



CHCECE050

# Work in partnership with children's families

## Assessor Guide

Assessment 2 of 3

Project



# Assessment Instructions

## Task overview


You are required to create a series of information brochures or fact sheets for families to inform them about an early childhood education and care service. You can use the service where you currently work or the simulated working environment Learning Centre. The information can be presented as separate brochures or as a parent orientation pack. The brochures/fact sheets will provide information to families about the service to support them through the orientation process, provide information about the local community and services and encourage families to engage with the service.

There is one (1) task:

Task 1: Provide information to families

## Additional resources and supporting documents

- The National Quality Framework (NQF) and its components
- The approved learning framework (EYLF)
- Access to your workplace standards, policies and procedures on Collaboration with families and enrolment to the service
- OR Access to Little.ly Early Learning Centre standards, policies and procedures.

	<p>Little.ly Early Learning Centre, a simulated childcare centre. Access information and policy and procedure documents associated with Little.ly.</p> <p>This can be done by logging in to the Educator Hub at <a href="http://www.littlely.eduworks.com.au">www.littlely.eduworks.com.au</a> with the following credentials:</p> <ul style="list-style-type: none"><li>• Username: SOE</li><li>• Password: earlychildhood</li></ul>
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- ML1 Policy and Procedure
- ML8 Orientation for Families
- CR1 Interactions with Children and Families

## 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.

## Task 1 – Provide information to families

You are required to create a series of information brochures or fact sheets for families to inform them about an early childhood education and care service. You can use the service where you currently work or are on work placement (ensuring you seek permission). Where the service does not permit access by individuals who are not staff members, you will discuss this with your assessor to confirm the documentation required from the workplace to confirm this and to confirm the use of the simulated working environment. Little.ly Early Learning Centre. The information can be presented as separate brochures or as a parent orientation pack.

The parent information pack of three [3] accurate and original brochures/fact sheets and one [1] form template must include information about the following:

- The service induction and orientation process including a form for families to complete during induction.
- The local community, including services available.
- How families can participate in the service.

In addition:

- You must also provide one brochure in an alternative format, e.g., digital or provide information about how it can be made into an alternative format suitable for sharing with families.

You will ensure that:

- The brochures are legible and can be understood by the audience. Ensure you use correct grammar and spelling
- You consider that the brochures would be available to families and ensure they are legible and relevant to the audience. Ensure that you relay information in a culturally appropriate manner, such as being available in alternative languages and using inclusive and non-specific, e.g., parents or family rather than husband and wife.
- You use appropriate images to support the aesthetics of the information in each brochure, such as your workplace logo, and another child-related image.
- The brochures must be neat, appealing to view and easy to read for families.

### Brochure/fact sheet 1: The Service Induction and Enrolment Process

You will research and gather information about the induction and enrolment process for families as well as any relevant policies and procedures. You must seek approval when gathering information from your current placement or workplace service. If your service does not permit access to individuals who are not employed, you can use the policies and procedures from Little.ly Early Learning Centre.

- This brochure must contain the following:
  - a summary based on information from sources (publicly available information about the service, including from the service's websites and workplace procedure) of the service induction and enrolment process to guide families on 'what to expect.'
  - details of government services and financial support options for families using education and care services (funding/rebates)
  - information on community services available to support families and referral processes.
  - the National Quality Standards and regulations relevant to services provided to children and information provided to families, such as information about the educational program and practice as required by QA1 and the relevant approved learning framework (EYLF)

- links, references and/or documents for further information so that a parent knows where they can access further information.
- The brochure should include information in order of practical application. For example:
  - options for organising your service tour
  - information on what to bring with you on your service tour
  - details of what information you will be required to provide
  - information and documents we will provide
  - details of how inductions work and what is the process
  - information on timeframes, e.g., When can we start?
  - other information families need to know before their child starts
  - details of who will be the contact person for the family
  - information on government services for families, such as how to apply for government funding.
- You are to create a blank template form for families to complete during their induction to support you in collaborating and working in partnership with the family as required in QA6 – Collaborative partnerships with families and communities.
  - The form should seek information from the family about their child and their family, including:
    - any skills or expertise the family members have that they could share with the service, including contributions to the operation of the service in an advisory, consultative or decision-making role
    - information about the family life/family structure
    - information about their culture
    - information about the child that will support their involvement in the program, such as the goals they have for their child
    - ensure the form relays information in a culturally appropriate manner.

## Brochure/fact sheet 2: The Local Community

You will research and gather information from the local community to share with families. This will include details of community services and resources available that the family could access. You will select a community where the service of your current placement or workplace service is located.

- The brochure/fact sheet will include the following:
  - summarised information regarding community services, resources and supports to guide families on 'what to expect'.
  - information in order of practical application, e.g., who is the service, what they do, how they offer it, the cost to families, who is eligible to use the service, and how you gain access to it?
  - links, references and/or documents 'for further information' onto the bottom of your brochure so that a parent knows where to access further information.

## Brochure/fact sheet 3: How Families can be Involved in the Service

You will research and gather information on how families can be involved in services. You can gather information from your current placement or workplace service, ensuring that you seek approval. Alternatively, if the service does not permit access to their information, you can use information from Little.ly Early Learning Centre.

- The brochure must include the promotion of one [1] event.

- The brochure/fact sheet will include the following:
  - summarised relevant information on how families can be involved in the service and the event you have chosen to guide them in these areas.
  - information in order of practical application. For example: what is the event, who can attend, what is the outcome/purpose, why do you want their involvement, what is the cost (if any), what is the date/time, do you need a Working with Children's Check, who is the contact person?
  - the National Quality Standards and regulations relevant to the information provided to families.
  - links, references and/or documents 'for further information' onto the bottom of your brochure so that a parent knows where to access further information.
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- You can consider this a promotional invitation to invite parents to participate in a specific event. Examples may be:
  - 'Storytime for families Tuesdays!'
  - A service meeting around a specific area you could want feedback on from families
  - Families in the kitchen
  - 'What's your special talent?' - inviting parents to share their knowledge, skills and expertise, such as, who plays the guitar, teaches yoga, runs fire drills, etc.

# Task 1: Assessment marking criteria: Provide information to 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.

		S	NYS
<b>Task 1: Provide information to families</b>			
1	<p>Gather information to create a parent information pack.</p> <p><b>Look for:</b>                      The student accesses publicly available information about the service, including from the service's websites. The student will access processes, policies, and procedures from their current placement or workplace service (with permission from the Service). Where the service does not permit access by individuals who are not employed, the student uses policies from Little.ly Early Learning Centre. The student develops resources that consider the audience for the information pack as parents and families and ensures that the resources are:</p> <ul style="list-style-type: none"> <li>neat and appealing to view and easy to read for families; for example, well designed with writing large enough to read and correct spelling and grammar.</li> <li>legible and relevant to the audience; for example, culturally appropriate and suitable for families, including families from diverse backgrounds, options for information to be prepared in other accessible formats or languages</li> <li>uses correct grammar and spelling, for example, free of errors</li> <li>uses inclusive language, embraces the diversity of families and is non-specific to gender/role/family make-up, e.g., parents or family rather than husband and wife</li> <li>uses images to support the aesthetics of the information on each brochure; for example, they can use their current workplace logo, or another child-related image.</li> <li>Information about the National Quality Framework and educational program and practice as required by QA1 and the relevant approved learning framework [EYLF]</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
2	<p>Prepare and provide one brochure in a digital format.                      One (1) brochure is developed in an alternative format, e.g., digital or provides information about how it can be made into an alternative format suitable for sharing with families.</p> <p><b>Look for:</b>                      The student provides a Word (or similar) version of a document and provides one (1) brochure/fact sheet/information kit in alternative digital formats. For example, via PowerPoint, a Canva design, a Facebook platform, or a communication app such as Story Park.</p>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Brochure/fact sheet 1 - The Service Induction and Enrolment Process</b>			
3	<p>Create a brochure/factsheet outlining the service induction and enrolment process for families to complete during induction, including the following.</p> <ul style="list-style-type: none"> <li>Information about the service induction and enrolment process for families.</li> <li>Links, references and/or documents 'for further information' are at the bottom of the brochure.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

- Information in order of practical application.
- Information about the educational program and practice as required by QA1 and the EYLF.
- Information about access to Government support, such as funding/rebates for families in education and care.
- Information on making referrals to community services available to support families.
- National Quality Standards and regulations relevant to services provided to children and information provided to families.

**Look for:**

The student creates a brochure summarising the service induction and enrolment process for families to complete during induction.

The brochure/factsheet includes information about the following:

- The service induction and enrolment process for families -
  - For example, financials, government support and a summary of the enrolment process and induction in the Service based on information in their chosen source (workplace procedure, sample procedure, online procedure) provide families with guidance on 'what to expect'.
- Practical details about induction and enrolment in practical application -
  - For example, organising a service tour, what to bring on your service tour, what information will be required, information and documents the Service will provide, how inductions work and what the process is, when the child can start, and what else they need to know before their child starts and how to apply for Government funding.
- The educational program and practice as required by QA1 and the EYLF -
  - For example, explains the links to the requirements of QA1 and the EYLF. Includes: how the service programs, what the children will be offered and how this links to child development, and the Learning Framework.
- How to access Government support, e.g., funding/rebates for families in education and care -
  - For example, CCS, ACCS and Grandparent support.
- Information on community services available to support families and processes to make referrals -
  - early intervention services, relationship counselling, parenting education and support, and allied health services
  - referral application forms to community and government services.
- The National Quality Standards and regulations relevant to services provided to children and information provided to families, for example -
  - Quality Area 1, Educational program and practice such as respect for children
  - Quality Area 6, Collaborative partnerships with families and communities such as families are encouraged to be involved in the service.
  - Regulations on the number of children a service can enrol, educators to children ratios.
- Links, references and/or documents 'for further information' at the bottom of the brochure -
  - For example, providing ideas of where the parent can access further information, i.e., Family Assistance or ACECQA.



4	<p>Create one (1) form for families to complete as part of the induction process to support collaborative partnerships, which includes:</p> <ul style="list-style-type: none"> <li>• Seeking information about families to support collaboration and enable working in partnership with families.</li> </ul> <p>Ensure the brochure is communicated in a culturally appropriate manner.</p> <p>Look for: The student produces one (1) form for families to complete as part of the induction process to support collaborative partnerships. The form includes the following.</p> <ul style="list-style-type: none"> <li>• Support collaboration and work in partnership with the family by seeking information from the family about their child and their family. For example: <ul style="list-style-type: none"> <li>○ Gather information about the family life/ family structure and culture</li> <li>○ Gather information about the child that will support the parent's involvement in the program, such as goals they have for their child.</li> <li>○ Seek information about any skills or expertise the family members have that they could share with the service</li> <li>○ Determine the contributions to the operation of the service parents can make in an advisory, consultative or decision-making role.</li> </ul> </li> <li>• The content is communicated in a culturally appropriate manner. For example, <ul style="list-style-type: none"> <li>○ using non-specific languages such as parents instead of husband and wife and being sensitive to diverse family's needs</li> <li>○ families can request alternative formats or other languages to ensure the accessibility of information.</li> </ul> </li> </ul>		
<b>Brochure/fact sheet 2 – The local community</b>			
5	<p>Create a brochure/factsheet outlining community services and resources in the Service's local area so families can access the current placement or workplace service.</p> <p>The brochure must include the following.</p> <ul style="list-style-type: none"> <li>• Information about the local community, including services the families can access.</li> <li>• Links, references and/or documents 'for further information' are at the bottom of the brochure so that a parent knows where to access further information.</li> <li>• Information in order of practical application.</li> <li>• Summarise the information regarding the service to give families guidance on 'what to expect' in these areas.</li> <li>• The information contained in the brochure must be current.</li> </ul> <p>Look for: The student includes information on community services and resources from a local community where the Service of their current placement or workplace service is located.</p> <p>The brochure includes the following:</p> <ul style="list-style-type: none"> <li>• Information about the local community, including community services and resources the families can access. <ul style="list-style-type: none"> <li>○ For example, a local toy or public library, the NDIS, where to get your car seats fitted, and local playgroups.</li> <li>○ These must be real services the student has researched in the Service's local area.</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>• Information in order of practical application. <ul style="list-style-type: none"> <li>○ For example, who is the service, what do they do, how do they offer it, the cost to families, who is eligible to use the service, and how do you gain access to it?</li> </ul> </li> <li>• Summarise the information regarding the service to give families guidance on 'what to expect' in these areas. <ul style="list-style-type: none"> <li>○ For example, the library offers children's story time on Tuesdays and playtime with Mum and bub.</li> </ul> </li> <li>• Links, references and/or documents 'for further information' are at the bottom of the brochure so that a parent knows where to access further information. <ul style="list-style-type: none"> <li>○ For example, ACECQA or Nature Play SA.</li> </ul> </li> </ul>		
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**Brochure/fact sheet 3 – How families can be involved in the Service**

6	<p>Brochure 3: How parents can be involved in the service, including promoting one [1] event. The brochure must include the following.</p> <ul style="list-style-type: none"> <li>• Information about how parents can be involved in the service.</li> <li>• The promotion of one [1] event.</li> <li>• Information in order of practical application.</li> <li>• National Quality Standards and regulations relevant to the information provided to families.</li> <li>• Summarise the relevant information surrounding how families can be involved in the service and the event that will guide them on 'what to expect' in these areas.</li> <li>• Links, references and/or documents 'for further information' are at the bottom of the brochure so that a parent knows where to access further information.</li> </ul> <p>Look for: The student includes information and services from a community where the service of their current placement or workplace service is located. Alternatively, they have sourced information from their local area.</p> <p>The brochure includes the following:</p> <ul style="list-style-type: none"> <li>• Information about how parents can be involved in the service. <ul style="list-style-type: none"> <li>○ For example, providing ideas for curriculum, menu feedback, parent committee, policy reviews, parent surveys, and a suggestion box.</li> </ul> </li> <li>• The promotion of one event. <ul style="list-style-type: none"> <li>○ For example, Parent and Carer Day morning tea or a parent committee meeting.</li> </ul> </li> <li>• Information in order of practical application. <ul style="list-style-type: none"> <li>○ For example, what is the event, who can attend, what is the outcome/ purpose, why do you want their involvement, what is the cost [if any], what is the date/time, do you need a Working with Children's Checks, who is the contact person? The student should consider this a promotion invitation to invite parents to participate in a specific event, such as: <ul style="list-style-type: none"> <li>▪ 'Storytime for families Tuesdays.'</li> <li>▪ a service meeting around a specific area they could want feedback on from families</li> <li>▪ families in the kitchen</li> <li>▪ 'what's your special talent?' - inviting parents who play the guitar, teach yoga, can run fire drills, etc.</li> </ul> </li> </ul> </li> <li>• National Quality Standards or regulations relevant to the information provided to families.</li> </ul>		
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	<ul style="list-style-type: none"> <li>○ For example, Quality Area 6 Partnerships with families and communities.</li> <li>• Summarise the relevant information surrounding how families can be involved in the service, including contributions to the operation of the service in an advisory, consultative or decision-making role <ul style="list-style-type: none"> <li>○ For example, they can expect the service to listen to feedback, be open to suggestions and support their involvement in the curriculum and decision-making.</li> </ul> </li> <li>• Links, references and/or documents 'for further information' are at the bottom of the brochure so that a parent knows where to access further information. <ul style="list-style-type: none"> <li>○ For example, links to the service website, links to the parent committee handbook or survey links.</li> </ul> </li> </ul>		
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## Assessment checklist:

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

Brochure 1	
Service induction and orientation process fact sheet	<input type="checkbox"/>
Family induction form	<input type="checkbox"/>
Brochure 2	
Service in the local community fact sheet	<input type="checkbox"/>
Brochure 3	
Family participation in the service fact sheet	<input type="checkbox"/>

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

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