when this risk must be managed. For example: whilst at the park, if children need to go to the bathroom.
Plan prepared by student in collaboration with others	Student name	Date	Date occurred		
<p>Share information and consultation and collaboration with others:</p> <p>Ensure you consult with others, including educators, on the planning.</p> <p>Share health and safety information and seek their feedback by asking questions on how the excursion can be conducted in the safest way possible.</p> <p>Seek feedback about the application of health and safety policies during the planning and identify areas where policies can be improved.</p>	<p>Consultation and collaboration during the preparation stage of the excursion risk management plan occurred with:</p> <p>For example:</p> <ul style="list-style-type: none"> • workplace supervisor • other educators • family/volunteers to be involved. <p>The student will share information on children's health and safety and record the questions they asked and the responses from the person, for example,</p>				

	<p>Question – for example, ‘What is the best way to manage the weather to ensure children are not adversely affected?’</p> <p>Response - for example, ensure all children have hats and plenty of fluids as it is summer.</p> <p>The student will seek feedback about the application of health and safety policies during their planning and consider compliance with policies and areas where policies can be improved.</p> <p>For example, the excursion and supervision policy lacked clarity about managing toilet breaks during the excursion. This could be improved.</p>
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Workplace supervisor/director approval:

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

Risk Matrix

Consequence

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

Activity 3: Assessor Instructions: Facilitate group learning discussion

Purpose of the Task

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

- plan for children's learning and facilitate group learning discussion with children to prepare them for an excursion

Guidance to Assessors About this Task

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

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

Benchmark responses for each question have been provided.

Task overview

For this task you must demonstrate how you apply intentional teaching strategies to support children in preparation for an excursion. You are required to facilitate a group learning discussion in relation to the excursion plan prepared, including the risk assessment.

ACTIVITY 3: Facilitate group learning discussion

Step 1: Prepare children

You must facilitate a group learning discussion with children following the preparation of your excursion plan and risk assessment. In your discussion you must:

- Use intentional teaching techniques to prepare them for an excursion
- Discuss safety (road safety, sun safety etc)
- Purpose of excursion (what will be learnt, things to look out for)
- Resources needed
- How to work together to stay safe

Document your plan for the discussion and your intentional teaching strategies on the Excursion Risk Management Plan Template – part 2.

Instructions to the assessor

Students must submit the following:

- Excursion Risk Management Plan – Part 2

Sample answers are provided in the attachments.

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

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

S NYS

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

1	<p>Before the excursion, you must facilitate the discussion with the children and use intentional teaching techniques to prepare them for the excursion. Your supervisor must observe this group learning discussion.</p> <p>Look for:</p> <p>The student plans and prepares a group learning discussion plan, including providing the following:</p> <ul style="list-style-type: none"> • A description of the intentional teaching techniques they will use to prepare children for the excursion. For example, listening to the children, reminders about safety and crossing the road, and rules and guidelines. • A description of the discussion points they will cover with children. For example, they might talk about sustainable building materials, different types of building materials, where they come from, and how beneficial they are for the environment. • A list of resources or other items they will need for the excursion. For example, gloves, wipes, water, excursion backpack. <p>The responses will vary depending on the service, the ages of the children and details of the excursion</p> <p>A sample answer is provided in the attached Excursion Risk Management Plan Template – part 2.</p>	<input type="checkbox"/>	<input type="checkbox"/>
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Activity 3: Attachments

Excursion Risk Management Plan Template – Part 2

Excursion group learning discussion plan	
<p>Plan and prepare a group learning discussion with children to prepare them for an excursion.</p> <p>Describe what intentional teaching you will use to prepare children for an excursion.</p> <p>Describe what you will discuss and if there are any resources you need for your discussion.</p> <p>Facilitate this discussion with children.</p>	<p>The student response must describe their plan for a group learning discussion with children to prepare them for the excursion.</p> <p>It must include the following:</p> <ul style="list-style-type: none">• Intentional teaching strategies the student will use, for example, questioning children about what they know about road safety or hypothesising with children about what types of natural resources they might find.• Description of what they will discuss and if they require any resources. For example, they might write that they will talk with children about Clean up Australia Day and then show them a video of children cleaning up Australia. Or they might need gloves and a bag. <p>The student must then facilitate the discussion with the children.</p> <p>Their workplace supervisor must observe their lesson.</p>

Assessment checklist

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

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

Module 2

CHCECE050 Work in partnership with children's families

Activity 1: Assessor Instructions: Establish relationships with families

Purpose of the Task

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

Guidance to Assessors About this Task

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

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

Benchmark responses for each question have been provided.

Task overview

For this task, you are required to establish and maintain relationships with two (2) families at the service. You will engage with these families on at least two (2) occasions to collaborate and provide information that supports their education and care. You will gather this information about their children to use in Activity 2 where you will create meaningful learning experiences based on their interests, strengths, and family feedback.

This task will help you practice effective communication techniques to build rapport and engage families in their child's education.

During your interactions ensure you use:

- active listening
- collaborative discussion and decision-making
- provision of clear verbal information
- questioning
- negotiation.

Collaborate with your workplace supervisor to identify the two (2) families and their children you would like to work with. Before accessing any information about the children or commencing your task with the families, ensure you have obtained permission from both your supervisor and the families.

You have been provided with a parent questionnaire template and permission slip to support you in completing this task. (Provided below)

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

ACTIVITY 1: Establish and maintain relationships with families

Step 1: Gathering information from families using questionnaire

Obtain supervisor permission:

Before meeting with the two (2) allocated families, confirm with your workplace supervisor that you have their approval to proceed. This ensures that you are following service policies and procedures and that your supervisor is aware of your plans.

Using the parent questionnaire:

Use the “*parent questionnaire template*” provided to collect and document important information about each child. This questionnaire will help you gather insights into the child’s interests, strengths, and family background, which are crucial for creating tailored learning experiences.

Approaching families:

You can engage with the families in one of two ways:

In-Person: Approach parents during pick-up or drop-off times. This can create a more informal setting where parents may feel comfortable sharing information.

Scheduled Phone Call: Alternatively, choose an allocated time to contact the families over the phone. This allows for a dedicated conversation focused on gathering information without the distractions of a busy drop-off or pick-up environment.

Discussing the aim of interaction:

Clearly communicate the purpose of your interaction to the families. Explain that you are gathering information to better understand their child and to create meaningful learning experiences tailored to their interests and needs. This transparency helps build trust and encourages families to share openly. By following these steps, you will be well-prepared to establish positive relationships with the families and gather valuable information to support their children's development.

During the interactions with the families, you will ensure that you:

- create a welcoming environment using communication techniques that build rapport and respect.
- respond to the families' questions, concerns and requests in a prompt and supportive way.

During the meeting, you will use communication techniques including:

- Active listening
- Collaborative discussion and decision-making
- Providing clear verbal information
- Questioning
- Negotiation.

The workplace supervisor will observe the meetings and record the outcomes in CHCECE050 Assessment

Task 5 – Third-Party Report.

Step 2: Second conversation with families

In the second conversation with both families, it's essential to build on the initial rapport established during the first meeting. This follow-up provides an opportunity to deepen your understanding of the child's unique needs and interests, as well as to reinforce the collaborative relationship between educators and families. You will use the template provided "*Family Communication and Progress Template*" below to complete this step.

During this conversation, you will:

- review the information gathered previously
- share how their interests and strengths are being integrated into the learning environment.
- Share tailored learning experiences that you plan to implement based on the child's interests and strengths and seek the family's feedback on these activities.
- address any questions or concerns raised by the families, ensuring they feel heard and valued.
- explore ways for families to become involved in their child's learning, whether through volunteering, sharing skills, or participating in events.

Engaging families in this way not only helps you tailor learning experiences but also empowers them to contribute their insights and suggestions.

Additionally, this meeting serves as a platform for addressing any questions or concerns families may have, fostering a sense of partnership in supporting their child's development. By encouraging family involvement and seeking their feedback, you strengthen the connection between home and the educational setting, creating a holistic approach to the child's learning journey.

Your supervisor must be able to observe you during each of these interactions with the two (2) families so that they can complete the CHCECE050 – Assessment Task 5 – Third Party Report.

In the template below you will:

- keep notes and document the communication techniques and an overview of the discussion you have had with the families
- Summarise the information you shared on the child's progress and the information you encouraged the family to share their knowledge, skills, expertise and aspects of their family life, culture and community connections.
- record how you encouraged the family to contribute to decision-making. Record the discussion and agreements reached.
- Record a summary of government and community services in the local area.

Templates to submit:

- Parent questionnaire template
- Permission slip
- Family Communication and Progress Template

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

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

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

Step 1: Gathering information from families using questionnaire

- keep notes and document the communication techniques and an overview of the discussion you have had with the families
- Summarise the information you shared on the child's progress and the information you encouraged the family to share their knowledge, skills, expertise and aspects of their family life, culture and community connections.
- record how you encouraged the family to contribute to decision-making. Record the discussion and agreements reached.
- Record/refer a summary of government and community services in the local area.

Look for:

- **Building on Initial Rapport:** Student effectively builds on the rapport established during the first interaction with families.
- **Review of Previous Information:** Student reviews the information gathered from the initial conversation with families.
- **Integration of Interests and Strengths:** Student shares how the child's interests and strengths are being integrated into the learning environment.
- **Tailored Learning Experiences:** Student presents tailored learning experiences based on the child's interests and strengths, seeking family feedback on these activities.
- **Addressing Questions and Concerns:** Student addresses any questions or concerns raised by the families, ensuring they feel heard and valued.
- **Exploration of Family Involvement:** Student explores ways for families to become involved in their child's learning (e.g., volunteering, sharing skills).
- **Documentation of Communication Techniques:** Student keeps notes and documents communication techniques used during the conversation.
- **Summary of Child's Progress:** Student summarises the information shared on the child's progress and encourages families to share their knowledge and skills.
- **Encouragement of Family Contribution:** Student records how they encouraged families to contribute to decision-making, noting discussions and agreements reached.
- **Community Resource Summary:** Student summarises government and community services available in the local area.
- **Supervisor Observation:** Supervisor has observed the interaction for assessment purposes.

Activity 1: Attachments

Parent Questionnaire Template

Parent Questionnaire Template	
Family 1	
Child's name:	<i>Mia</i>
Parent/Guardians name:	<i>Sarah Johnson</i>
Date:	<i>October 26</i>
Your name (Educator):	<i>Alex Smith</i>
Section 1: Child's interests and strengths	
What are your child's favourite activities or hobbies?	<i>Mia loves painting and playing with building blocks. She also enjoys storytelling and has a vivid imagination.</i>
What are some of your child's strengths or skills you have noticed?	<i>Mia is very creative and has a knack for drawing. She also shows good problem-solving skills when constructing things with her blocks.</i>
Are there specific topics or themes that interest your child?	<i>She is particularly interested in dinosaurs and space exploration.</i>
Section 2: Family Background and Culture	
Can you share a little about your family structure?	<i>We are a family of four. I am a single parent with a younger son, Liam, who is three years old.</i>
Are there cultural traditions or practices that are important to your family?	<i>We celebrate Diwali every year, and it's a significant time for us to bond and share our culture with the children.</i>
What languages are spoken at home?	<i>We primarily speak English, but I also teach Mia some Hindi.</i>
Section 3: Child's development	
How does your child interact with others? (e.g., sharing, taking turns)	<i>Mia is friendly and enjoys playing with her peers, though she sometimes struggles to share her toys.</i>
Are there any specific challenges your child faces in social or learning situations?	<i>She can be shy in large groups, which sometimes makes it hard for her to join in activities.</i>
What strategies do you use at home to support your child's learning and development?	<i>We read together every night and encourage her to express her thoughts through art.</i>
Section 4: Communication and support	
How can we best support your child in our learning environment?	<i>It would be great if you could provide her with opportunities to express her creativity, like art projects.</i>
Do you have any questions or concerns that you would like to discuss?	<i>I'm concerned about her shyness and would like to know how you can help her become more confident in group settings.</i>
Section 5: Family involvement	
Are you interested in participating in activities or events at the service? If so, how?	<i>Yes, I'd love to help out during art activities or cultural events.</i>
Do you have any skills or expertise you would be willing to share with the children or educators?	<i>I have a background in graphic design and could run a workshop on basic drawing techniques.</i>
Is there anything else you would like us to know about your child or your family?	<i>Mia loves animals and often draws them. We have a pet dog named Max, who she adores.</i>
Family 2	
Child's name:	<i>Ethan</i>
Parent/Guardians name:	<i>Mark and Lisa Brown</i>
Date:	<i>October 25 2024</i>

Your name (Educator):	
Section 1: Child's interests and strengths	
What are your child's favourite activities or hobbies?	<i>Ethan enjoys playing soccer and riding his bike. He also loves puzzles and building with Lego.</i>
What are some of your child's strengths or skills you have noticed?	<i>He has great coordination and is a natural leader when playing games with friends.</i>
Are there specific topics or themes that interest your child?	<i>Ethan is fascinated by animals, especially marine life.</i>
Section 2: Family Background and Culture	
Can you share a little about your family structure?	<i>We are a family of five, including Ethan's two older sisters and both of us.</i>
Are there cultural traditions or practices that are important to your family?	<i>We celebrate Christmas and Thanksgiving, focusing on family gatherings and traditions.</i>
What languages are spoken at home?	<i>We primarily speak English at home.</i>
Section 3: Child's development	
How does your child interact with others? (e.g., sharing, taking turns)	<i>Ethan is very social and enjoys playing team sports with his friends.</i>
Are there any specific challenges your child faces in social or learning situations?	<i>He can be a bit competitive, which sometimes leads to conflicts with peers.</i>
What strategies do you use at home to support your child's learning and development?	<i>We encourage teamwork and have family game nights to promote cooperation.</i>
Section 4: Communication and support	
How can we best support your child in our learning environment?	<i>Encouraging him to share and collaborate with classmates would be helpful.</i>
Do you have any questions or concerns that you would like to discuss?	<i>We want to ensure he is learning to manage competition positively.</i>
Section 5: Family involvement	
Are you interested in participating in activities or events at the service? If so, how?	<i>Yes, we'd be happy to help with sports day or any events involving outdoor activities.</i>
Do you have any skills or expertise you would be willing to share with the children or educators?	<i>I'm a physical education teacher and can offer coaching tips for sports.</i>
Is there anything else you would like us to know about your child or your family?	<i>Ethan has a pet fish named Bubbles, and he loves to share facts about different fish species.</i>
Supervisor verification that the information gathered is current and accurate	
Supervisor's name: <i>Insert name</i>	
Supervisors' signature: <i>Signature</i>	
Date: <i>Today's date</i>	

Permission slip

Your service name:	
Child's name:	
Dear [Parent/Guardian's Name],	

We are excited to support your child's development and learning at our service. As part of this process, we would like to gather important information about your child to tailor our educational experiences to their needs and interests.

Please sign below to grant permission for us to:

1. Discuss your child's interests, strengths, and family background with you.
2. Document the information provided for educational purposes.

Your participation is greatly valued, and this information will help us create a supportive learning environment for your child.

I, the undersigned, give permission for [Your Service Name] to gather information about my child as described above.

Parent/Guardian Name: _____

Signature: _____

Date: _____

[Your Service Contact Information]

[Your Service Address]

[Your Service Phone Number]

Family Communication and Progress Template

Family Communication and Progress Template	
Student Name:	<i>Alex smith</i>
Date:	<i>26.11.24</i>
Family's Name:	<i>Johnson family</i>
Child's Name:	<i>Mia</i>
Purpose of the Meeting: To build on the initial rapport established during the first conversation, deepen understanding of the child's needs, and strengthen the collaborative relationship with the family.	
Discussion Points	
Review of Previous Information: <i>Key points discussed from the first meeting.</i>	<i>Discussed Mia's love for painting, her imaginative storytelling, and her shyness in group settings. We also noted her strengths in creativity and problem-solving with blocks</i>
New Developments: <i>Updates or changes in the child's interests or family circumstances.</i>	<i>Sarah mentioned that Mia has recently taken an interest in dinosaurs and is asking more questions about them, which has sparked new activities at home.</i>
Child's Interests and Strengths: <i>How the child's interests and strengths are being integrated into the learning environment.</i>	<i>Mia's interests in art and dinosaurs have been integrated into our classroom through themed art projects and storytelling sessions that incorporate dinosaur facts.</i>
Tailored Learning Experiences: Activities Proposed: <i>List specific learning experiences or activities based on the child's interests and strengths.</i>	<i>Dinosaur-themed art project where children create their own dinosaur models using clay. Storytime sessions featuring books about dinosaurs to encourage her love for storytelling.</i>

Addressing Family Questions/Concerns: Document questions or concerns raised by the family.	<i>Sarah expressed concerns about Mia's shyness and asked for strategies to help her engage more with peers during group activities.</i>
Encouraging Family Involvement: List ways the family can participate, such as volunteering, sharing skills, etc. Family's Response: Record how the family reacted to these opportunities.	<i>Suggested opportunities for Sarah to volunteer during art activities and share her cultural traditions during an upcoming event.</i> Family's Response: <i>Sarah was enthusiastic about volunteering and mentioned she could bring in traditional Indian art materials for the children to explore.</i>
Communication Techniques Used	
Provide information on: 1. Active Listening: how you demonstrated active listening during the conversation 2. Collaborative Discussion: how you facilitated a collaborative discussion 3. Clear Verbal Information: Examples of how you provided clear information to the family. 4. Questioning: The types of questions you asked to engage the family. 5. Negotiation: Record any negotiation points or agreements reached during the meeting	Active Listening: <i>I reflected back Sarah's concerns about Mia's shyness, saying, "I understand that you want Mia to feel more comfortable interacting with her peers. Let's discuss ways to support her in that."</i> Collaborative Discussion: <i>I encouraged Sarah to share her thoughts on the proposed activities and invited her input on how we could support Mia's development.</i> Clear Verbal Information: <i>I explained the benefits of the dinosaur art project in helping Mia express her creativity and engage with her interests in a familiar context.</i> Questioning: <i>I asked open-ended questions like, "What specific activities do you think Mia would enjoy most?" to engage Sarah in the conversation.</i> Negotiation: <i>We agreed on a plan for Mia to participate in a small group for the dinosaur project, where she can feel less overwhelmed.</i>
Summarise what the family shared about their knowledge, skills, culture, and community connections.	<i>Sarah shared that their family enjoys celebrating Diwali and that they often incorporate storytelling from their culture, which could enrich our classroom activities.</i>
Record how you encouraged the family to contribute to decision-making and any agreements reached.	<i>I encouraged Sarah to help decide which art supplies to use for the dinosaur project and we agreed she would bring materials that reflect their culture.</i>
List local government and community services that could support the child and family.	<ol style="list-style-type: none"> 1. Local library storytime programs. 2. Community art workshops for children. 3. Family support services through the local council.
Supervisor's Observation Notes:	<i>The interaction was positive, with Sarah actively engaging and expressing her thoughts. Alex facilitated the discussion effectively, demonstrating strong active listening skills and providing clear information. The proposed activities aligned well with Mia's interests and strengths.</i>

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

Purpose of the Task

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

Guidance to Assessors About this Task

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

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

Benchmark responses for each question have been provided.

Task overview

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

An approved educator must oversee all interactions with children.

You will complete the Community Connection Template.

ACTIVITY 2: Support children's community connections

You will use the two (2) focus children and the information gathered from the families in Activity 1 (above) to complete this activity. Ensure you have permission from the supervisor and the families before beginning work with the children in this activity.

Step 1: Plan the learning experience

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

Step 2: Implement the learning experience

- Implement the planned learning experience with the children to support their connection to their local and broader communities.

Ensure your supervisor observes you during each learning experience with the children and records the outcomes using CHCECE050 – SWLA - Assessment Task 5, Third Party Report.

Step 3: Reflect on the learning experiences

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

Instructions to the assessor

Students must submit the following:

- Community Connection Template

Sample answers are provided in the attachment.

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

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

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

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

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

Activity 2: Attachments

Community Connection Template

Community Connection

Note to students:

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

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

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

PART A: CHILD AND FAMILY 1

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

For example:

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

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

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

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

For example:

The experience was a collection of opportunities for the child to engage in discussions, stories and songs about Australian culture. Firstly, we sang the national anthem, and the child was excited to learn this song. They said they had heard it but did not know how to sing it. We also read possum magic by Mem Fox, which is about Australian food and animals. I asked the children who had eaten the different types of food and also who had seen possums before. This was an

exciting discussion, and the child I had planned the experience for was excited to learn a little bit more about possums. They said they didn't have possums in Brazil. One of the other children shared that they had a possum living in their roof at one point, and the child I planned for was very excited to hear that possums sometimes live in our roof in Australia.

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

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

PART B: CHILD AND FAMILY 2

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

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

Assessment checklist

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

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

