



**CHC30121**

## **Certificate III in Early Childhood Education and Care**

**Structured Workplace Learning and Assessment**

**Direct Observation**

### **Assessor Guide**

Units of Competency:

- CHCECE030 Support inclusion and diversity
- 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
- CHCECE036 Provide experiences to support children's play and learning



## 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.



This document captures confirmation by the Assessor that they have directly observed the students demonstrate specific skills and knowledge during the Structured Workplace Learning and Assessment (SWLA) process, required by the units of competency.

The document is provided to the students as information on the requirements of the direct observations.

This document will be completed by the Assessor during the scheduled workplace visit.



Please consider the environment before printing this document.

# Structured Workplace Learning and Assessment

## Direct Observation

### CHC30121 Certificate III in Early Childhood Education and Care

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## Direct Observation

This Direct Observation outlines the skills and knowledge that the student needs to demonstrate during scheduled workplace visit/s.

This document is completed by the Assessor during the workplace visit/s. Some demonstrations must be completed with children of specific age group.

Where a task cannot be completed with a child due to special considerations, i.e., limitations imposed by the service's policies and procedures or due to the student's health conditions, alternative methods must be discussed with the Assessor and Workplace Supervisor and reasonable adjustments must be applied.

### 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	
<b>SUPERVISOR DETAILS</b>	
Name	
Position Title	
Phone Number	
Email	

## Section D: Direct Observation

This Direct Observation sets out the skills and knowledge that a student must demonstrate in front of their Assessor during the scheduled workplace visit.

These are set out based on the following units of competency:

- CHCECE030 Support inclusion and diversity
- 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
- CHCECE036 Provide experiences to support children's play and learning

CHCECE030 Support inclusion and diversity

Assessor instructions

Assessor must add comments and examples of the observed behaviour in the 'Assessor's Comments' section.

OBSERVATION CHECKLIST				
The student must demonstrate the following under the assessor's direct observation:		HOW DID THE STUDENT PERFORM THE TASK? (Satisfactory or Not Yet Satisfactory performance)		ASSESSOR'S COMMENTS <i>(to be completed with examples of observed behaviour)</i>
1.	<p>The student was able to support inclusion and diversity with children in daily practice.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• During a group time student ensured that all children were involved, and non-English speaking children were provided opportunities to engage with peers,</li> <li>• Engaging with quiet/ shy children to participate and not feel left out.</li> <li>• Children are provided an opportunity to express choices,</li> <li>• During free time student made sure all children received their preferred toy.</li> <li>• All children are treated equally during group and play experiences.</li> <li>• Children with additional rights are treated fairly and equally.</li> </ul>	<p><b>S</b></p> <input type="checkbox"/>	<p><b>NYS</b></p> <input type="checkbox"/>	<p>The assessor must write in the 'Assessor Comment' section the observed inclusive behaviors that is observed and any further comments for the student.</p>
<p><b>COMMENTS</b> [Assessor to add overall comments related to the achievement of the observation requirements above]</p>				
<p><b>STUDENT'S PERFORMANCE IS DEEMED:</b></p> <p style="text-align: center;"> <input type="checkbox"/> Satisfactory                      <input type="checkbox"/> Not Yet Satisfactory                 </p>				
Assessor's Signature:				
Date:				

*CHCECE037 Support children to connect with the natural environment*

Assessor instructions

Assessor must add comments and examples of the observed behaviour in the 'Assessor's Comments' section.

OBSERVATION CHECKLIST				
The student must demonstrate the following under the assessor's direct observation:		HOW DID THE STUDENT PERFORM THE TASK? [Satisfactory or Not Yet Satisfactory performance]		ASSESSOR'S COMMENTS <i>(to be completed with examples of observed behaviour)</i>
1.	Planned and implemented a learning experience related to the natural environment <i>(Assessor to specify the type of activity in the 'Comment' section)</i>	S <input type="checkbox"/>	NYS <input type="checkbox"/>	What type of activity was this? What was the involved children's age-group?
2.	Modelled respect, care and appreciation for both natural and constructed environments.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
3.	Gave children information/knowledge and resources about the natural environment	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
4.	Encouraged the use of natural and recycled materials in the learning experience	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
5.	Gave occasion for children to explore the natural environment as well as some of the constructed, for example, manmade materials in the environment	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
6.	Explained to the children about their ability to minimise negative impacts on the natural environment	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
7.	Supported children to show respect and care for the natural environment	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
8.	Gave occasion for children to experience growth and care of living things	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
9.	Supported children to think about and discuss the natural environment	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
10.	Interacted and engaged with children to build rapport	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
11.	Encouraged children's learning through open-ended questions	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
<b>COMMENTS</b> [Assessor to add comments related to the achievement of the observation requirements above]				

STUDENT'S PERFORMANCE IS DEEMED:	
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Not Yet Satisfactory
Assessor's Signature:	
Date:	

*CHCECE031 Support children's health, safety and wellbeing*

*CHCECE032 Nurture babies and toddlers*

**Assessor instructions**

Assessor must add comments and examples of the observed behaviour in the 'Assessor's Comments' section.

OBSERVATION CHECKLIST				
The student must demonstrate the following under the assessor's direct observation:		HOW DID THE STUDENT PERFORM THE TASK? [Satisfactory or Not Yet Satisfactory performance]		ASSESSOR'S COMMENTS <i>(to be completed with examples of observed behaviour)</i>
1.	Supported a toddler to wash their hands	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
2.	Supported one or more toddlers during mealtimes, including: <ul style="list-style-type: none"> <li>encouraging and supporting healthy eating and nutrition practices</li> <li>promoted positive mealtime environments that were adapted to meet the individual toddler's routines and needs.</li> </ul>	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
3.	Supported a toddler with toileting, maintaining children's right to privacy and providing a positive experience	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
4.	Supported a toddler with dressing or undressing, maintaining children's right to privacy	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
5.	Prepared and settled toddlers for sleep	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
6.	Participated in physical activities and gross motor skills with one or more toddlers, while actively supervising children. This includes: <ul style="list-style-type: none"> <li>adjusting levels of supervision</li> <li>liaising with colleagues to ensure adequate supervision</li> </ul>	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	



	<ul style="list-style-type: none"> <li>using positive, developmentally appropriate communication when informing children of safety requirements.</li> </ul>			
7.	Supervised babies and toddlers appropriately during physical and other experiences, according to development and environmental factors.	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
8.	Responded appropriately to baby signs and cues	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
9.	Responded appropriately to toddler signs and cues	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
10.	<p>Changed nappy at least on one occasion</p> <p>Note: If the service's policies and procedures prohibit student from changing a real baby's nappy, assessor must observe the skill through simulation</p>	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
11.	Prepared formula bottle for a baby according to directions, measuring quantities required and following appropriate personal hygiene practices	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
12.	Bottle fed one or more babies providing positive mealtime that were adapted to meet the individual baby's routines and needs.	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
13.	Cleaned equipment and utensils used for preparing the bottle for one or more babies	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
14.	Prepared solid food and fed one or more babies, providing positive mealtime that were adapted to meet the individual baby's routines and needs.	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
15.	<p>Monitored and encouraged age-appropriate physical exploration and gross motor skills of a baby, while actively supervising children.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>adjusting levels of supervision</li> <li>liaising with colleagues to ensure adequate supervision using positive, developmentally appropriate communication when informing children of safety requirements.</li> </ul>	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
16.	Recognised and responded to interactions initiated by babies and toddlers and provided physical comfort and calm reassurance to facilitate attachment.	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
17.	During the interactions with children and colleagues, asked open and closed questions and actively listened to seek information and confirm understanding	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
18.	Prepared and settled one or more babies for sleep	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	

19.	During the interactions with babies and toddlers, including nappy change or other activities, demonstrated safe practices for picking up and holding babies and toddlers	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
<b>COMMENTS</b> [Supervisor to add comments related to the achievement of the observation requirements above]				
STUDENT'S PERFORMANCE IS DEEMED:  <input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory				
Assessor's Signature:				
Date:				

*CHCECE033 Develop positive and respectful relationships with children*

Assessor instructions

Assessor must add comments and examples of the observed behaviour in the 'Assessor's Comments' section.

OBSERVATION CHECKLIST				
The student must demonstrate the following under the assessor's direct observation:		HOW DID THE STUDENT PERFORM THE TASK? [Satisfactory or Not Yet Satisfactory performance]		ASSESSOR'S COMMENTS <i>[to be completed with examples of observed behaviour]</i>
1.	Student communicated during practical tasks in ways that help create a relaxed and unhurried routine.	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
2.	Student participated in children's play and used children's cues to guide the level and type of involvement.	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
3.	Student modelled positive interactions with others.	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
4.	Student implemented practices that empower children to exercise their right to be active participants in their own lives.	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	
5.	Student showed genuine interest in, understanding of, and respect for all children.	<b>S</b> <input type="checkbox"/>	<b>NYS</b> <input type="checkbox"/>	

6.	Student communicated expectations for behaviour in ways that children will understand.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
7.	Student involved children in developmentally appropriate ways when agreeing expectations of behaviour.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
8.	Student provided instructions and guidance in a positive and supportive manner.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
9.	Student acknowledged children's positive choices and used clear verbal and non-verbal communication when children made positive choices.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
10.	Student used positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
11.	Student communicated positively and respectfully with children during a group interaction.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
12.	Student communicated positively and respectfully with children during mealtimes.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
13.	Student communicated positively and respectfully with children during play opportunities.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
14.	Student communicated positively and respectfully with children during physical care routines, such as toileting, dressing/undressing, nappy change, etc.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
15.	Student communicated positively and respectfully with children during sustained individual interaction.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
16.	Student communicated positively and respectfully with children during a transition time, such as: <ul style="list-style-type: none"> <li>• from one activity to another</li> <li>• from one location to another during arrival at the service.</li> </ul>	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
17.	Student was able to support children's individual needs.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
<b>COMMENTS</b>				
[Assessor to add comments related to the achievement of the observation requirements above]				
<b>STUDENT'S PERFORMANCE IS DEEMED:</b>				
<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory				

Assessor's Signature:	
Date:	

*CHCECE036 Provide experiences to support children's play and learning*

Assessor instructions

Assessor must add comments and examples of the observed behaviour in the 'Assessor's Comments' section.

OBSERVATION CHECKLIST				
The student must demonstrate the following under the assessor's direct observation:		HOW DID THE STUDENT PERFORM THE TASK? (Satisfactory or Not Yet Satisfactory performance)		ASSESSOR'S COMMENTS <i>(to be completed with examples of observed behaviour)</i>
1.	Recognised and responded to opportunities to engage children in developmentally appropriate discussion about their play and learning.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
2.	Used routines to undertake intentional teaching and recognised opportunities for spontaneous learning consistent with the learning framework.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
3.	Responded to children's engagement with play environments in ways that encouraged each child to remain interested and challenged.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
4.	Interacted with children showing enthusiasm, playfulness and enjoyment.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
5.	Asked open and closed questions and actively listened to seek information and confirm understanding.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
6.	Supported children's individual needs during play and learning experiences using a variety of appropriate strategies.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
7.	Set up and supported one indoor experience, ensuring that the environment is safe, stimulating and culturally appropriate.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
8.	Set up and supported one outdoor experience, ensuring that the environment is safe, stimulating and culturally appropriate.	S <input type="checkbox"/>	NYS <input type="checkbox"/>	
COMMENTS (Assessor to add comments related to the achievement of the observation requirements above)				

STUDENT'S PERFORMANCE IS DEEMED:	
<input type="checkbox"/> Satisfactory <input type="checkbox"/> Not Yet Satisfactory	
Assessor's Signature:	
Date:	

### Section E: Sign off

<b>SIGN OFF</b>	
To be completed by the Assessor	
Assessor's Name:	
Assessor's Signature:	
Date:	