CHCECE050

Work in partnership with children's families

Assessor Guide

Assessment 1 of 3

Short Answer Questions

Assessment Instructions

Task overview

This assessment task requires you to answer ten (10) 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.

Question 1

Conduct research using the internet and locate the Early Childhood Association (ECA) Code of Ethics. Identify three (3) statements from the ECA Code of Ethics that relate to families and briefly describe how you would ensure you abide by these when working with families in a service. (Approximate word count: 50-60 words)

Assessor Instructions: Students will locate the ECA Code of Ethics and identify any three (3) statements from The Code of Ethics (out of a possible 10 points related to families). Students must also explain how this could be put into practice when working with families.

A sample answer is provided below.

Code of Ethics related to families (10-30 words)	Applying the code (30-50 words)
Maintain confidentiality and respect the right of the family to privacy.	Ensure conversations, information and documentation are treated in line with regulation 181. This information must also be stored in a safe place. Staff must not disclose this information, and they must respect a family's right not to disclose information or have it shared or exposed to others.
Assist each family in developing a sense of belonging and inclusion	Ensure the environment is welcoming, and families are included in all aspects of planning and providing care to their child. Acknowledge the needs of families with diverse cultural backgrounds and contemporary family structures. Ensure that they are supported and that their needs and practices are respected.
Listen to and learn from families to acknowledge and build upon their strengths and competencies and support them in their role of nurturing children.	Recognise the important place as the child's first carers. Use processes such as enrolment and orientation to gather information from families. Acknowledge and respect the wide range of child-rearing practices and parenting styles.

Question 2

a)   List five documents or information a family should be given or be told how to access during enrolment at the service. (Approximate word count: 10-20 words)

Assessor Instructions: Students must list any five (5) of the following pieces of information or documents that families must be given during enrolment.

Fourteen (14) examples are provided below, and the student will include any five (5) of the following:

- The service philosophy
- Curriculum
- Operation hours and service contact details
- Service licence, rating and assessment information
- The complaints or grievance policy, including the contact information of the regulatory authority and responsible person.
- Service policies that affect families, such as healthy eating, behaviour support, medication policies and medical conditions.
- Emergency procedures
- Collection of children and excursions
- Staffing, including required ratios and the Educational Leader information
- Interactions
- Confidentiality
- Health and safety
- Sun protection and water safety

- Children at risk of Anaphylaxis attending the service

b) Identify three (3) ways information could be made more accessible and inclusive to meet the needs of different families using a service. [Approximate word count: 10-20 words]

Assessor Instructions: Students must provide any three (3) ways information could be made more accessible and inclusive for the needs of the various contexts of a family that may use a service.

Four (4) examples are provided as sample answers below.

- accessible formats such as documents online
- fact sheets
- verbal explanations where required
- information is available in various languages.

c) Identify three (3) ways a service can ensure that information provided to families is current. [Approximate word count: 60-80 words]

Assessor Instructions: Students must provide any three (3) ways to ensure the information provided to families is current.

A sample answer is provided below.

- Research and keep up-to-date information on local community resources, including parenting support agencies, support groups and resources
- Information shared with families about the service is regularly reviewed and updated as needed.
- Providing information regularly to families about current policies, processes and procedures and explaining the information to support them to adhere to it, e.g., healthy eating or SunSmart approaches. This ensures that families have been provided with the latest content of policies.

Question 3
Identify two (2) ways a family could contribute to the service within an advisory, consultative or decision-making role. [Approximate word count: 20-40 words]

Assessor Instructions: Students must include any two (2) ways a family could contribute to the service within an advisory, consultative or decision-making role.

Four (4) examples are provided as sample answers below.

- contribute to the service menu through consultation and relevant recipes
- parent committees/board member status
- consult with parents and invite feedback and ideas on the Quality Improvement Plan (QIP) and NQS areas delivered
- ask a parent to contribute to the educational program where the family member has knowledge or expertise.

Question 4
a) Name the National Quality Standard (NQS) relating to families and explain what the Standard is about in your own words. [Approximate word count: 40-60 words]

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b) Identify three (3) strategies and procedures arising from the National Quality Standards relating to families that services can implement to involve family members in the service. Ensure you include the quality area and descriptor.

Quality area and descriptor (20-30 words)	Service strategies and procedures (30-50 words)
Element 6.1.1 – Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions	Services have systematic and intentional approaches to engaging families, including procedures for: • Providing families with relevant information at enrolment • Establishing clear expectations between the service and the family • Sharing information and resources with families and inviting families to share information, feedback and expertise with the service. • Invite families to contribute to service decisions.
Element 6.1.2 – Parent's views are respected - The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and well-being.	Services have approaches to respect families, including: • A scheduled times when staff are available to families • Inviting suggestions, ideas and feedback from families • Uses culturally appropriate processes for consultation with families
Element 6.1.3 – Families are supported - Current information is available to families about the service and relevant community services and resources to support parenting and family well-being.	Services have approaches to support families, including: • Providing information that is accurate, reliable and available in accessible formats • Share resources with families that support learning and development about the local community resources and facilities and, e.g., ACECQA, EYLF.

Question 5

a) Explain the importance of the relationship services and educators have with families based on the concept of 'The family as the first educator'. (Approximate word count: 230-250 words)

A sample answer is provided below.

> The family or parent will be the primary and first attachment of the child. They should be consulted as the most knowledgeable person for that child. The parents are the first to nurture and support their child's development. It is important to recognise the bond and relationship the family has developed with their child and the knowledge/ acknowledgement and expertise that comes with being the first carer, educator and primary attachment.
>
> Families impact the holistic development and play of the child's overall development and form the child's identity. Working in partnership with such an expert is paramount to the well-being and best needs of the child. Understanding the whole child includes all the elements involved in making them who they are today, from family structures where they live. The type of home and neighbourhood they live in, the family's social lives, social acceptance and activities, the independent developmental skills of the child, education or childcare factors, involvement with their community, economic factors, genes, gender, personality, language spoken, religion, friendships, culture and child-rearing practices.
>
> Positive relationships between educators and children can contribute to developmental and learning outcomes for children. Parents and educators can identify areas the child can develop and support in the home and the service. Sometimes shared information will identify a child's social challenges, such as being quiet in care but outgoing at home. Children respond to people in ways that are similar to their families, so if parents and educators seem to engage well, children will trust educators more.

b) Outline three [3] theories and research that underpin the value of family relationships with educators. [Approximate word count: 100-120 words]

Assessor Instructions: Students must outline any three [3] theories and research that underpin the value of family relationships with educators.

A sample answer is provided below.

> Social learning theory by Bandura suggests that children learn through observation and modelling of others, including their parents and educators. When parents and educators work together, children are exposed to more consistent and positive role models, which can positively impact their social and emotional development.
>
> Vygotsky's socio-cultural theory highlights the importance of relationships in promoting children's learning and development. Children learn best through interactions with more knowledgeable others, such as their parents and educators.
>
> Bronfenbrenner's ecological systems theory emphasises the impact of family and community on children's development. Families and educators form positive partnerships and create a supportive and nurturing environment for children to grow and learn.

Question 6

a) For each of the listed contemporary family types, identify [1] way an educator could support this family or the child within this family type.

Assessor Instructions: Students must include any one [1] way an educator could support this family or the child within this family type.

A sample answer is provided below.

Family type	Examples of how an educator's interactions/relationship with this family type can support the child and bring value to the family [Approximate word count: 30-50 words]
Nuclear family	• Encouraging the family and supporting well-being and child development.

Family type	Examples of how an educator's interactions/relationship with this family type can support the child and bring value to the family [Approximate word count: 30-50 words]
	• Identifying developmental concerns and supporting the family to access support.
Single-parent family or custody arrangements such as shared custody	• Supporting communication between family members, particularly for single families or custody arrangements. • Being a support network for the child and parent and recognising when they require additional support. • Being a conduit for the child between families who do not share a good relationship with the child's other parent.
Same-sex parents with children	• Ensuring resources are available to support the family and children feel a sense of belonging. • Being supportive, non-discriminatory, non-judgmental and inclusive. • Communicating with the parents and respecting the family.
Non-related guardianship, such as adoption/foster care	• Providing support. • Offering resources to ensure they are respected and included. • Arranging access to support such as speech pathology/inclusion support.
Blended families or families with stepparents	• Ensuring information is shared about the child with the appropriate people. • Offering resources such as stories to ensure they feel included. • Supporting the development of the relationship with stepparents.
Grandparents as guardians	• Providing information to ensure families who require support can access it, such as grandparent fee support. • Respecting the grandparent as the primary care role and involving them in the decision-making of the service • Responding to grandparents in a non-discriminatory and unbiased way to ensure inclusion

b)   Research and explain how and why the family structure has evolved and changed within the 20th century into the diverse structures seen today. Utilise research papers from the OECD (Organisation for economic cooperation and development) and AIFS (Australian Institute of family studies). Refer to the AIFS website to help you with your response. https://aifs.gov.au/publications/modern-australian-family [Approximate word count: 110-130 words]

Assessor Instructions: Students must include an explanation as to the evolution of family structure.

A sample answer is provided below.

> There has been a change in dynamics from the classic nuclear family in the early 20th century. This evolution has occurred because of factors such as:
>
> • lower fertility rate with the availability of effective contraception allowing both partners to work and pursue careers. This can result in delaying childbearing
> • increased education and career opportunities for women

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c) Outline diversity within families within contemporary family structures and the impacts that a service will need to manage. (Approximate word count: 120-140 words)

Assessor Instructions: Students must outline diversity within families within contemporary family structures and the impacts that a service will need to manage.

A sample answer is provided below.

Contemporary family structures are highly diverse and can take many forms. Diversity within families can refer to differences in ethnicity, race, religion, culture, language, socioeconomic status, sexual orientation, and other individual and group characteristics. This diversity can impact family dynamics, relationships, and the experiences of family members. Families with diverse structures or from different cultural backgrounds may have different values, beliefs, and practices around child-rearing, education, and daily life.

It is important for early childhood educators to understand and respect the diversity within families and to work collaboratively with families to support the best outcomes for children. This involves a willingness for educators to learn about diversity in family structures and cultural backgrounds and be inclusive and culturally responsive to support the needs and well-being of all families and children.

Question 7

List five (5) examples of how each of the following communication techniques in the table can be applied in practice.

Assessor Instructions: Students must include any five (5) examples of how each communication technique can be applied in practice.

A sample answer is provided below.

Communication Technique	How this can be applied in practice (words – 40-70)
Active listening	- Make eye contact (where culturally relevant) and pay attention - Observe body language, tone and expressions. - Summarise, clarify and ask open-ended questions. - Ask probing questions where relevant and paraphrase - Do not interrupt, be attuned to and respect the feelings of others
Building rapport	- Be attentive, positive and empathetic - Be approachable and friendly but maintain a professional relationship, e.g., not being the parent's friends - Practice active listening skills and positive body language - Find common ground and create shared experiences

Communication Technique	How this can be applied in practice (words – 40-70)
	• Mirror and match mannerisms where appropriate professionally
Collaborative discussion and decision-making	• Arranging appropriate times to meet • Use effective listening and questioning techniques • Being open-minded and asking about the family's perspectives • Respect other's points of view and opinions even when you disagree with them • Being open to negotiations and receiving new information to build understanding
Provision of clear verbal information	• Ensure all information you provide is current, appropriate and accurate • Avoid the use of jargon • Ensure information shared is accurate, reliable and up to date • Speak clearly and use language or information in formats relevant to the family and their needs • Communicate information to families promptly, relevant to the urgency of the information and in a time stated by yourself, the service or the policy statement
Questioning	• Explain what the question is supporting in practice, e.g., to inform the program • Use open and closed questioning techniques to confirm understanding • Consider if you are the right person to ask or answer questions. If not, delegate to the right provider • Create an open relationship with the family so that they feel they can ask you questions in return • Consider the delivery and location of the questioning
Negotiation	• Create a mutually respectful conversation, remembering that this is the family of the child and the first educator • Discuss several options in the negotiation • Consider limits: service policies, the Code of Ethics, national legislation and regulations, etc. • Allow the parent to make suggestions first • Offer to do further research where negotiation has not been finalised, try to come to a solution, but if none can be made, make another date to discuss further

Question 8

Research and summarise the listed levels of government and their responsibilities concerning education and care services funding.

Assessor Instructions: Students must include a summary of the Federal and State/Territory government's responsibilities concerning funding available to services and families in education and care services.

A sample answer is provided below.

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Government	Responsibilities (35-55words)
Australian government	• financial assistance to eligible families to help with the costs of childcare under the Australian Government Child Care Subsidy (CCS) and the Additional Child Care Subsidy (ACCS) paid directly to providers and passed on to families so that fees are reduced. • funding is provided to state and territory governments through national partnership agreements.
State and territory governments	• state and territory governments are responsible for regulating early childhood services to ensure they deliver quality education and care. • Individual states and territories may have funding programs to support families to access childcare, e.g., Queensland's Great Beginnings Kindergarten program

Question 9

a)   Identify and outline three (3) strategies and procedures that services would use to support the exchange of information with families about children. (Approximate word count: 70-90 words)

Assessor Instructions: Students must Identify and outline any three (3) strategies and procedures that services would use to exchange information with families about children. Responses will vary according to the service policy the student uses as a reference.

A sample answer is provided below.

> • Information should be available in various languages for families that speak languages other than English.
> • Ensure that all information provided online is also available and accessible in other formats where necessary if a family does not have access to the internet. Some services offer free Wi-Fi and computer access for families to support them with tasks such as Centrelink and CCS sign-up.
> • Use a variety of modalities for communicating with families, such as email, phone calls, face-to-face meetings

b)   Outline the aim of the National Quality Area 1. List and describe the standards contained in NQA 1 and two (2) Regulations linked to the area.

Assessor Instructions: Students must outline the aim of NQA1 and list the three (3) standards. The student will list and describe two (2) regulations related to Quality Area 1 – Educational Program and Practice in the chart below.

A sample answer is provided below.

Educational Program and Practice	Details (30-50 words for each box)
Aim	The aim is to ensure that the educational program and practice are stimulating and engaging and enhances children's learning and development. In school-age care services, the program nurtures life skills development and complements children's experiences, opportunities and relationships at school, home and in the community.[1]
Standards	Standard 1 – the program is designed to enhance every child's learning and development

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	Standard 1.2 – the practices of educators will facilitate and extend each child's learning and development
	Standard 1.3 – The service's assessment and planning use a planned and reflective approach to implement a program for every child.
Regulations	Regulation 73 requires that an educational program must contribute to the outcomes for children identified in the approved learning frameworks.
	Regulation 74 requires services to maintain documentation of child assessments and evaluations for the delivery of an education program.

[1] ACECQA, ND, *Quality Area 1 – Educational program and practice*, https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-1-educational-program-and-practice

Question 10

Raising children is unique for different families and cultures, and many child-rearing practices have emerged and been shared.

> a) Research two (2) child-rearing practices and outline their characteristics and origins.

Assessor Instructions: Students must include any two (2) child-rearing practices, including the characteristics and origin of each practice.

A sample answer is provided below.

Child-rearing practice (5-10 words)	Characteristics of practice (30-50 words)	Origin of this practice (10-20 words)
RIE Parenting Resources for Infant Educarers	Provide a safe environment. Fostering a home that is safe for a baby is of key importance. Allow time for solo play. With RIE, the focus is on giving even very young infants opportunities to play independently is valued. Involve your child in their own care. Observe your child in order to understand their needs. RIE Parenting Basics (9 Ways to put Respect into Action) – Janet Lansbury	Originally from Magda Gerber and now driven by Janet Lansbury
Finnish parenting approach	Gender equality principles Child happiness as the focus Child box provided with essentials from birth Co-parenting is valued, and mums are freed to work. Mums of the World: Parenting in Finland – Makchic	Finland Post-war requirements to reinvest in the economy Gender equality

> b) Reflect on your experience of how you were raised. Reflect on the parenting style you experienced, providing one (1) example and discuss how this influences your perspective about parenting. (Approximate word count: 50-70 words)

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I was raised to respect the food given to me and clean my plate. My father's experience drove it as he was a child without much money.

I think this influences my perspective when I have parents with children with eating challenges, and I find it tricky to understand why this is the case.

Assessment checklist:

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

1	Ten (10) short answer questions	☐

Congratulations, you have reached the end of Assessment 1!!