



CHC30121

Certificate III in Early Childhood Education and Care

Structured Workplace Learning and Assessment

Journal 2 of 2

Assessor Guide

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

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



What is Structured Workplace Learning and Assessment?

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

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



The 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

Journal 2

CHC30121 Certificate III in Early Childhood Education and Care

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Journal 2

This journal 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: Journal

This journal provides you an opportunity to record activities you were completing during your Structured Workplace Learning and Assessment (SWLA) placement and to reflect on your own actions and your experiences within SWLA.

These are set out based on the following modules:

- Module 6 - CHCECE030 Support inclusion and diversity
CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- Module 7 - BSBSUS411 Implement and monitor environmentally sustainable work practices
- Module 8 - CHCECE037 Support children to connect with the natural environment
- Module 9 - CHCECE031 Support children's health, safety and wellbeing
CHCECE032 Nurture babies and toddlers
- Module 10 - CHCECE033 Develop positive and respectful relationships with children
- Module 11 - CHCECE034 Use an approved learning framework to guide practice
CHCECE036 Provide experiences to support children's play and learning
CHCECE035 Support the holistic learning and development of children

You should work on this Journal in conjunction with the assessment tasks within Portfolio 2.

Throughout this Journal, you may be required to take photographs as a form of capturing evidence. Before commencing any photography in the service, you must gain written approval from your Workplace Supervisor, and from 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 tasks and related questions below carefully to ensure you understand the requirements. If you have any questions, please contact your Trainer/ Assessor at any time during the process.

ALL INTERACTIONS WITH THE CHILDREN MUST BE SUPERVISED BY A QUALIFIED EARLY CHILDHOOD EDUCATOR AT ALL TIMES.

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 always be de-identified as well. 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 6 - CHCECE030 Support inclusion and diversity

CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures

Additional resources and supporting documents

To complete this assessment, you will need to have access to.

- [National Quality Framework](#)
- [National Quality Standards](#)
- [Relevant Approved Learning Framework](#)
- [ECA Code of Ethics](#)

For this section of the assessment, you are required to review the following service policies and procedures, then complete the tasks, following the instructions provided:

- Collaborative partnerships with families and communities
- Educational program and practice
- Relationships with children
- Inclusion

TASK 1: INCLUSION AND DIVERSITY

In Portfolio 2 [Module 6 Activity 3 and Activity 4] you had to provide learning experiences for children to embed Aboriginal and/or Torres Strait Islander cultures in practical routines and support diversity and inclusion. Reflect on these experiences, then complete the following table with your responses.

Assessor instructions

Responses must complete the table with responses and provide 3 examples of instances where they have supported children with inclusion and diversity. This can be a range of learning experiences, activities, interactions, art etc. Student must also provide supporting evidence, signed by the Workplace Supervisor.

Provide three (3) examples of instances where you helped support children with inclusion and diversity in your centre, in accordance with service policies and procedures.	1. Creating a cultural display in the room with a world map, the children and their families have provided their cultural and heritage information to add to the map.
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<p>At least one of the examples needs to include a time that you engaged with children in a collaborative discussion.</p> <p>[10-30 words in each box]</p>	<p>2. During group time we sing nursery rhymes and then sing them in different languages to teach the children other languages.</p>
<p>Provide three (3) examples of how you embedded Aboriginal and/or Torres Strait Islander Peoples cultures into experiences and/or routines.</p> <p>At least one example must demonstrate your use of digital media.</p> <p>Provide supporting evidence of these instances, such as photographs, lesson plans, a copy of the service’s planning, procedures, etc.</p> <p>Save the supporting evidence using the following naming convention: <i>CHC30121_SWLA_Journal 2_Module 6_Evidence for supporting diversity_your name_yymmdd</i> and upload them together with your completed Journal for making.</p> <p><i>Note: Your supervisor must sign each piece of evidence and black out any identifiable or sensitive information (as required).</i></p>	<p>3. Using greetings and welcoming from different languages to the children and putting signage up around the room</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>Responses must include three (3) examples and supporting evidence of how the student supported children with inclusion and diversity in the centre/service.</p> <p>Documentation <u>must</u> include at least one form of digital media.</p> <p>Supporting evidence may include:</p> <ul style="list-style-type: none"> Curriculum and/or lesson plans that the student has developed to support children’s learning Photographs of the student working alongside children during a learning experience Photographs of displays the student has created that showcase an area of diversity, such a different country, etc. Procedures the student has implemented to intervene when bias-related incidents occur Strategies the student has implemented to manage bias.

TASK 1a

Complete the following table regarding how you engaged with community members about local diverse groups and supported understanding.

Remember to review relevant service policies and procedures to help you with the answer.

Your Workplace Supervisor must sign this table in the spaces provided to confirm the authenticity of the example.

<p>Provide one (1) example of how you engaged with community members about local diverse groups and supported understanding of cross-cultural issues and beliefs.</p> <p>Support the example with evidence, such as a photo, newsletter, discussion notes, etc.</p> <p>[Approximate word count: 40-80 words]</p> <p><i>Note: Your Supervisor must sign each piece of documentation in your portfolio and black out any identifiable or sensitive information (as required).</i></p>	<p>Responses must include an explanation and supporting evidence to demonstrate how the student has engaged with a community member about local diverse groups and supported understanding.</p> <p>For example:</p> <ul style="list-style-type: none"> • Connected with local members to come into the service to do a cultural demonstration and art experience with the children. • Newsletters to families about culture or local community • Notes of discussion with family members or community members (including children or educators) related to the local diverse groups • Observation of engaging with children and educators about local diverse groups • Discussion notes or photos from meetings with local community members such as Aboriginal elders.
<p>Supervisor Verification <i>Supervisor to sign and date to confirm that the evidence provided was collected in the workplace, as explained.</i></p>	
<p>Supervisor's Name: <i>[Please print]</i></p>	<p>Supervisor's Job Title: <i>[Please print]</i></p>
<p>Supervisor's Signature: <i>[Please sign]</i></p>	<p>Date:</p>

TASK 2: DIVERSITY AND INCLUSION PRACTICES IN THE WORKPLACE

Complete the following table with your responses based on service policies and procedures and your observations made during placement.

[Approximate word count: 20-80 words in each box]

Instructions to the assessor:

Students are to complete all sections of the table. Sample answers are provided for guidance:

Questions	Answers
<p>1. Briefly outline the aspects of diversity and inclusion you observe in your workplace.</p>	<p>Responses must include as a minimum, a brief outline the aspects of diversity and inclusion you observe in their workplace. For example, culture, race, ethnicity, disability, sex, generational, sexual orientation/sexual identify.</p>
<p>2. List the policies and procedures you can identify that support diversity and inclusion within the centre/ service. If the service has a Reconciliation Action Plan [RAP] as well, write down one</p>	<p>Responses must include as a minimum, a policy and procedure review and a list of the policies and procedures that support diversity and inclusion within the centre/service; for example, inclusion policy; equity, human rights and anti-discrimination policies; priority of access policy; family feedback policy.</p> <p>RAP</p>

<p>[1] element from the plan that the service is committing to.</p>	
<p>3. Give an example of how your service/centre promotes participation by <u>all</u> families.</p>	<p><i>Responses must include as a minimum, an example of how their service/centre promotes participation by all families.</i></p> <p>For example, family feedback policy, consulting with family members, sharing cultural knowledge, family surveys and questionnaires, family activity days, providing information in several different languages, etc.</p>
<p>4. Name at least two [2] practices you have observed in your workplace that support cultural safety.</p>	<p><i>Responses must include as a minimum, at least two practices they have observed in their workplace that support cultural safety.</i></p> <p>For example, reflection on one's own cultural attitudes and beliefs about 'others', recognising and avoiding stereotypes, engaging in a two-way dialogue with others, understanding the influence of 'culture shock' and creating a welcoming environment for all individuals and groups, Reconciliation Action Plan and monthly meetings to improve.</p>
<p>5. Give an example of the types of communication skills you used to foster respect and equity when supporting children with inclusion and diversity in the centre/ service.</p>	<p>Responses must include as a minimum, an example of the types of communication skills used to foster respect and equity when supporting children with inclusion and diversity; for example, politeness, courtesy and kindness, listening actively to others, avoiding negativity, treating others equally, expressing emotional empathy, valuing other people's opinions, cultures and beliefs, and using cross communication skill such as speaking slowly, avoiding slang, maintaining etiquette, etc.</p>
<p>6. Give one example of how you built on the children's diverse backgrounds and their families in your centre/service.</p>	<p>Responses must include as a minimum, one example of how they built on the diverse backgrounds of the children and their families in their centre/service; for example, activities that extend children's understanding of areas of diversity, activities that recognise similarities and differences, using cross cultural communication skills, modelling positive attitudes to difference, etc.</p>
<p>7. Name an occasion when you engaged with other educator(s) or other support workers to aid individual children with specific needs.</p>	<p>Responses must include as a minimum, one occasion when they engaged with other educator(s) or other support workers to aid individual children with specific needs; for example, targeted interventions, additional one-on-one assistance, early intervention, support for children with disability, service and case management, etc.</p>
<p>8. Name an occasion when you consulted with a family member and/or member of the local community to gather information and knowledge about a local cultural group. Explain the situation, and community protocols followed and why these protocols are important.</p>	<p>Responses must include as a minimum, one occasion when they consulted with a family member and/or member of the local community to gather information and knowledge about a local cultural group. Including an explanation of the situation, community protocols followed and why these protocols are important.</p> <p>For example, responses may relate to any local cultural groups, and community protocols relate to the customs, lore, and codes that guide a cultural group's behaviour. Community protocols are present in all cultures and observing them shows respect for the cultural traditions, history and diversity of that community. It also shows a willingness to recognise that the processes and procedures of another cultural community are</p>

	equally important and worthy of the same respect as one's own cultural protocols.
9. Name a time that you reflected on your own values and biases in the context of engagement with families and children.	<p>Responses must include at least one example of a time the student has reflected on their own biases in the context of engagement with families and children. A sample response is provided below:</p> <p>When working with a child with a cultural background that is not English. I needed to remember how I was treated and interacted with when I was a young immigrant child who just came to Australia with no clue what is happening what I am doing. Based on that I wanted to make sure this new family had as much support as possible. I provided the family with a local area fact sheet with information about shopping centres, hospitals, government aids and organisations to help them.</p>

TASK 3: RESEARCH TASK

Conduct a research on Aboriginal and Torres Strait Islander People's culture, then complete the following table with your responses.

Instructions to the assessor:

Students must complete all sections of the table. Sample answers have been provided to demonstrate potential answers and the calibre of answers that students are required to provide.

[Approximate word count: 20-80 words in each box]

Questions	Answers
1. Explain the impacts of colonisation on local Aboriginal and Torres Strait Islander People's culture.	Responses must include as a minimum, a summary of the research about the impacts of colonisation on local Aboriginal and Torres Strait Islander Peoples culture; for example, the introduction of new diseases [smallpox, measles and influenza], settler acquisition of land, violent conflict with colonisers.
2. Explain the impacts of historical events on local Aboriginal and Torres Strait Islander People's culture.	Responses must include as a minimum, a summary of the research about the impacts of historical events on local Aboriginal and Torres Strait Islander Peoples culture; for example, effects and consequences of stolen generations such as substance abuse, unable to reconnect to family, difficulties parenting due to the lack of role models, loss of identity, deep distrust of government.
3. List some of the current issues concerning Aboriginal and/or Torres Strait People.	Responses must include as a minimum, a summary of the research about current issues concerning Aboriginal and/or Torres Strait Peoples; for example, life expectancy, unemployment, physical violence, health conditions, psychological distress, languages lost.
4. Explain what is the Aboriginal and/or Torres Strait People's ways of learning.	Responses must include as a minimum, a summary of the research about Aboriginal and/or Torres Strait Peoples ways of learning; for example, through storytelling, hands on experiences and caring for the land.
5. Describe Aboriginal and/or Torres Strait People's language and explain how we can promote and	Responses must include as a minimum, a summary of the research about; for example, particular words, welcome songs, welcome wording and how to share those words, songs and stories appropriately, such as, before reading a dreamtime story,

embed their culture in a culturally sensitive way.	acknowledging the people who wrote it and the local traditional landowners.
6. Explain the local Aboriginal and/or Torres Strait Peoples protocols around sharing information.	Responses must include as a minimum, a summary of the research about; for example, learning the name of the local Aboriginal and/or Torres Strait People and understanding their protocols, such as never sharing their artwork without permission, or not photographing their works of art.
7. Identify three (3) examples in which Aboriginal or Torres Strait Islander culture can be appropriately embedded into routines and learning experiences.	<p>Responses must include as a minimum, a list of at least 3 experiences that can be embedded into routines and learning experiences.</p> <p>Potential answers may include:</p> <ul style="list-style-type: none"> • Doing an acknowledgement of country with the children each day • Introducing and singing traditional aboriginal songs in group time experiences like twinkle twinkle, head & shoulders- source: https://www.slq.qld.gov.au/blog/popular-nursery-rhymes-aboriginal-and-torres-strait-islander-languages • Incorporating community visitors into the service of elders helping to bring awareness to culturally appropriate learning for children • Development of a service RAP • Introducing aboriginal resources into the room like pictures, information, equipment etc • Excursion into the local community to historical sites • Incursions • Art experiences that are influenced by Aboriginal Artwork and artists • Incorporating Aboriginal and Torres Strait Islander history and awareness into group time experiences
8. Details of sources of credible information used	Responses must include as a minimum, a list of the sources used in research. This might include people in the community; for example, elders, Reconciliation Australia, local Aboriginal and/or Torres Strait Islander networks.

TASK 4: ENGAGING WITH PEERS

Complete the following table, explaining a time that you engaged with peers, mentors or others to support an individual child with specific needs.

Your Workplace Supervisor must sign this table in the spaces provided to confirm the authenticity of your answers.

Assessor Instructions:

Student is to complete the table below about a time they had an interaction and engaged with a peer, mentor or other to support an individual child with specific needs. The specific needs can include a

child with additional rights, Aboriginal or Torres Strait Islander or another culture. The student must have a discussion and complete the table outlining what the conversation that took place and what was the outcome of the conversation.

Sample answer provided below.

Date & time of interaction	24/07/2023 10:30am
Location	Inside the 2-3 room
Interaction with whom	With the Room leader Shannon
Explain the interaction that took place	Paul is a child with additional rights who has commenced in the room. Shannon was explaining the care plan that has been put in place for Paul. Due to Paul having an issue with communication and having a tendency of biting, it is required that there is an educator in proximity. To ensure there is no educator burn out this job will be alternated each week.
What was the outcome from the interaction	This week I will be with Paul and ensuring there is close supervision. We have gone through the care plan to identify some of the triggers and behaviours Paul will exhibit before he tries to bite a child.
Feedback/ Notes from the peer, mentor or other	Shannon said I did a great job interacting with Paul and the other children. Although I had the task to supervise him, I was able to still complete all my tasks and deal with competing priorities.
Supervisor Verification <i>Supervisor to sign and date to confirm that the discussion took place.</i>	
Supervisor's Name: <i>[Please print]</i>	Supervisor's Job Title: <i>[Please print]</i>
Supervisor's Signature: <i>[Please sign]</i>	Date:

TASK 5

Reflect and explore a time that your own values and biases have impacted you when interacting with families and children.

Discuss this reflection with your supervisor on at least **two [2]** occasions and document in the table below.

[Approximate word count: 30-80 words each section]

Assessor Instructions:

Students are to reflect on a time their own values and biases have impacted on them when interacting with families and children. Students are required to document this in the table below and talk to a

supervisor about this and gain feedback. The supervisor is to sign off when they have completed this. This needs to be done twice.

Sample answer provided below.

REFLECTION 1	
Reflect and explore a time that your own values and biases have impacted you when interacting with families and children.	When I was working with a child that had autism, when I was growing up and depicted on TV autism is represented quite dramatically and does not demonstrate how there is a spectrum, children can look completely 'normal' and have slight autism. A child in the class was very low on the spectrum and did not show any major signs of disability. This was something I was not aware of or accustomed to and I needed to adjust my mindset on what I understood it to be.
Outcome of discussion with your supervisor.	I spoke with my supervisor to understand the level of autism this child has. I wanted to know/ understand how I could help the child and address what they needed. I needed to also learn and understand how autism looks in the sense of a spectrum.
Supervisor Verification	
<i>Supervisor to sign and date to confirm that the discussion took place.</i>	
Supervisor's Name: <i>[Please print]</i>	Supervisor's Job Title: <i>[Please print]</i>
Supervisor's Signature: <i>[Please sign]</i>	Date:

REFLECTION 2	
Reflect and explore a time that your own values and biases have impacted you when interacting with families and children.	
Outcome of discussion with your supervisor	
Supervisor Verification	
<i>Supervisor to sign and date to confirm that the authenticity of the answers.</i>	
Supervisor's Name: <i>[Please print]</i>	Supervisor's Job Title: <i>[Please print]</i>
Supervisor's Signature: <i>[Please sign]</i>	Date:

TASK 1: SUSTAINABILITY

Question 1

As part of Portfolio 2’s Sustainability Project you were required to implement the Sustainability Action Plan, then you had to collect stakeholder feedback on the implementation.

Briefly explain the actions you took based on the feedback received from stakeholders on the implemented sustainability strategies.

[Approximate word count: 30-40 words]

Instructions to the assessor:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- include a description of how they acted on stakeholders’ feedback provided on the implemented sustainability strategies. Response must relate to the feedback provided via the Feedback Form [submitted as part of Portfolio 2].

Sample answers are provided below.

For example:

Feedback suggested creating more activities for children where they can learn about sustainability, recycling, etc. To address this feedback, I have collected books related to sustainability and read these books to children during group time and during free play.

Question 2

Briefly explain how you prepared for the implementation of the sustainability strategies in the workplace. In your response include all change management techniques you applied to support staff members and children involved in the sustainability activities.

[Approximate word count: 110-120 words]

Instructions to the assessor:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- include an explanation of how they prepared for the implementation of the sustainability strategies
- include the change management techniques applied to support staff members and children involved in the sustainability activities, such as communication with Workplace Supervisor, staff members/educators, allowing staff members to provide feedback or ask questions.

Sample answers are provided below.

For example:

To prepare for the implementation of the sustainability strategies, I:

- reviewed the service's current sustainability practices through reviewing procedures, Quality Improvement Plan (QIP), and other relevant workplace documents.
- collected information about the service's resource usage, etc.
- talked to Workplace Supervisor to understand service's sustainability practices.
- completed the Sustainability Audit Form with collected information.
- completed the Sustainability Action Plan with proposed efficiency targets and strategies for improvements.
- talked to Workplace Supervisor and staff members to discuss the implementation and asked for their feedback.
- checked with room leader and staff members regarding daily program to ensure sustainability strategies integrate with operational activities.
- allowed staff members to provide feedback or ask questions regarding sustainability strategies.

Question 3

Explain how you complied with environmental requirements during the implementation of the sustainability strategies.

[Approximate word count: 30-40 words]

Instructions to the assessor:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- include an explanation of they complied with environmental requirements during the implementation of the sustainability strategies.

For example:

I complied with environmental requirements as I:

- followed workplace policies and procedures
- promoted sustainable practices in the workplace
- developed sustainability strategies to improve waste disposal, support energy efficient behaviour and to promote the recycling of green waste.

Module 8 - CHCECE037 Support children to connect with the natural environment

TASK 1: SUPPORT CHILDREN'S KNOWLEDGE AND UNDERSTANDING OF THE NATURAL ENVIRONMENT

You are required to document **three (3)** examples that show you have supported children's knowledge and understanding of the natural environment, including one Aboriginal/Torres Strait

Islander inspired experience and explain your experience. The experiences must be facilitated in accordance with organisational standards and workplace policies and procedures.

You will need to engage a minimum of **two [2]** children in each activity. Children can be of your preferred age-group, such as 0-2, 2-3, 3-5.

Complete the [Natural Environment template](#) to record these learning experiences that can be planned or unplanned. Discuss with your workplace supervisor any idea you have related to the experiences to ensure the experiences and resources used are safe and age appropriate. If you are planning to use the service's resources, make sure you obtain the supervisor's consent. **You are not allowed to use the service's resources for any activities required by assessment tasks without the Workplace Supervisor's consent.**

You may include photo-evidence of the resources used; however, no children should be visible in the photos.

Ideas of learning experiences that support children's understanding and respect of the natural environment include:

- nature experiences e.g., touch, taste, sight, smell, sound
- STEM projects e.g., natural phenomena – weather, seasons, day/night
- projects that allow for exploration of interdependence between people, plants, animals and the land e.g., worm farm, composting, going on excursions to natural bushland
- heuristic play experiences e.g., collections of natural materials such as shells, feathers, smooth river stones, pine-cones
- collages made with natural materials such as twigs, soil, dried native flowers and gumnuts
- day-to-day routines such as composting fruit and vegetables left-overs from mealtimes.

Note: The above examples of documentation and learning experiences are not mandatory, they are a list of suggestions only.

You should title each experience and identify it by the title on the Natural Environment template, such as 'Collage'.

Once you completed the template for all three [3] experiences, organise a time to meet with your Workplace Supervisor to show the items in the templates before submission.

Your workplace supervisor must sign the provided space at the end of the template and black out any identifiable or sensitive information (as required).

Save the completed template using the following naming convention: *CHC30121_Journal 2_Module 8_Natural Environment experience_yourname_yymmdd* and submit it together with the assessment document and other relevant documentation for marking.

Instructions to the assessor:

Student must follow instructions and document three [3] examples that show that the student has supported children's knowledge and understanding of the natural environment, including one

Aboriginal/Torres Strait Islander inspired experience. Student must complete the Natural Environment template and explain the experience, including any photo-evidence of the set-up as practical. No child can be visible in the photos!

Workplace supervisor must sign and date the template to verify that all tasks were completed in the workplace.

A completed sample document has been provided with possible sample answers.

*Module 9 - CHCECE031 Support children's health, safety and wellbeing
CHCECE032 Nurture babies and toddlers*

Note: Activity 1 Question 14 contributes to competency achieved for CHCECE033.

ACTIVITY 1: CARE FOR BABIES AND TODDLERS

Reflect on your interactions with the children, colleagues and families during professional work placement, then complete the following Critical Reflection table with your responses.

Instructions to the assessor:

Students must complete the Critical Reflection table with responses regarding the experiences they had with babies, toddlers and their families during SWLA.

CRITICAL REFLECTION TABLE	
<p>1. Give two [2] examples of how you maintained knowledge of children's health needs by:</p> <ul style="list-style-type: none"> • seeking information from colleagues and families, and • sharing information with colleagues and families. <p>[20-30 words each]</p>	<p>Seeking information: For example:</p> <ol style="list-style-type: none"> 1. I've asked staff about the child's food allergies when serving morning tea (whether they can have certain fruits) 2. I've asked families whether the child had a good night sleep <p>Sharing information: For example:</p> <ol style="list-style-type: none"> 1. I told another educator that a child's head feels warm and seems lethargic, so the child may be unwell 2. I told the family that the child had a longer sleep in the afternoon than usual
<p>2. Give two [2] examples of how you observed and responded to signs of illness in children. Your response should include how you shared the information with colleagues and families.</p> <p>[130-150 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> • A child looked lethargic and when I touched his head, it felt warm. I told the room leader about it who checked the child's temperature, and it was 38 °C. While the room leader checked the authorization form to see whether Panadol can be administered, I stayed with the child and tried to comfort the child by reading a book. The room leader called the parents as no authorization was given for medication and parents decided to come to pick up the child. I stayed with the child until the parents arrived, then I explained to the parents how

	<p>I noticed that the child's behaviour had changed and suspected that the child was unwell.</p> <ul style="list-style-type: none"> I noticed rashes on the child's tummy and showed it to the room leader who said it was probably just some allergy. I monitored the child's symptoms and the rash disappeared after a few hours.
<p>3. Give two (2) examples of how you observed and responded to signs of injury in children. Your response should include how you shared the information with colleagues and families.</p> <p>[100-120 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> A child tripped over and started crying. I comforted the child and noticed that he had a small scratch. I've asked the room leader what I should do, and the room leader advised me to put a band aid on it as it is only a minor incident. When the parents came to collect the child, I explained to them what had happened. A child's finger got caught in the drawer by accident and started crying. I comforted the child and let the room leader know. Following the room leader's advice, I've placed the child's hand under running cold water, then when the parents came to collect the child, I explained what happened.
<p>4. Give two (2) examples of the developmentally appropriate restful play activities you provided for children who did not sleep or rest.</p> <p>[2-10 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> Puzzles Drawing Reading Playdough
<p>5. Give two (2) examples of how you met individual clothing needs and preferences for children's health and safety, in accordance with the service's policies and procedures.</p> <p>[40-50 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> As parents requested in the morning, I helped putting clean clothes on the child in the afternoon, before collection. The child had a cough for a few days, so, following the parents' request, I made sure throughout the day that the child is always dressed up warm enough.
<p>6. Give two (2) examples of how you supported children's wellbeing through exchanging information with families about the child's rest and sleep patterns.</p> <p>[40-50 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> At collection, I told the parent that the child had a longer sleep than usual. At collection, I told the parent that the child didn't have a sleep, just rested on the bed for 20 minutes, then we did a few puzzles.
<p>7. Explain how you used, stored and labelled dangerous products according to manufacturer's instructions, service policies and procedures and regulations.</p> <p>[30-50 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> Bleach is kept in original container, in the cleaning product, in a locked labelled cabinet, out of reach of children. After cleaning the bathroom, I put away cleaning products in a locked labelled cabinet, out of reach of children
<p>8. Explain how you implement service procedures and regulations for safe collection of each child.</p> <p>[30-40 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> When someone came to collect the child, I've asked who they were and if it wasn't the parent, I called my supervisor and asked the person to show ID that

	we then checked against the authorization for collection form.
9. Explain how you ensured that only authorized people entered the service. [20-30 words]	For example: <ul style="list-style-type: none"> If visitors rang the bell, I asked them who they were, asked them to wait at the entrance until I call my supervisor or another educator.
10. Explain how you assisted children recognize potential hazards during play. [20-30 words]	For example: <ul style="list-style-type: none"> When children showed broken toys or equipment, I explained that I will throw it away as it may not be safe to use,
11. Give two (2) examples of how you provided positive personal care routine suited to a child's individual and cultural context. [20-30 words]	For example: <ul style="list-style-type: none"> I made sure that the child had his soft toy for sleep time. I made sure that the red dot isn't washed off from the child's forehead.
12. Explain the relationships you built with children and how observation, discussion and reflection helped you strengthen the relationship. [40-50 words]	For example: <ul style="list-style-type: none"> I was watching what children liked playing. I initiated conversation based on their interest and joined the activity. At the end of the day, I reflected on my interactions with the children. I built positive and strong relationship with 3-4 children within the room.
13. Explain how you gathered information from families to assist in the transition from home to the service. [20-30 words]	For example: <ul style="list-style-type: none"> I've asked families about the child's favourite toy and asked family to bring a soft toy to daycare to help transitioning.
14. Explain how you assisted families and children with separation. Give examples of signs of family stress you have recognized. [40-50 words]	For example: <ul style="list-style-type: none"> I approached families in the morning, welcomed them, asked them about their morning. If a parent was hesitant to leave, I invited the child to play and encouraged the parent to say good-bye. I also reminded them they could call to check in and see how their child was doing.
15. Explain how you communicated daily with families about their child's activities, sleeping and eating patterns [15-20 words]	For example: <ul style="list-style-type: none"> I completed the relevant charts to record child's eating, sleeping. During collection, I explained families what the child did during the day, what they ate and whether they slept.
16. Explain how you adapted experiences to meet the child's individual routines. [20-30 words]	For example: <ul style="list-style-type: none"> The child wanted to join an art activity, but it was close to the child's rest time, so I promised to do the activity after the child had a rest.
17. Explain how you worked with families and other educators to support children's toilet learning by sharing information, using consistent	For example: <ul style="list-style-type: none"> When a family let educators know that they start toilet training the child, I've asked families to pack multiple spare underwear for the child. We agreed

approaches and supporting the child positively and sensitively. [60-70 words]	with the other educators to take the child to the toilet every hour. Gave a child a 5 minute warning before toilet-time and encouraged the child to use the toilet and praised and celebrated all the child's efforts.
18. Explain how you offered a supportive environment for breastfeeding according to service protocols. [15-20 words]	For example: <ul style="list-style-type: none"> If a parent asked about breastfeeding, I showed them the allocated area where they could breastfeed comfortably.
19. Describe the relationship between other educators and children. When reflecting on your relationship with children, explain how you could enhance it. [40-50 words]	For example: <ul style="list-style-type: none"> Educators are caring and patient with children. Children have developed strong attachments with other educators. Children listen to them and go to them for comfort. I don't know every child that well so I should get to know them better.
20. Outline how the planned and spontaneous physical experiences went with babies and toddlers. What would you do differently next time? [30-40 words]	For example: The planned experience with toddlers was successful, but for the spontaneous experience more children wanted to join that I anticipated. Next time I would have clear rules before implementing the activity or plan for more children to join.

Module 10 - CHCECE033 Develop positive and respectful relationships with children

ACTIVITY 1: INTERACTION WITH CHILDREN

Reflect on your interactions with the children, colleagues and families during professional work placement, then complete the following Reflective Journal Table with your responses:

Instructions to the assessor:

Students must complete the Reflective Journal Table with responses regarding the experiences they had with children, colleagues and families during SWLA. Sample answers are provided for guidance.

REFLECTIVE JOURNAL TABLE	
1. Give three (3) examples of how you responded sensitively and respectfully to children's efforts to communicate. [120-150 words]	For example: 1) During playtime, a child excitedly approached me and started babbling with enthusiasm, pointing at a drawing she made. I crouched down, maintained eye contact, and said, "Wow! You worked so hard on your drawing! Can you tell me more about it?" 2) One day a shy child showed signs of frustration during an art activity. I noticed his body language and softly asked, "Liam, it seems

	<p>like you're feeling a bit upset. Is there something you'd like to share or talk about?" I waited patiently, giving him space to express himself.</p> <p>3) During free play a nonverbal child with autism started flapping his hands excitedly. I recognized this as a form of communication and encouraged him by saying, "I see you're feeling happy! Can you show me more of your happy dance?" I also started clapping, validating his expression.</p>
<p>2. Give two (2) examples of how you comforted children who cried or showed signs of distress in ways appropriate for individual children.</p> <p>[120-150 words]</p>	<p>For example:</p> <p>1) A 2-year-old child started crying during drop-off, feeling anxious about being separated from her parent. I gently kneeled down to her level, offering a comforting touch on her back and saying, "I understand it's hard to say goodbye. It's okay to feel sad. Let's find a special toy you can keep with you today to remind you of your family."</p> <p>2) A 4-year-old child became upset during a group activity, feeling overwhelmed by the noise and stimulation. I noticed his distress and calmly took him to a quiet corner, providing a soft blanket and saying, "It seems like you need a little break. You can take deep breaths and wrap yourself in this cozy blanket. When you're ready, you can join the activity again, or we can find something quieter to do together."</p>
<p>3. Give two (2) examples of how you responded positively to varying abilities and confidence levels and acknowledged children's efforts and achievements.</p> <p>[120-150 words]</p>	<p>For example:</p> <p>1) During a block-building activity, 3-year-old child struggled to stack the blocks to create a tower. Instead of focusing on the outcome, I praised her effort and problem-solving skills by saying, "Wow, Sarah! You tried so hard to build that tower. Even though it fell, I'm proud of how you kept trying and didn't give up. You're doing a great job!"</p> <p>2) During a group music activity, 4-year-old child was hesitant to sing along with the other children. Instead of pressuring him, I acknowledged his effort and showed</p>

	<p>appreciation for his unique contribution by saying, "I noticed how you tapped your feet and clapped your hands to the rhythm of the music. You have your own special way of enjoying the song, and it makes our music time even more fun. Thank you for sharing your enthusiasm!"</p>
<p>4. Give two (2) examples of how you supported children to recognise and label their range of emotions.</p> <p>[150-200 words]</p>	<p>For example:</p> <p>1) One day, I noticed 3-year-old child looking sad and withdrawn during playtime. I sat down next to her and gently asked, "I see that you're feeling a little sad. Is there something on your mind that you'd like to talk about?" She nodded and shared that she missed her mom, who was away for a few days. I validated her feelings by saying, "It's okay to feel sad when we miss someone we love. Let's draw a picture for your mom and talk about how much you love her. That way, we can show her how we feel."</p> <p>2) During a group activity, 5-year-old child became frustrated and started to cry when he couldn't complete a puzzle. I approached him and said, "I can see that you're feeling frustrated right now. It can be hard when things don't go as planned. How about we take a deep breath together and try again? Remember, it's okay to ask for help if you need it." After some guidance, he successfully completed the puzzle, and I praised his resilience by saying, "Look! You did it! You persevered even when it was challenging, and I'm so proud of you!"</p>
<p>5. Give one (1) example of how you modelled self-regulation.</p> <p>[120-150 words]</p>	<p>For example:</p> <p>One day, I noticed that the noise level was getting too loud, and some children were becoming restless and excited. Instead of becoming frustrated or reprimanding the children, I calmly addressed the situation. I took a deep breath and said, "Everyone, let's take a moment to pause and listen. I can see that we're all feeling excited, but it's important to remember to regulate our voices and body movements so that we can all focus and enjoy the activity together."</p> <p>I then demonstrated self-regulation by speaking in a soft and calm voice, using slow and</p>

	<p>deliberate movements. I encouraged the children to join me by taking a deep breath and exhaling slowly. I emphasised the importance of self-control and being mindful of our actions to create a peaceful and productive environment.</p>
<p>6. Give one (1) example of how you supported children's agency to make choices and experience natural consequences.</p> <p>[100-120 words]</p>	<p>For example:</p> <p>During outdoor playtime, a group of 4-year-old children were playing with water toys. One child wanted to join but didn't want to put an apron on. I approached him and said: 'It's not too warm today, if your clothes get wet, we will need to change them. You have only one spare clothes, so if we need to change your clothes, you won't be able to play with the water again.' He insisted on playing with the water toys and water and got wet quickly. I reminded him to change his clothes, and once he changed his clothes, I redirected him to play with something else.</p>
<p>7. Give one (1) example of how you guided children's behaviour in a way that promotes self-regulation and preserve and promote children's self-esteem and wellbeing.</p> <p>[100-200 words]</p>	<p>For example:</p> <p>One day, a 3-year-old child was feeling frustrated during playtime because she couldn't stack blocks as high as she wanted. I observed her struggling and noticed her becoming upset with herself. To promote self-regulation and preserve her self-esteem, I approached her calmly and sat down beside her.</p> <p>First, I acknowledged her feelings by saying, " I see that you're feeling frustrated because the blocks keep falling down. It can be tricky sometimes, but I know you can do it." By validating her emotions, I ensured that she felt understood and supported.</p> <p>Next, I offered her some gentle guidance and encouragement. I said, "Let's try a different approach together. Maybe we can start with smaller blocks and gradually build them up. Remember, it's okay to make mistakes; that's how we learn and improve."</p> <p>Throughout the process, I praised the child's efforts and progress. When she successfully stacked a few blocks, I expressed genuine excitement and said, "Wow, you did it! Look at your fantastic tower! You were persistent and never gave up. I'm so proud of you."</p>

	<p>By providing a supportive and empathetic environment, acknowledging her feelings, offering guidance, and celebrating her achievements, I helped her develop her self-regulation skills, maintain her self-esteem, and promote her overall wellbeing.</p>
<p>8. Give one (1) example of how you communicated expectations for behaviour based on service policies.</p> <p>[50-100 words]</p>	<p>For example:</p> <p>In the preschool room, I told children to say "Stop, I don't like it." if a peer displays behaviour they don't like, such as hitting, rough game, etc. If the other child didn't stop the behaviour, I encouraged children to walk away and find another activity. I introduced this to teach children to verbalise their feelings and preferences instead of responding to the behaviour in an aggressive way, such as hitting back,</p>
<p>9. Give one (1) example of how you redirected behaviour and defused situations of conflict or stress.</p> <p>[200-300 words]</p>	<p>For example:</p> <p>Once I encountered a situation where two children were engaged in a heated argument over a toy. To redirect their behaviour and defuse the conflict, I employed a conflict resolution strategy.</p> <p>First, I approached the children calmly and acknowledged their feelings by saying, "I can see that both of you really want to play with the toy. It's important to find a solution that makes everyone happy." By validating their emotions, I helped them feel heard and understood.</p> <p>Next, I proposed a compromise by suggesting they take turns with the toy. I said, "How about we set a timer and give each of you five minutes to play with the toy? When the timer goes off, it will be the other person's turn. Would that be fair?" This solution allowed both children to have a chance to enjoy the toy while learning the concept of sharing and turn-taking.</p> <p>To further defuse the situation, I involved them in the decision-making process. I asked, "What do you think about this idea? How would you like to take turns?" By empowering them to contribute to the resolution, they felt a sense of ownership and cooperation.</p>

	<p>Throughout the playtime, I closely monitored their interactions, offering gentle reminders and encouragement to follow the agreed-upon turn-taking rules. I praised their efforts whenever they successfully shared and played cooperatively.</p> <p>This approach not only resolved the immediate situation but also equipped them with conflict resolution skills and fostered a positive and harmonious environment in the daycare.</p>
<p>10. Give two [2] examples when a child needed additional support and you sought guidance from your Workplace Supervisor or another educator.</p> <p>[150-200 words]</p>	<p>For example:</p> <p>1) While working with a 4-year-old child, I noticed that he was displaying signs of delayed speech development. Concerned about providing him with appropriate support, I sought guidance from my Workplace Supervisor. I shared my observations and discussed potential strategies to foster his language skills. My supervisor recommended involving a speech therapist and provided resources for additional professional assistance. With their guidance, we implemented targeted activities and created a supportive environment to facilitate the child's language development.</p> <p>2) In the preschool classroom, I encountered a 3-year-old child who was struggling with separation anxiety. Recognising the need for additional support, I reached out to another educator who had experience in child development and behaviour. We discussed strategies to help the child gradually adapt to the separation process. The educator suggested implementing a visual schedule, offering comfort objects, and gradually increasing separation time. With their guidance, we supported the child's emotional well-being and helped her develop coping mechanisms, fostering a smoother transition during drop-off times.</p>
<p>11. Describe a situation when a child was reluctant to participate in an activity. Explain how you supported the child.</p> <p>[100-150 words]</p>	<p>For example:</p> <p>During an art activity, I encountered a 5-year-old child who was reluctant to participate in painting. Sensing his hesitation, I approached him gently and inquired about his feelings. The</p>

	<p>child expressed that he was worried about making mistakes and not being good at painting. To support him, I reassured him that art is about creativity and self-expression, rather than perfection. I showed him examples of abstract art and emphasised the joy of experimenting. I offered him a smaller canvas and encouraged him to start with simple strokes. Throughout the activity, I provided continuous encouragement, praising his effort and highlighting the unique aspects of his artwork. Gradually, the child began to feel more confident, and by the end of the session, he proudly showcased his painting, celebrating his individuality and newfound enthusiasm for artistic expression.</p>
<p>12. Describe a situation when you assisted one or more children during a conflict.</p> <p>[150-200 words]</p>	<p>For example:</p> <p>During outdoor playtime, I came across a conflict between two children, who were arguing over a toy. One of the children was upset because she felt that the other child had been playing with the toy for too long. Sensing the tension, I intervened to assist them in resolving the conflict peacefully.</p> <p>First, I approached the children calmly and acknowledged their feelings. I gave each child a chance to express their perspective and actively listened to their concerns without taking sides. This allowed them to feel heard and validated.</p> <p>Next, I facilitated a conversation between the children encouraging them to express their needs and find a solution together. I asked questions like, "How do you think we can solve this problem? Is there a way to share the toy so that both of you can have a turn?"</p> <p>To encourage cooperation, I suggested they take turns with the toy, setting a timer to ensure fairness. I guided them through the process, helping them understand the importance of sharing and compromising.</p> <p>Throughout the resolution process, I emphasised the value of empathy and kindness. I praised their efforts when they showed understanding towards each other and offered support and encouragement.</p>

ACTIVITY 2: REFLECT ON RELATIONSHIPS

Reflect on your how you, your colleagues and children developed relationships during your professional work placement, then complete the following Reflective Journal Table with your responses:

Instructions to the assessor:

Students must complete the Reflective Journal Table with responses regarding their observations and the experiences they had during SWLA.

REFLECTIVE JOURNAL TABLE	
<p>1. Describe your relationship with the children, detailing any close attachments you have developed with them, and they have developed with you during SWLA. Your response should include the children’s age-group.</p> <p>[150-200 words]</p>	<p>For example:</p> <p>I completed a few weeks of placement in the toddlers’ room. At the beginning of my placement children were shy towards me and most of them refused my help if they felt sad. I tried to engage in play activities with them as much as I could, offered help whenever I felt it was needed. If they refused my help, I didn’t insist, respected the child’s wish. After a few days, I noticed that some of the children joined me in the book corner more often. One morning, when one of the children arrived, the room leader was busy, so I helped to say good-bye to the parent and offered to read a book to the child. She accepted, we read a book, and from then on, this child approached me more often. During rest time, this child asked me to pat her. I feel that we have developed a close attachment as this child trusts me and allows me to join her in different activities.</p>
<p>2. Describe other educators’ relationship with the children, detailing any close attachments you have noticed during SWLA. Your response should include children’s age-group and examples of how the educators guide children’s behaviour or how they respond to children’s needs.</p> <p>[150-200 words]</p>	<p>For example:</p> <p>There are two educators in the toddlers’ room. One of the educators has been working there for a long time and the other just joined recently. I noticed that children show more respect toward the educator who has been there longer: they listen to her, in the morning they seem happier to stay if she is there. The other educator always brings in new resources and creates fun activities, and children seem happy to engage in these activities. This educator talks to children in a very calm way, whereas the other educator is a lot firmer in her communication. In case of challenging behaviour, the calm educator tries to explain why the behaviour wasn’t nice, but this does not always stop the behaviour. The other educator separates children first, then</p>

	usually spends time with the child who is more upset. They both respond quickly to children's needs, whether they are sad or need something.
<p>3. Describe how the children in your group interact with each other and explain whether they have built positive relationships and/or friendships with each other. In your response include interaction and behaviour patterns and identify any gender influence on group dynamics.</p> <p>[150-200 words]</p>	<p>For example:</p> <p>In the toddler room children are usually happy and engaged in the activities. There are more boys than girls, so girls tend to engage in the boys' games. I have noticed a few friendships developed where the parents also encourage this and organize playdates in the weekend. If a child cries, there are always a few children who rush to comfort the crying child with hugs or with toys offered. One child who attends once a week is very active and when he's in the service, the room is a lot louder. We have a quiet corner with a hammock and children who are too tired or overly excited tend to relax here. The book corner is also very popular as a quiet activity. The majority of the children enjoy physical activities outdoors. The girls tend to help more to the educators, folding clothes or packing up toys.</p>

Module 11 - CHCECE034 Use an approved learning framework to guide practice

CHCECE036 Provide experiences to support children's play and learning

CHCECE035 Support the holistic learning and development of children

ACTIVITY 1: THE APPROVED LEARNING FRAMEWORK IN USE

Reflect on your experiences during SWLA, then complete the following Reflective Journal Table with your responses regarding the implementation of the approved learning framework within the service:

Instructions to the assessor:

Students must complete the Reflective Journal Table with responses regarding the experiences regarding the implementation of the approved learning framework. Sample answers are provided for guidance.

REFLECTIVE JOURNAL TABLE	
<p>1. Investigate and explain how each of the following elements of the learning framework are visible in the service in your experience:</p> <ul style="list-style-type: none"> • vision • principles • practices. 	<p>For example:</p> <p>I noticed the EYLF vision 'All children experience learning that is engaging and builds success for life' is evident in the service because the environment is really interesting, and children are engaged. I heard the staff discussing</p>

<p>Your response must include a written example for each.</p> <p>[130-150 words]</p>	<p>learning and how they can support children who need extra support.</p> <p>The principles were evident in the service because educators had positive relationships with children, and great partnerships with families. They talked a lot with children and families when they arrived and left and also called families to check things, they didn't know the answer to.</p> <p>The practices were evident in the service because the service has a reconciliation action plan and is having discussions about cultural competence. They have engaged families and an elder from the aboriginal community to support their journey to cultural competence.</p>
<p>2. Describe how the learning framework has supported educators' practice in the service.</p> <p>In your response, reflect on at least 3 (three) of the following elements:</p> <ul style="list-style-type: none"> • Principles • Practices • Outcomes • Programming • Cycle of planning • Critical reflection. <p>[50-100 words]</p>	<p>The response must cover at least three points from the Learning Framework, including the below:</p> <ul style="list-style-type: none"> • Principles • Practices • Outcomes • Programming • Cycle of planning • Critical reflection. <p>For example: Educators use the EYLF to support their planning and how they engage with children. For example, in accordance with the learning framework's practices, they make sure that they are responsive to children and that children are able to learn through play. As outlined in the learning framework's practices, they design the learning environment to support play and they document children's learning. In accordance with the learning framework's principles, the service maintains secure, respectful and reciprocal relationships with all stakeholders, including children, families, staff and the members of the community.</p>
<p>3. Reflect on your involvement in the daily curriculum. Describe three (3) examples of your practice in action and how it supported the learning framework at the service.</p> <p>[40-60 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> • I was involved in implementing the learning framework practice when I implemented my focus children experiences. • I was also involved when I supported an excursion.

	<ul style="list-style-type: none"> I was involved when I helped re-set the learning environments for the new week with the team leader.
<p>4. Reflect on and describe three (3) positive examples when you observed how the learning framework was used to support children's learning.</p> <p>[80-120 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> The use of the Early Years Learning Framework (EYLF) promoted holistic development by emphasising play-based learning. Children were engaged in purposeful play while educators scaffolded their learning through meaningful interactions with the children. The service regularly observed children and recorded these observations, so educators could tailor activities to each child's interests and abilities. This personalised approach boosted children's self-esteem and motivation, enhancing their engagement and enthusiasm for learning. The service had a strong emphasis on partnerships with families, encouraging open communication and collaboration. Parents were actively involved in their children's learning journey, providing valuable insights and support that positively influenced children's progress and sense of belonging in the service.
<p>5. Describe how your experiences and observations during SWLA will inform your practice for the future.</p> <p>Provide one (1) example of what you have learnt. What will you take from this experience?</p> <p>[80-120 words]</p>	<p>For example:</p> <p>The opportunities I had to follow the cycle of planning and plan for focus children was helpful. I think my practice will be informed by this because I was able to learn how to keep children interested and how to introduce an experience, they found fun. I learnt that I should always prepare my resources first and be flexible to allow children to play their own way with the experiences. I will take confidence from this experience. I will also remember how to engage positively with children after observing the staff who were so nice with children.</p>
<p>6. Based on your own critical reflections and the conversations you had with your Workplace Supervisor, what skills do you plan to develop as an early childhood educator?</p>	<p>For example:</p> <p>Based on conversations and my own critical reflection I need to develop skills around being more confident to engage with children with other staff around. For example, with the group</p>

<p>Set two (2) goals based on skill development. For example, you may use a SMART goal. Specific, Measurable, Achievable, Realistic, Time-based.</p> <p>[80-120 words]</p>	<p>time, I was really quiet and shy when other staff walked past.</p> <p>Goal 1: To develop confidence to implement group times in front of other staff by doing this weekly until the end of placement/ for a month.</p> <p>Goal 2: To develop confidence when managing children's behaviour during group time, by practicing weekly until the end of the placement/first 6 month of eventual employment.</p>
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ACTIVITY 2: SUPPORTING THE HOLISTIC LEARNING AND DEVELOPMENT OF CHILDREN

Reflect on your interactions with children and how you implemented the learning experiences during SWLA 2. Complete the following Reflective Journal Table with your responses regarding the implementation of the approved learning framework within the service:

Instructions to the assessor:

Students must complete the Reflective Journal Table with responses regarding how they planned and implemented the learning experiences during SWLA. Sample answers are provided for guidance.

REFLECTIVE JOURNAL TABLE	
<p>1. Give three (3) examples of how you supported children during daily routine to learn and practise skills.</p> <p>[100-150 words]</p>	<p>For example:</p> <ol style="list-style-type: none"> 1. Children were encouraged to scrape their own bowls after lunch. I supported children to be effective communicators when they finished their meal and they were ready to scrape their bowl. I also facilitated their patience and social skills by encouraging children to wait for their turn or help each other. 2. Children were encouraged to wash their hands alone before mealtimes. I supported their social skills by asking them who they wanted to go to wash hands. 3. I encouraged children to pack away toys before group time, this way supporting their physical and cognitive skills [i.e., sorting toys, putting toys to their places, picking up and packing away small toys, etc.]

<p>2. Give two (2) examples of how you challenged and encouraged choice and spontaneity in physical and active play. Did you succeed? Why/why not?</p> <p>[50-100 words]</p>	<p>For example:</p> <ol style="list-style-type: none"> 1. I encouraged children to make up their own games and move into different areas to play these games. Most of the times it worked. 2. I created an indoor obstacle course using soft play equipment like mats, tunnels, and cones. Instead of providing a fixed course, I encouraged children to use their creativity to design their own routes, promoting spontaneous decision-making and choice in their physical play. This allowed them to explore different movements and challenges independently. Children loved the activity.
<p>3. Describe how you supported children to take responsibility for their health and wellbeing. How did your positive communication support them?</p> <p>[50-100 words]</p>	<p>For example:</p> <p>During lunch time, I supported children who didn't like the food to think about the benefits of the food and encouraged them to try the food. We talked about how good food choices help us to feel well and happy. I found that when I was positive and also demonstrated that I enjoyed the food, they were willing to give it a try.</p>
<p>4. Describe how you supported children's social development.</p> <p>Include the below in your response:</p> <ul style="list-style-type: none"> • What guidance and information did you provide to children during difficult moments and conflicts to help them accept responsibility for their actions and to communicate more effectively? • How did you ensure this was age appropriate? • What language did you model to support children to express ideas, negotiate and collaborate? What was the outcome? • How did you support children to respect each other? <p>[50-100 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> • I shared with children about choices and the consequences of their actions. [e.g., if you knock down your peer's blocks, they will be sad]. I also supported children to negotiate with peers during conflicts [e.g., taking turns]. • I understand the level of children's language development; therefore, I used hand signals for younger children and words for older children to ensure my communication is age-appropriate. • I used hand gestures and consistent words that the service uses, such as choices or red choices. • I talked to children about sharing the area with others and how we can be gentle with people in our space.
<p>5. Describe your approach to modelling care, empathy and respect for children, educators and families. How did this feel?</p> <p>[50-100 words]</p>	<p>For example:</p> <p>My first attempt was not great because I was a bit nervous about interacting with families, but now I am more confident to engage with everyone.</p>

	<p>Students might talk about how they supported the families to settle their children and reassured them they would be okay. They might also talk about how they received feedback from fellow educators without getting upset.</p>
<p>6. Reflect on how you were able to support children's emotional development, including the following:</p> <ul style="list-style-type: none"> • How did you support children when they experienced frustration? Did you acknowledge them? Was this effective? • How did you support children to build resilience by supporting children to consider mistakes as an opportunity to learn? Was this effective? • How did you support children to understand their psychological responses to situations and their connection with emotions? Was this effective? • What strategies did you provide children to make informed choices about their behaviours appropriate to their level of understanding. Give two (2) examples. <p>[80-130 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> • It was more difficult to support toddlers' emotional development due to the nature of this age group. When I saw a child was frustrated, I sat beside them, asked if they wanted help or explained that it's normal to feel a bit frustrated. If I had a stronger relationship with the child, this usually worked. • When I observed a child trying multiple times to do a puzzle, I approached them and reassured them that they can do this and it's okay if they try again. This usually helped them feel more confident. • When I saw a toddler crying, I tried to understand the reason behind it and identify the emotion with the child, then explained how they can try again. If a child wasn't too tired, this usually worked. • I always explained the behaviour's consequences to children. For example, if a toddler was throwing away toys, I would warn them to be removed from the area [and if they continue the behaviour, I would remove them and redirect them to a different activity.] Or I would offer limited options to children to direct their behaviour: do you want to play inside or outside.
<p>7. Reflect on how you were able to support communication development for children during your placement.</p> <p>Include the below in your response:</p> <ul style="list-style-type: none"> • How did you demonstrate that you value a child's linguistic heritage and encourage the use and acquisition of home languages? • How did you provide opportunities for children to develop pre-writing skills? 	<p>For example:</p> <ul style="list-style-type: none"> • I asked educators or families about key words in their language or by speaking clearly and pointing to the item being discussed. • During a discussion about our story, I encouraged children to draw a story themselves and asked them to tell me the story and I wrote it down. They copied my writing.

<ul style="list-style-type: none"> How did you model language and encourage children to express themselves through language in different contexts and for different purposes? What was the learning? <p>[80-100 words]</p>	<ul style="list-style-type: none"> I was intentional about the language I used and had to think about not saying 'good boy' and using pet names. We used our voices to sing and tell stories as well as make music by clicking our tongues.
<p>8. Give one [1] example of how you encouraged interactions between children when setting up the environment for learning or play.</p> <p>[20-50 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> When setting up the home corner, I made sure that there are sufficient resources for multiple children, this was supporting social interactions.
<p>9. Give one [1] example of how you accommodated the child's need for privacy, solitude or quiet when setting up the environment for learning or play.</p> <p>[20-50 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> I always made sure there is a quiet corner set up for children to be alone if they needed to, such as a book corner.

Assessment Checklist

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

<i>Module 6 - CHCECE030 Support inclusion and diversity CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures</i>		
Task 1	Complete the table with your responses and provide minimum 3 supporting evidence signed by Workplace Supervisor.	<input type="checkbox"/>
Task 1a	Complete the table with your response and provide supporting evidence. Workplace Supervisor to sign the table.	<input type="checkbox"/>
Task 2	Complete the table with your responses to the 9 questions	<input type="checkbox"/>
Task 3	Complete the table with your responses to the 8 questions	<input type="checkbox"/>
Task 4	Complete the table regarding your interaction with peers in relation to supporting a child with specific needs. Workplace Supervisor to sign.	<input type="checkbox"/>
Task 5	Complete the 2 reflection tables regarding your values and biases that impacted your interaction with families and children. Workplace Supervisor to sign.	<input type="checkbox"/>
<i>Module 7 - BSBSUS411 Implement and monitor environmentally sustainable work practices</i>		
Task 1	Respond to 3 questions	<input type="checkbox"/>
<i>Module 8 - CHCECE037 Support children to connect with the natural environment</i>		
Task 1	Complete the Natural Environment template to document three (3) learning experiences. Workplace Supervisor to sign the template.	<input type="checkbox"/>
<i>Module 9- CHCECE031 Support children's health, safety and wellbeing CHCECE032 Nurture babies and toddlers</i>		
Activity 1	Respond to 20 questions	<input type="checkbox"/>
<i>Module 10 - CHCECE033 Develop positive and respectful relationships with children</i>		
Activity 1	Respond to 12 critical reflection questions	<input type="checkbox"/>
Activity 2	Respond to 3 critical reflection questions	<input type="checkbox"/>
<i>Module 11 - CHCECE034 Use an approved learning framework to guide practice CHCECE036 Provide experiences to support children's play and learning CHCECE035 Support the holistic learning and development of children</i>		
Activity 1	Respond to 6 critical reflection questions	<input type="checkbox"/>
Activity 2	Respond to 8 critical reflection questions	<input type="checkbox"/>

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