



**CHC30121**

# Certificate III in Early Childhood Education and Care

Structured Workplace Learning and Assessment

Portfolio 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
- CHCECE038 Observe children to inform practice



## 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

## Portfolio 2

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

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## Portfolio 2

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

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

### 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: Portfolio

This Portfolio sets out the activities you are to complete during your second Structured Workplace Learning and Assessment placement.

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  
CHCECE038 Observe children to inform practice

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

Throughout this Portfolio, you may be required to take photographs 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 2.

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

**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 the purpose of this assessment document (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*

**ACTIVITY 1: DIFFERENT LEARNING OPPORTUNITIES**

Investigate **five (5)** different opportunities for the embedding of local Aboriginal and/or Torres Strait Islander cultures in practical routines and learning experiences. List the opportunities investigated with a brief overview as to their suitability within the provided template.

[Approximate word count: 40-80 words in each box]

**Note:** Opportunities must relate to maths, music and dance, storytelling, art and/or science. When providing an overview of suitability, consider how each opportunity might be implemented, as well as the possible learning outcomes, resources and materials needed.

**Instruction to the assessor:**

Students must complete the table below providing 5 learning opportunities for children to engage with. The students must identify how they are going to implement the experience and the resources and material needed for the proposed experience.

Sample answers are provided below.

<p><b>List five (5) different opportunities below:</b></p>	<p><b>Brief overview as to the suitability of each opportunity</b> <i>(i.e. how they could be implemented, which resources and materials are needed, etc.)</i></p> <p>Responses must include as a minimum, a brief overview as to the suitability of each opportunity; for example, how could they be implemented, which resources and materials are needed.</p> <p>Sample answers have been provided below. Students’ answers may differ depending on their SWLA experience.</p>
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1. Acknowledgment of Country	Implementation: This can be introduced in group time. This can help create the commencement of group time. There would need to be research about appropriate language that can be used. This could be a good experience that the children can participate and learn about the meaning and then create their own that is reflective on the service and children. Resource & Materials: Service whiteboard, paper, pens, laptop and screen.
2. Yarning Circle	Implementation: Creating a space outside in the outdoor environment traditionally, that is a place where the children can meet and talk (yarn). This can be used for group times and experiences. Resources & Materials: This can be symbolised with specific features like stumps, rocks, different materials to decorate the space, fire pit?
3. Music- Traditional and converted music	Implementation: This can be used in group times as a learning opportunity/ experience. There are traditional songs that children can be introduced to and learn variations of songs as well they may know like heads & shoulders etc. Resources & Materials: Access to YouTube and the internet. <a href="https://www.slq.qld.gov.au/blog/popular-nursery-rhymes-aboriginal-and-torres-strait-islander-languages">https://www.slq.qld.gov.au/blog/popular-nursery-rhymes-aboriginal-and-torres-strait-islander-languages</a>
4. Cooking Experience- Making damper	Implementation: This can be a learning experience done with children throughout the day. Resources & Materials: Materials needed to make the damper, flour, water etc, as well access to fire (fire pit or oven)
5. Counting 1-10 in a traditional language	Implementation: This experience can be presented to children during group time. This is a way for children to learn a traditional language of Australia whilst incorporating numbers and learning about them. Resources & Materials: Using cards with the numbers printed on them for the children. As well using video from YouTube like the following video that demonstrates how to count with a traditional owner of the land: <a href="https://youtu.be/1odLvt8T24Q">https://youtu.be/1odLvt8T24Q</a>

## ACTIVITY 2: IDENTIFY AND DEVELOP

From the investigation above, identify **three (3)** suitable opportunities for embedding local Aboriginal and/or Torres Strait Islander cultures in practical routines and learning experiences and complete the table with your responses.

When selecting the **three (3)** opportunities, you must make sure the following:

- The **three (3)** opportunities are **consistent with the National Quality Framework**, such as Quality Areas and Outcomes.
- The **three (3)** opportunities are **consistent with local Aboriginal and/or Torres Strait Islander Peoples community cultural protocols**, such as sharing cultural information.
- The opportunities need to include at least **one (1) routine experience** and **one (1) play experience**.

For guidance on Aboriginal and Torres Strait Islander cultural protocols, consult Oxfam Australia's guidelines that is available [here](#).

[Approximate word count: 40-80 words in each section]

### **Instruction to the assessor:**

Responses must include, as a minimum, links to the National Quality Framework. For example, the student has linked their opportunity to National Quality Areas and Outcomes for children, such as, National Quality Areas 1, 3, 5, and 6, and Learning Outcome 2 in the EYLF, which reflects the importance of inclusion [Outcome 2: Children are connected with and contribute to their world].

Responses must include as a minimum, an explanation as to how the opportunity is consistent with local Aboriginal and/or Torres Strait Islander Peoples community cultural protocols. For example, considered permissions for sharing information, awareness around the appropriation of Aboriginal and/or Torres Strait Islander culture (art, music, etc.), and awareness around languages when being re-learned.

The cultural protocols are:

1. Respect
2. Aboriginal and Torres Strait Islander Control
3. Interpretation and Integrity
4. Secrecy and Confidentiality
5. Attribution
6. Sharing of Benefits
7. Legal Recognition and Protection

Sample answers have been provided below based on the answers described. Students' answers may differ depending on their SWLA experience.

- Acknowledgement of Country
- Yarning Circle
- Music- Traditional and Converted
- Cooking Experience
- Counting 1 -10 in a traditional language



Opportunities	How is the opportunity consistent with...
1. Acknowledgement of Country	...the National Quality Framework?
	Example Response: The Acknowledgement of Country connects to Quality Standard 1: Education program and practice as it relates to 1.1.2 child-centred, 1.1.3 Program learning opportunities, 1.2.1 Intentional teaching and 1.2.3 Child-directed learning. This learning experience also connects to Quality Area 5 Relationships with Children, 5.1.2 Dignity and rights of the child.
	As well Quality Area 7 Governance and Leadership 7.1.1 Service philosophy and purpose
	...local Aboriginal and/or Torres Strait Islander Peoples community cultural protocols?
2. Music	Example Response: This learning experience relates to the cultural learning protocols of 1) Respect and 3) Interpretation and Integrity/
	...the National Quality Framework?
	Example Response: Music learning experience relates to: -Quality Area 1: Educational Program and Practice 1.2.1 Intentional Teaching 1.2.2 Responsive teaching and scaffolding
	...local Aboriginal and/or Torres Strait Islander Peoples community cultural protocols?
3. Cooking Experience	Example Response: This learning experience relates to the following cultural learning protocols. 3. Interpretation and Integrity 6. Sharing benefits
	...the National Quality Framework?
	Example Response: This learning experience relates to: Quality Area 1 Educational Program and Practice 1.1.2 Child centred. 1.2.3 Child directed learning Quality Area 2: Children's health and safety 2.1.3 Healthy lifestyle Quality Area 3: Physical Environment 3.2.2 Resources support play-based learning
	...local Aboriginal and/or Torres Strait Islander Peoples community cultural protocols?
3. Cooking Experience	Example Response: This learning experience relates to the following cultural learning protocols 6. Sharing of Benefits

**ACTIVITY 3: LESSON PLANS AND LEARNING EXPERIENCES**

This activity is to bring the ideas you have researched to life. Next, you need to create **three (3)** lesson plans for the ideas that you have developed in Activity 2 above to prepare these learning experiences to children during SWLA 2.

Below is a template for you to complete for the proposed learning experiences. You must discuss your plans with your Workplace Supervisor (or delegate) and seek permission before you engage children with your proposed learning experiences. Once the Workplace Supervisor (or delegate) approves the learning experiences, you can implement the activities with the children, under the supervision of an approved educator/Workplace Supervisor.

You will need to complete the reflection section of the lesson plans, identifying what went well and what you would do differently in the future. Also, you need to suggest a follow-up activity.

Remember, you need to make sure that one experience must be related to a **routine experience** and another for a **play experience**.

One of your experiences needs to be created using **the Aboriginal and Torres Strait Islander way of learning**. For guidance, refer to the Aboriginal 8 ways of learning.

Once you implement your experiences, you need to:

- ask the Workplace Supervisor or delegate to provide feedback on the activities
- complete the relevant section of the plans, and
- confirm the implementation of the experiences, signing the lesson plans in the spaces provided.

For convenience, print off the **three (3)** lesson plans so your Workplace Supervisor (or delegate) can sign them. Once completed and signed, scan the lesson plans and save them using the following naming convention: *CHC30121\_SWLA\_Portfolio 2\_Module 6\_Lesson plan 1 (or 2, 3)\_your name\_yymmdd* and upload them together with your completed Portfolio assessment for making.

### Instruction to the assessor:

Students must submit three (3) lesson plans, signed by the Workplace Supervisor or delegate. Student must complete all fields of the lesson plan template provided. Students need to plan out the experiences in consultation with the Workplace Supervisor, implement the experiences, then reflect on how the experience went and complete the relevant section of the lesson plan template. Students need to make sure at least 1 experience is based around routine and 1 experience is a play experience.

Sample answers are provided in the lesson plan template below:

LESSON PLAN TEMPLATE <i>-to be completed one for each of the 3 experiences-</i>	
Name of experience	Acknowledgement of Country
Age group/ room	3-5 years
Location of the experience	Indoor /Group time
Purpose of the experience	To teach the children the Acknowledgement of Country and understand the meaning of why we are doing it and what it means. This will occur at the beginning of group time to open the group time with all the children.

	This connects to the Aboriginal 8 ways of learning through Land Links, by acknowledging the traditional custodians of the land.
Approximate duration	3-5 minutes
Materials required	none
Activity's description	Recite the Acknowledgement of Country
<b>REFLECTION</b> <i>(This is to be completed after you have implemented the learning experience)</i>	
Reflection  [What went well? What would you do differently next time?]	First time doing the acknowledgement not all of the children engaged with it. This is the first time it has been done. The explanation as to why we are doing the acknowledgement took longer than anticipated.  This will hopefully get better as we practice it ongoing.
Next steps/ Follow up experience	Recite the acknowledgement of country every day at the beginning of group time for the children.  Type and print it up so it can be displayed in the room and the children can read and say it each morning.
Feedback from Supervising Educator Manager about experience	Great work, the children are still learning what it is, after a couple of weeks there will be a different result
<b>SUPERVISOR CONFIRMATION</b> This section is to be completed by the Workplace Supervisor (or delegate)	
Please tick all that apply: <input type="checkbox"/> I can confirm that the student discussed the lesson plan/experience with me prior the implementation <input type="checkbox"/> I can confirm that the experience was completed by the student under my supervision.	
Comments/Feedback: Review how effective this is in 2 weeks. As well send it to parents so they can learn about it, why we are doing it and to allow children and their families to discuss it.	
Name of supervising educator	Example person
Signature	EP
Date	XX / XX / XXXX

#### ACTIVITY 4: OBSERVATION RECORD

For this assessment task, you are required to complete all sections of the **Observation Record** provided, supporting and exploring diversity and inclusion in an education and care service.

This requirement includes the following:

- **One [1]** observation record of a child in relation to supporting diversity and/or inclusion. For example, observing a child's interaction and participation in a learning experience, routine or

practice that you have implemented regarding diversity/inclusion, in consultation with your Workplace Supervisor.

Ideas of learning experiences and/or practices that support children with inclusion and diversity on a day-to-day basis include:

- Displays that you have created that showcase areas of diversity.
- Incursions you have organised such as a guest speaker to talk about an area of difference or a family member of one of the children to lead a cultural cooking activity, etc.
- Display you have organised that make accessible multicultural and multilingual resources.
- Group discussions you have led about respectful and equal relationships to promote and model respect, positive attitudes and behaviours towards difference, etc.
- Strategies you have implemented to actively manage bias when it occurs, such as openly discussing and acknowledge difference.
- Strategies you have implemented to responsibly intervene when bias-related incidence occur, such as teasing or name-calling.
- Techniques you have modelled with children about cultural acceptance, such as Helping the child respond appropriately to discriminatory behaviour.

**During the visit scheduled for the other assessment tasks, SOE Assessor will observe how you support inclusion and diversity with children in daily practice.**

**Instruction to the assessor:**

Students must complete the Observation Record. All sections of the record must be completed. An example answer has been provided below. The record must reflect an experience with a child in relation to supporting inclusion and diversity at the service. Students may choose a variety of ideas and addressed in the instructions above.

OBSERVATION RECORD			
Child name	Child example	Date	XX / XX / XXXX
Date of birth	XX / XX / XXXX	Time	XX : XX
Observer	Student Name	Location	3-5 year room
OBSERVATION			
<p>During free play time there was a child [Example 1] playing in the home corner. She was engaging in some dramatic play. [Example 2] came over and grabbed some of the kitchen utensils and said I am better than you, you can give me food since you are a girl and you are different coloured. Example 1 became quite upset with the remarks.</p> <p>I came over and sat down with Example 1 and asked her what was wrong. Example 2 tried to cut in and tell their side of the story. I explained how we will talk one at a time and how I asked Example 1</p>			

<p>the question. Once Example 1 told me what was said Example 2 was telling me their side of the story. I asked the both of them, what has happened, was this correct and acceptable.</p> <p>I went on to talk about the room rules that are displayed on the wall and reminding both of the children that we need to make sure we are careful with our words and what we say to people as this can hurt. I also reminded them that we are all human. We come in different shapes and sizes but are the same and we need to treat each other equally and respectfully.</p> <p>Example 2 apologized to example 1 and they played in the home corner together.</p>
<p><b>LEARNING THAT OCCURRED</b></p>
<ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• How to talk/ treat each other</li> <li>• Playing well together</li> </ul>
<p><b>WHERE TO FROM HERE?</b></p>
<p>Reinforcing positive relationships with each other and remembering the room rules. Explaining different ways we can communicate and work together. Explaining how everyone is human, everyone is different but that is not a bad thing and to treat everyone the same and with respect.</p>
<p><b>REFLECTION</b></p>
<p>Once I needed to talk to the children and reaffirm with them the room rules and how to engage with each other, the children were quite receptive. As well I think the other children in the room did hear/ see the conversation in home corner as since that conversation/ interaction the children have been quite respectful and helpful to one another.</p>

**ACTIVITY 5: SERVICE PRACTICE**

Respond to the questions in the following table regarding your Host Organisation’s practices:

[Approximate word count: 10-30 words in each section]

**Instruction to the assessor:**

Students are to complete the table below addressing the questions about the service. Example answers have been provided below.

<p>Where in the service do staff have access to a copy of the National Quality Framework and standards?</p>	<p>There is a copy of the Guide to the NQF in the staff room for the educators to use when needed.</p> <p>In the foyer there is the NQF posters displayed for the families and staff</p>
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Provide <b>three (3)</b> examples of where the service references any parts of the National Quality Framework.	<ol style="list-style-type: none"> <li>1. The room program</li> <li>2. The service QIP/ Self-Assessment</li> <li>3. The children observation record</li> </ol>
What is the relevant approved learning framework that is used at the service?	The Early Years Learning Framework
In the service where can staff access the ECA Code of Ethics?	There is a poster in each room of the ECA Code of Ethics as well on each of the rooms programming folder
<p>Attach a copy of the following service policies and procedures that relate to the following categories:</p> <ul style="list-style-type: none"> <li>• Collaborative partnerships with families and communities</li> <li>• Educational program and practice</li> <li>• Relationships with children</li> <li>• Inclusion</li> <li>• Children in a regulated education and care service in Australia</li> </ul> <p><i>(Write down the name of the policy/ procedure that you have obtained. You may add more than one policy/ procedure depending on your service.</i></p> <p>Save the policy documents using the following naming convention: <i>CHC30121_SWLA_Portfolio 2_Module 6_Policy name_your name_yymmdd</i> and upload them together with your completed Portfolio assessment for making.</p>	<p>Students must identify and provide a copy of the following service policy and procedures that relate to the categories given.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Relationships with Family and Children Policy &amp; Procedure</li> <li>• Enrolment Policy &amp; Procedure</li> <li>• Educational program and curriculum policy and procedure</li> <li>• Working with Children Policy and Procedure</li> <li>• Inclusion and Inclusion Support Policy &amp; Procedure</li> <li>• Children Ratio Policy &amp; Procedure</li> <li>• Business operation policy &amp; procedure</li> </ul>

**Module 7 - BSBSUS411 Implement and monitor environmentally sustainable work practices**

**ACTIVITY 1: SUSTAINABILITY PROJECT**

**Task 1**

In consultation with your Workplace Supervisor identify a minimum of **one (1)** environmental legislation and **one (1)** local council regulations relevant to the service, then locate and access a minimum of **two (2)** workplace documents relevant to environmental and resource sustainability practices. Complete the table below with your responses:

**Instructions to the assessor:**

Student must identify a minimum of one relevant environmental legislation and one local council regulation. This information should be referenced in the host organisation's relevant policy and procedure document (students will provide a copy of this in Task 2).

Sample answers are provided below.

**ASSESSOR GUIDE**

Relevant environmental legislation	For example: Environment Protection and Biodiversity Conservation Act 1999 (EPBC Act)
Relevant local council regulation	For example: Hard waste rules and guidelines
Two (2) relevant workplace documents	For example, a policy and procedure document, such as: <ul style="list-style-type: none"> <li>• Sustainability policy and procedure</li> <li>• Environmental policy and procedure</li> <li>• Waste management policy and procedure</li> </ul>
	For example: <ul style="list-style-type: none"> <li>• The service's Quality Improvement Plan (QIP)</li> <li>• Newsletter</li> <li>• Meeting minutes</li> </ul>

## Task 2

Access the service's policy and procedure document related to environmental and resource sustainability, then complete the table below with information regarding the service's sustainable work practices. Provide a copy of the policy and procedure document. Save the document with the following naming convention *CHC30121\_Portfolio 2\_Module 7\_Sustainability procedure\_your name\_yymmdd* and submit it with your assessment for marking.

Instructions to the assessor:

Student must complete the table below with information regarding the service's environmental and resource sustainability as it is detailed in the service policy and procedure document. Student must also provide a copy of the policy and procedure document.

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

- be within the specified word limit
- reflect the characteristics described in the exemplar answer.

Sample answers are provided below.

What is the service's procedure regarding recycling?  [40-50 words]	For example: <ul style="list-style-type: none"> <li>• use recycle bins for paper, cardboard, plastics, aluminum and glass, re-use envelopes.</li> <li>• buy in bulk</li> <li>• use re-usable containers</li> <li>• where possible only buy products with recycling symbol</li> <li>• avoid using food as play materials and encourage families to be involved in recycling.</li> </ul>
What is the service's procedure regarding the efficient use of natural resources and equipment?  [40-50 words]	For example: <ul style="list-style-type: none"> <li>• Use natural materials where possible – fallen bark, boxes</li> <li>• Protect bugs and insects outside</li> <li>• Refrain from picking plants and trees</li> </ul>

	<ul style="list-style-type: none"> <li>• Use natural-based chemicals where possible</li> <li>• Use face washers and hand towels to replace buying material</li> <li>• Membership at reverse art for recyclable materials</li> </ul>
<p>What is the service's procedure regarding responsible cleaning practices?</p> <p>[15-10 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• buy unbleached/recycled toilet paper if possible</li> <li>• use biodegradable detergent as the main cleaning product and use detergents sparingly</li> </ul>

### Task 3

a) Consult with your Workplace Supervisor, then use the [Sustainability Audit Template](#) to conduct a sustainability audit on your centre. You will audit the following areas:

- Air Quality
- Biodiversity
- Cleaning
- Energy Consumption
- Water
- General and Hazardous Waste
- Procedures

Save the document with the following naming convention *CHC30121\_Portfolio 2\_Module 7\_Sustainability Audit\_your\_name\_yymmdd* and submit it with your assessment for marking.

**Instructions to the assessor:**

Student must complete a sustainability audit and complete the template provided. There is no right or wrong answer, but every section of the audit template must be completed to be deemed as competent for this task.

b) From your findings, **select one (1) field** to be the focus of your sustainability project, for example 'General and Hazardous Waste'. Then, **measure and document current resource usage** in your selected field. Finally, **investigate current purchasing strategies** in your selected field by discussing this with your Workplace Supervisor and staff.

Write your written summary in the answer box below.

[Approximate word count: 50-60 words]

**Instructions to the assessor:**

Student must be able to write a written summary within the word limit that includes:

- a field for the sustainability project
- measure/estimate current resource usage with the assistance of the Workplace Supervisor. The accuracy of the measurement does not influence competency, it must only reflect the involved considerations.



- investigate current purchasing strategies with the assistance of the Workplace Supervisor and staff.

Sample answer is provided below.

For example:  
 I'll focus on General and Hazardous Waste within the service. According to my Workplace Supervisor the service produces 50 bags of general waste each week, consisting of used nappies, disposable gloves, broken toys, cleaning clothes, etc. The service spends about \$500 a week on nappies as it uses about 1600 nappies a week.

c) Consider your findings from the sustainability audit form and written summary developed above, then assess compliance with environmental/sustainability regulations and identify **three (3)** areas for improvement to work practices in your selected field.

For example, if your selected field is 'General and Hazardous Waste', you may decide to investigate alternatives to paper hand towels and investigate alternatives to chemical cleaning products. Complete the table below with your responses.

**Instruction to the assessor:**

Student must write a summary within the word limit that includes:

- whether, in the student's opinion, the service meets compliance requirements. Assessment outcome must be supported by a rationale.
- Three areas for improvements

Sample answers are provided below.

Based on your findings, do you think the service meets compliance requirements? Why/why not?  Briefly explain your answer in about 60-70 words.	For example: The service meets compliance requirements as they have a detailed environmental and sustainability policy and the service implements several sustainable practices, such as worm-farm, selective waste collection imbedded in the education program as well and vegetable garden. The service makes an effort to use natural resources and encourages families to bring in old household items that can be re-used at the service, such as clothes, toys, books, etc.
<b>Three (3)</b> areas for improvement	For example: 1. Reduce waste 2. Switch of lights when not in use 3. Recycle green waste

**Task 4**

Complete the [Sustainability Action Plan](#) provided to record the areas of improvement and to develop a plan of implementation.

In consultation with your Workplace Supervisor **set an efficiency target** for each area as a benchmark that will help measuring success. When writing targets, ensure that they are SMART (Specific, Measurable, Achievable, Realistic and Time-framed). You will need to implement the Sustainability Action plan.

For each efficiency target **define a strategy** of how you are going to reach the proposed efficiency target, list the required resources and potential costs involved.

**List tools/techniques** that will assist you to achieve efficiency targets. For example: workplace practices, continuous improvement plans, schedules, 'to-do' lists, etc.

**Estimate the potential costs involved (if applicable) and list the resources** that will be required to achieve efficiency targets. This includes, human, financial, physical resources, etc.

Explain how you are going to **monitor** the effectiveness of the strategies. Keep your monitoring methods realistic and you will have to use them.

Implement the Sustainability Action Plan in your own time, in consultation with your Workplace Supervisor. Make sure that you inform staff members involved in any way in the implementation as they will also need to provide feedback on your performance. Ensure that you follow legislative requirements and organisational policies and procedures associated with own role during the implementation and that you integrate efficiency targets with other operational activities.

Save the action plan with the following naming convention *CHC30121\_Portfolio 2\_Module 7\_Sustainability Action Plan\_your name\_yymmdd* and submit it with your assessment for marking.

#### **Instruction to the assessor:**

Student must complete the Sustainability Action Plan. See completed Action Plan with sample answers.

Student must also implement the Sustainability Action Plan at the service. The implementation will be confirmed during the interview with the Workplace Supervisor.

#### **Task 5**

Once you have implemented the **three (3)** sustainable strategy detailed in the above Task 4, ask your Workplace Supervisor and a minimum of one staff member involved to provide feedback on the implementation of the strategies by completing the [Feedback Form](#) provided.

Save all feedback with the following naming convention *CHC30121\_Portfolio 2\_Module 7\_Feedback 1 (or 2)\_your name\_yymmdd* and submit them with your assessment for marking.

#### **Instruction to the assessor:**

Student must submit a minimum of two (2) feedback forms completed by the Workplace Supervisor and one staff member involved in the implementation.

#### **Task 6**

Reflect on the implementation of sustainability strategies. Review the monitoring methods used and the feedback provided by stakeholders, then complete the table below.

**Submit a copy of the monitoring methods** where possible. For example, if you have used a checklist or any monitoring method in a document format, submit a copy of this. Save any document used for

monitoring with the following naming convention *CHC30121\_Portfolio 2\_Module 7\_Monitoring Checklist\_your\_name\_yymmdd* and submit them with your assessment for marking.

List a minimum of **one (1)** new strategy for each area that you think could be used to improve the efficiency of the sustainability strategies. You will need to implement at least one new strategy identified.

Based on your reflection, identify a new SMART [Specific, Measurable, Achievable, Realistic and Time-framed] efficiency target and new techniques/tools that could be used to achieve it.

**Instruction to the assessor:**

Student must complete the table below with information regarding the effectiveness of the sustainability strategies, identifying possible new strategies, new efficiency targets and new techniques/tools. Responses must be consistent with the previously completed action plan.

See sample answers provided below.

	Sustainability Strategy 1	Sustainability Strategy 2	Sustainability Strategy 3
Efficiency target identified	Reduce the number of waste bins with 50% by the end of the month.	By the end of the month all rooms to switch off lights consistently when not in use [e.g., during outdoor play].	By the end of the week have a compost bin set up for the service to recycle green waste from kitchen.
Were targets reached?	<input type="checkbox"/> Yes <input type="checkbox"/> No Must clearly indicate whether in their opinion efficiency targets were met.	<input type="checkbox"/> Yes <input type="checkbox"/> No Must clearly indicate whether in their opinion efficiency targets were met.	<input type="checkbox"/> Yes <input type="checkbox"/> No Must clearly indicate whether in their opinion efficiency targets were met.
Monitoring method used	Checklist	Spot checks	Checklist
New efficiency targets	Introduce smaller waste bins to each room.	By the end of each week all rooms to switch off lights consistently when not in use [e.g., during outdoor play].	By the end of the week all rooms to correctly identify green waste and dispose it accordingly.
New technique/tools	Reminder posters	To-do list	To-do list
New strategy	Educate children and staff about reducing and recycling waste	Install automated light control	Educate children to throw away green waste in the compost bin.

**Task 7**

In the space provided below draft a journal entry to inform families and staff about your sustainability project, including your sustainability strategies for improvement, a summary of the implementation and in conclusion, a brief description of proposed changes. You may include photos to support your writing.

You **do not need** to send the journal entry to the stakeholders.

[Approximate word count: 250-300 words]

Instructions to the assessor:

Student must draft a journal entry within the word limit that includes:

- a summary of the sustainability project, including sustainability strategies for improvement, a summary of the implementation and in conclusion, a brief description of proposed changes.

The entry's language and tonality must cater for identified audience, and it must provide a clear and concise summary of the project. Students may include photos; however, this does not affect competency.

An example of a journal entry is provided below.

#### Sustainability Project in the Kindy room

As part of my studies, I had to assess the service's sustainability practices and I found that we produce way too much waste, lights are often left on in the room even when children are outside and that we dispose green waste as general waste.

In consultation with my Workplace Supervisor, we agreed that the following strategies could be implemented to improve the room's sustainability practices:

- count how many bags of general waste is collected by the end of each day to reduce the number of waste bins with 50% by the end of the month
- nominate a responsible person (a staff member or an older child) to watch whether lights are switched off when not in use, so by the end of the month all rooms should switch off lights consistently when not in use (e.g., during outdoor play).
- set up a compost bin for the service to recycle green waste, so by the end of the week have a compost bin set up for the service to recycle green waste from kitchen..

I talked to children about sustainability and why this is important, then started implementing the above listed strategies. The project ran for a week, and I used checklists and conducted spot checks to ensure the strategies are working well.

After one week I've asked children what they thought and I also asked educators to provide feedback, so we can improve the project.

Kindy children did really well in assisting implementing the strategies, and we will have more group times and learning opportunities to learn about recycling and sustainability practices. If you have any suggestions, feel free to approach me for a chat.

I would love to hear your thoughts!  
Jenny

### Task 8

Create an A4 poster to promote successful sustainability strategies with stakeholders and fellow educators. To create the poster, you may use a software of your choice, such as MS Word or Canva, or create it by hand, then scan it and save it on your computer.

Save the poster with the following naming convention *CHC30121\_Portfolio 2\_Module 7\_Sustainability Poster\_your name\_yymmdd* and submit it with your assessment for marking.

Instructions to the assessor:

Student must create and submit a poster to promote successful sustainability strategies with stakeholders and fellow educators.

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

**Note:** Activity 1 contributes to competency achieved for CHCECE032 as part of Module 9.

**ACTIVITY 1: SERVICE POLICIES AND PROCEDURES**

In consultation with your Workplace Supervisor, identify and locate the policy and procedures document/s regarding the service's physical environment and relationships with children and complete the following table with the required information:

Instructions to the assessor:

Student must identify and locate the policy and procedures document/s regarding the service's physical environment and relationships with children and complete the table with the required information.

A sample answer is provided below.

Policy and procedures document/s regarding the service's physical environment  [3-10 words]	For example: <ul style="list-style-type: none"><li>• Sustainability policy and procedure</li><li>• Health and safety policy and procedure</li><li>• Sun safety policy and procedure</li><li>• Water safety policy and procedure</li></ul>
Briefly summarise the service's standards regarding physical environment  [20-50 words]	For example:  The service aims to: <ul style="list-style-type: none"><li>• use a variety of natural resources</li><li>• set up engaging indoor and outdoor environment</li><li>• provide and maintain a safe and healthy indoor and outdoor environment</li><li>• engage children in sustainable practices to promote respect for the environment</li></ul>
Policy and procedures document/s regarding relationships with children  [5-20 words]	For example: <ul style="list-style-type: none"><li>• Interactions with children policy and procedure</li><li>• Interactions with children, families and staff policy and procedure</li><li>• Relationships with children policy and procedure</li></ul>

<p>Briefly summarise the service's standards regarding relationships with children</p> <p>(20-50 words)</p>	<ul style="list-style-type: none"> <li>• Behaviour guidance policy and procedure</li> </ul> <p>For example:</p> <p>The service aims to:</p> <ul style="list-style-type: none"> <li>• build positive relationships with children, families and educators through collaboration and interactions</li> <li>• encourage positive relationships between children and their peers as well as with educators and families at the service, ensuring children feel safe and supported</li> <li>• guide children's behaviour positively</li> <li>• respect the rights of children</li> </ul>
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## ACTIVITY 2: LEARNING EXPERIENCES RELATED TO NATURE

You are required to plan, implement and reflect on **one (1)** learning experience in the **outdoor environment** and **one (1)** experience in the **indoor environment** that encourages children to positively engage with nature, in accordance with the service's relevant 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.

When planning for the experience, consult with your workplace supervisor to ensure:

- the activity is age-appropriate and safe
- a qualified early childhood educator is available to supervise the activities and all your interactions with the children
- age-appropriate relevant resources are used, including natural and recycled materials where possible. The service may allow you to use their resources; however, this is only at the service's discretion and must be discussed with your Workplace Supervisor. **You are not allowed to use the service's resources for any activities required by assessment tasks without the workplace supervisor's consent.**
- that the activities and the required resources align with the service's relevant policies and procedures.

### STEP 1: PLAN

Carefully plan your **outdoor** and **indoor learning experience** to support children to engage positively within the natural environment.

Your plan for both your outdoor and indoor learning experiences must include the following:

- Children's age-group
- Purpose.
- Link to the relevant approved learning framework and learning outcomes.
- Materials or resource required, including natural and recycled materials where possible.

- Learning opportunities provided within the learning experience must individually or collectively include:
  - opportunities for children to discover both natural and constructed (manmade) environment(s)
  - opportunities which encourage children to show respect for the natural environment
  - opportunities for children to experience growth and care of living things.
- Talking Points to support conversations throughout the learning experience must individually or collectively include:
  - interdependence between people, plants, animals and the land
  - information about the environment and the impact of activities on natural environments
  - opportunities as to how children can reduce their impact on the natural environment.
- Use the [Indoor Experience](#) and the [Outdoor Experience](#) templates provided to record your plan for both learning experiences.

## STEP 2: IMPLEMENT

- **One of the activities must be observed by your SOE assessor.** Once your Workplace Supervisor approves the activities, liaise with your assessor and schedule a time for the workplace visit. You may want to group all workplace tasks from this portfolio that must be observed by the assessor and schedule a visit accordingly, so the assessor can observe you during a series of activities.
- Make a time to meet with your workplace supervisor to review your plans for both your outdoor and indoor learning experiences. With your workplace supervisor, make any necessary adjustments and gain their approval to implement your learning experiences in the workplace. Also schedule a suitable time with a group of children of minimum of **two (2)** to which your experiences are planned for [e.g. three-year-old group].
- Implement your planned learning experience with a group of children [minimum of two (2)] to which your experience is planned for. **Carry out your experience under the direct supervision of an approved early childhood educator.**
- Focus on building rapport with the children and to engage them in discussions about the experience using intentional teaching and open-ended questions. During the activities, you must:
  - model respect, care and appreciation for both natural and constructed environments
  - support children to demonstrate respect for the natural environment
  - ensure children's health and safety at all times.
- Provide photographs as evidence for each experience, including **one (1)** photograph from your outdoor learning experience and **one (1)** photograph from your indoor learning experience, focusing on the activities' set-up. Use the space provided within the templates to paste your photographs. **Make sure that no child is visible in the photos!**
- You must organise a time to meet with your workplace supervisor **after** implementation to show them the photographs in your templates before submission.

### STEP 3: REFLECTION

- **After** you have carried out your outdoor and indoor learning experiences, complete a reflection on their implementation. Use the template to record your reflections.
- Complete the reflection on both experiences' template.

Once you have completed all the above tasks, organise a time to meet with your workplace supervisor. Your workplace supervisor will need to sign and date each of the templates to verify that all the above tasks were completed in the workplace.

Save the completed templates using the following naming convention: *CHC30121\_Portfolio 2\_Module 8\_Indoor/Outdoor Experience\_your name\_yymmdd* and submit them together with the assessment document and other relevant documentation.

### Instruction to the assessor:

Student must follow instructions and plan and implement one indoor and one outdoor learning experience that encourages children to positively engage with nature.

When planning, student must consult with workplace supervisor to ensure experiences are age-appropriate and safe. Students must be supervised by a qualified educator at all times.

Student must complete the indoor and outdoor experience templates to record the experiences' planning, implementation and the reflections on how the experiences went.

Student must submit one photo evidence for the indoor and one photo evidence for the outdoor learning experience, focusing on the activities' set-up. No child can be visible in the photos!

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

One activity will need to be observed by the assessor. See instructions regarding observation criteria in the Direct Observation assessment document.

A completed sample document has been provided in the assessor guide with possible sample answers.



*Module 9 - CHCECE031 Support children's health, safety and wellbeing*

*CHCECE032 Nurture babies and toddlers*

**Note:**

- Activity 3 [Task 2 & Task 3] and Activity 4 [Task 1 & Task 2] contribute to competency achieved for CHCECE033 as part of Module 10.
- Activity 3 Task 5 contributes to competency achieved for CHCECE035 as part of Module 11.

**ACTIVITY 1: SERVICE POLICIES AND PROCEDURES**

In consultation with your workplace supervisor, locate and access the following service policies and procedures, then complete the table with the required information:

- Health and hygiene policy and procedure, including cleaning, illness and injury
- Safety policy and procedures, including supervision and the collection of children

**Instructions to the assessor:**

Student must identify and locate the policy and procedures document/s regarding the service's health and hygiene and safety policy and procedure and complete the table with the required information.

A sample answer is provided below.

<p>Policy and procedures document/s regarding the service's requirements for health and hygiene, including cleaning, illness and injury</p> <p>[15-20 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Personal hygiene policy and procedure</li> <li>• Cleaning policy and procedure</li> <li>• Illness policy and procedure</li> <li>• Incident and injury policy and procedure</li> </ul>
<p>Policy and procedures document/s regarding the service's requirements for safety, including supervision and the collection of children</p> <p>[15-20 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Supervision policy and procedure</li> <li>• Safe sleep and rest policy and procedure</li> <li>• Arrival and collection policy and procedure</li> </ul>
<p>Briefly list the key points of the service's health and hygiene procedures, including cleaning, illness and injury</p> <p>[50-60 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Regularly clean toys, resources and equipment</li> <li>• Regularly complete indoor and outdoor checklists to ensure safety</li> <li>• Teach children basic personal hygiene practices</li> <li>• Staff to follow basic personal hygiene practices</li> <li>• Children's and staff's medical information is collected and stores securely</li> <li>• Follow <i>Staying healthy's</i> guidelines regarding illnesses and related exclusion periods</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete illness, incident and injury reports and communicate openly with families</li> </ul>
<p>Briefly list the key points of the service's safety procedures, including supervision and the collection of children (40-50 words)</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Maintain above ratio staffing</li> <li>• All educators to follow active supervision principles</li> <li>• Rooms to develop supervision plans and adhere to them</li> <li>• A staff member must always be present when a child arrives/departs to ensure appropriate signing in and out and that the child is always collected by authorized person</li> </ul>

## ACTIVITY 2: CLEANING AND INFECTION CONTROL

For this activity, you are required to complete cleaning duties in line with workplace cleaning and infection control procedures, using the appropriate personal protective equipment where required.

You will use the cleaning equipment provided by the service.

Areas to be cleaned include:

- **Equipment**, such as change mats, prams or strollers, utensils and crockery, equipment storage areas, toileting areas.
- **Furnishings**, such as soft furnishings such as bedding and cushions; and hard furnishings such as cots, tables, chairs, highchairs, change tables.
- Resources, such as toys, art and craft supplies.

The cleaning can be completed over a period of time. You will need to complete the *Cleaning and Infection Control Template* in [Appendix A](#) to record the procedures followed.

Your Workplace Supervisor will need to sign the form once all tasks are completed to confirm that you have completed all tasks in line with workplace policies and procedures.

You may wish to print off the *Cleaning and Infection Control Template* and carry it with you while you are completing all cleaning duties. This will make it easier for your Workplace Supervisor as well to sign the form. If you print off the form, once completed, scan it and save it using the following naming convention, *CHC30121\_SWLA\_Portfolio\_02\_Module 9\_Cleaning and Infection Control form\_ your name\_yymmdd* and submit it together with Portfolio 2 for marking.

**Instructions to the assessor:**

Student must complete the Cleaning and Infection Control Template as evidence of the completed cleaning duties over a period of time. Student must complete the template provided. The Cleaning and Infection Control Template must be signed by the Workplace Supervisor as confirmation.

See sample answers in the completed template (Appendix A).

### ACTIVITY 3: PROVIDE CARE FOR TODDLERS

You will need to complete the tasks within this activity with **toddlers aged 13 months to 23 months**.

Task 1, Task 2, Task 3 and Task 4 will need to be completed on **three (3)** different occasions.

**One occasion when performing Task 1, Task 2, Task 3, Task 4 and Task 5 will need to be observed by your SOE Assessor.**

Consult with your Workplace Supervisor, then liaise with your assessor and schedule a time for the workplace visit. You may want to group all workplace tasks from this portfolio that must be observed by the assessor and schedule a visit accordingly, so the assessor can observe you during a series of activities.

**Note: Interactions with babies, toddlers or children must be supervised by a qualified early childhood educator.**

#### TASK 1: HANDWASHING

In line with your service's hygiene policies and procedures, **encourage and support a toddler to wash hands on three (3)** different occasions, then record all three occasions in the table provided.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically, if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module 9\_Handwashing\_ your name\_yymmdd* and submit it together with Portfolio 2 for marking.

**Instructions to the assessor:**

Student must complete the Handwashing table as evidence that student supported a toddler to wash hands on three (3) different occasions. Student must capture child's first name, age, then select date and time (e.g., 3/05/23, 9.30 am) and describe the circumstances of the handwashing and the activity the child was transitioned to after handwashing,

The table must be signed by the Workplace Supervisor as confirmation.

Sample answers are provided below.

HANDWASHING TABLE			
	OCCASION 1	OCCASION 2	OCCASION 3
	Child's first name:	Child's first name:	Child's first name:
	Age:	Age:	Age:
Date and time of the handwashing	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Describe the circumstances of the handwashing, including discussions and role-modelling (20-30 words)	<p>For example:</p> <p>I assisted the child to wash hands after playing with playdough. During handwashing we talked about why we have to wash hands after playing with playdough.</p>	<p>For example:</p> <p>I assisted the child to wash hands before lunch. During handwashing we talked about why we have to wash hands before eating.</p>	<p>For example:</p> <p>I assisted the child to wash hands after using the toilet. During handwashing we talked about why we have to wash hands after using the toilet.</p>
The activity the child was transitioned to after handwashing (10-20 words)	<p>For example:</p> <p>After handwashing, the child wanted to play in the sandpit.</p>	<p>For example:</p> <p>After handwashing I walked the child to the table to have lunch.</p>	<p>For example:</p> <p>After handwashing I assisted the child to get dressed, then we went to read a book.</p>
Supervisor's Signature			
Comments			

## TASK 2: MEALTIME

In consultation with your Workplace Supervisor and in accordance with your workplace policies and procedures, you will need to **actively participate in mealtimes and support one or more toddler on three (3) different occasions**, then record all three occasions in the table provided.

Supporting children during mealtime includes the following:

- ensure water is accessible to children at all times
- ensure children have access to healthy food and drinks on a regular basis

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- discuss healthy eating and nutrition at mealtimes with children
- support children to enjoy mealtimes
- promote positive mealtime environments that are adapted to meet the individual toddler’s routines and needs
- support children to develop healthy lifestyles and good nutrition
- follow food safety recommendations and service policies when preparing, storing and serving food to children
- follow the recommendations for children’s healthy eating.
- complete any relevant workplace document as per service procedures, such as eating chart.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically, if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module 9\_Mealtime\_your name\_yymmdd* and submit it together with Portfolio 2 for marking.

**Instructions to the assessor:**

Student must complete the Mealtime table as evidence that student supported one or more toddlers during mealtime on three (3) different occasions. Student must select date and time (e.g., 3/05/23, 9.30 am) and describe how mealtime occurred and how s/he supported the child/ren during mealtime,

The table must be signed by the Workplace Supervisor as confirmation.

Sample answers are provided below.

MEALTIME TABLE			
	OCCASION 1	OCCASION 2	OCCASION 3
Date and time of the occasion	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Describe how you supported the child during mealtime, including: <ul style="list-style-type: none"> <li>• ensure water is accessible to children at all times</li> <li>• ensure children have access to healthy food and drinks on a regular basis</li> <li>• discuss healthy eating and nutrition at mealtimes with children</li> </ul>	<p><b>For example:</b></p> <p>I assisted staff setting up the table for morning tea, putting plates, cutlery, and preparing fresh water accessible for children. I liaised with cook and put all required</p>	<p><b>For example:</b></p> <p>I assisted staff setting up the table for lunch, putting plates, cutlery, and preparing fresh water accessible for children. I liaised with cook and put all required food on trolley and</p>	<p><b>For example:</b></p> <p>I assisted staff setting up the table for afternoon tea, putting plates, cutlery, and preparing fresh water accessible for children. I liaised with cook and put all required</p>

<ul style="list-style-type: none"> <li>• support children to enjoy mealtimes</li> <li>• support children to develop healthy lifestyles and good nutrition</li> <li>• follow food safety recommendations and service policies when preparing, storing and serving food to children</li> <li>• follow the recommendations for children's healthy eating.</li> </ul> <p>[70-90 words]</p>	<p>food on trolley and checked food allergies. I let children know that morning tea is coming and assisted them in sitting at the table and served food for them, taking in consideration eventual food allergies. I had a conversation with children about favourite fruits, etc.</p>	<p>checked food allergies. I let children know that lunch is coming and assisted them in sitting at the table and served food for them, taking in consideration eventual food allergies. I had a conversation with children about favourite foods, healthy foods, etc.</p>	<p>food on trolley and checked food allergies. I let children know that afternoon tea is coming and assisted them in sitting at the table and served food for them, taking in consideration eventual food allergies. I had a conversation with children about favourite fruits, etc.</p>
<b>Supervisor's Signature</b>			
<b>Comments</b>			

### TASK 3: TOILETING

In accordance with the relevant workplace policies and procedures, **support a toddler with toileting and dressing/undressing on three (3) different occasions**, maintaining children's rights to privacy. Record all three occasions in the table provided.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically, if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module 9\_Toileting\_ your name\_yymmdd* and submit it together with Portfolio 2 for marking.

#### Instructions to the assessor:

Student must complete the Toileting table as evidence that student supported a toddler with toileting and dressing/undressing on three (3) different occasions, maintaining children's rights to privacy. Student must capture child's first name, age, then select date and time (e.g., 3/05/23, 9.30 am) and describe the circumstances of the event and the activity the child was transitioned to after toileting,

The table must be signed by the Workplace Supervisor as confirmation.

Sample answers are provided below.

TOILETING TABLE			
	OCCASION 1	OCCASION 2	OCCASION 3
	Child's first name:	Child's first name:	Child's first name:
	Age:	Age:	Age:
Date and time of the occasion	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Describe the circumstances of the toileting and dressing/undressing, maintaining children's rights to privacy  [30-40 words]	For example:  I walked to the bathroom with the child, helped unbutton pants, took off nappy and helped the child to sit on the toilet. When finished, put new nappy on, pulled up clothes and washed hands.	For example:  I walked to the bathroom with the child, helped unbutton pants and helped the child to sit on the toilet. When finished, pulled up clothes and washed hands.	For example:  I walked to the bathroom with the child, and held her dress up while the child sat on the toilet. When finished, tidied her clothes and washed hands.
The activity the child was transitioned to after toileting  10-20 words]	For example:  After toileting, I asked the child where he wanted to play next and walked to the puzzle-table together.	For example:  After toileting, I went to the sandpit with the child.	For example:  After toileting, I went to read a book with the child.
Supervisor's Signature			
Comments			

#### TASK 4: REST-TIME

In accordance with relevant workplace policies and procedures, **prepare and settle one or more toddlers for sleep on three [3] different occasions**, then record all three occasions in the table provided.

This activity includes the following:

- Support children to have their individual sleep needs met.
- Support children through reassurance, calming practices and support facilitation of attachment.

- Prepare bedding and equipment according to service hygiene and safety procedures and approved safety standards.
- Communicate with families about their children's sleep and rest.
- Follow processes to monitor children who are sleeping.
- Providing appropriate opportunities for children to rest and play if they do not sleep.
- Follow children's individual sleep and rest routines which have been developed in consultation with families.
- Complete any relevant workplace document as per service procedures, such as sleep chart.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically, if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module 9\_Rest-time\_your name\_yymmdd* and submit it together with Portfolio 2 for marking.

#### Instructions to the assessor:

Student must complete the Rest-time table as evidence that student supported one or more toddlers during sleep-time, supporting children to have their individual sleep needs met on three (3) different occasions. Student must select date and time (e.g., 3/05/23, 9.30 am) and describe the circumstances of the event.

Student must cover the following:

- Support children to have their individual sleep needs met.
- Support children through reassurance, calming practices and support facilitation of attachment.
- Prepare bedding and equipment according to service hygiene and safety procedures and approved safety standards.
- Communicate with families about their children's sleep and rest.
- Follow processes to monitor children who are sleeping.
- Providing appropriate opportunities for children to rest and play if they do not sleep.
- Follow children's individual sleep and rest routines which have been developed in consultation with families.

The table must be signed by the Workplace Supervisor as confirmation.

Sample answers are provided below.



REST-TIME TABLE			
	OCCASION 1	OCCASION 2	OCCASION 3
Date and time of the occasion	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Describe the circumstances of the event, including the following: <ul style="list-style-type: none"> <li>Support children to have their individual sleep needs met, responding to the child's signs and cues.</li> <li>Support children through reassurance, calming practices and support facilitation of attachment.</li> <li>Prepare bedding and equipment according to service hygiene and safety procedures and approved safety standards.</li> <li>Communicate with families about their children's sleep and rest.</li> <li>Follow processes to monitor children who are sleeping.</li> <li>Providing appropriate opportunities for children to rest and play if they do not sleep.</li> <li>Follow children's individual sleep and rest routines which have been developed in consultation with families.</li> </ul> <p>[20-40 words]</p>	<p><b>For example:</b></p> <p>I helped the staff prepare the mats for sleeptime, then patted two children to sleep. I recorded their sleeptime in the daily chart for families to be informed. I patted children if they seemed unsettled.</p>	<p><b>For example:</b></p> <p>I helped the staff prepare the mats for sleeptime, and helped children to find their mat. One child was laying on the mat for half an hour, but didn't fall asleep, so I helped him get up and set at the puzzle table with him as a quiet rest time activity.</p>	<p><b>For example:</b></p> <p>I helped the staff prepare the mats for sleeptime, then helped children to find their mat. A put on relaxing music and patted children who asked for patting to sleep. I recorded sleeptimes and monitored children while sleeping.</p>
<b>Supervisor's Signature</b>			
<b>Comments</b>			

### TASK 5: PHYSICAL EXPERIENCE

In consultation with your Workplace Supervisor, complete the following tasks:

- Participate in a **spontaneous physical experience** with one or more toddlers.
- Plan and implement one (1) physical experience** with one or more toddlers. You will need to discuss your plan with your Workplace Supervisor before implementing it.

During the planned and spontaneous physical experiences, **discuss with children how their bodies work and the importance of physical activity to people's health and wellbeing.** During the

discussion, use a **variety of open and closed questions** to seek information and confirm understanding. Ensure that the experiences are carried out in a safe, relaxed and calm environment. You must actively supervise the children during the experiences.

After carrying out the activities, complete the table below with your responses regarding the physical experiences.

**Instructions to the assessor:**

**Student must complete the table with responses regarding the planned and spontaneous physical experiences.**

**Sample answers are provided below.**

Outline how you participated in a spontaneous physical activity/opportunity with children. [30-40 words]	<b>For example:</b>  Children were playing in the outdoor play area, going through the obstacle course. I joined in and suggested to extend the obstacle course with a few more elements to make it more challenging.
Outline how you planned and implemented a physical activity/opportunity for children. [20-30 words]	<b>For example:</b>  I gathered children in a circle and started singing and acting out the 'Put your right hand in' song. We sang the song with different body parts.
Explain how you encouraged children to participate in regular movement and physical experiences. [15-20 words]	<b>For example:</b>  I asked children by name to join in physical activities based on their interest.
List <b>three (3) open questions</b> you asked children in relation to the physical activity. [25-30 words]	<b>For example:</b>  <ul style="list-style-type: none"> <li>• Why is it important to do the obstacle course?</li> <li>• How did you learn to complete the big obstacle course?</li> <li>• What do you think makes you big and strong?</li> </ul>
List <b>three (3) closed questions</b> you asked children in relation to the physical activity. [20-30 words]	<b>For example:</b>  <ul style="list-style-type: none"> <li>• Can you ride a bike?</li> <li>• When you were younger, could you go through the obstacle course?</li> <li>• Do you like dancing?</li> </ul>
Provide examples of how you discussed with children how their bodies work and the importance of physical activity to people's health and wellbeing. [25-50 words]	<b>For example:</b>  We talked about how healthy foods make our body grow stronger. We talked about Popeye who loved spinach. Children gave examples from their families.

<p>Provide examples of how you discussed with children the importance of physical activity to people's health and wellbeing.</p> <p>[25-50 words]</p>	<p><b>For example:</b></p> <p>We talked about why it is important to be outdoors in the fresh air. We talked about how good feel about baby-yoga as it makes our body stronger.</p>
<p>Explain how you actively supervised children during the experiences.</p> <p>[10-20 words]</p>	<p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• I was close to the children and paid full attention to their movements.</li> </ul>

**ACTIVITY 4: PROVIDE CARE FOR BABIES**

You will need to complete the tasks within this activity with **two (2) different babies under 12 months of age**, in accordance with workplace policies and procedures.

One occasion of performing each task (Task 1, Task 2, Task and Task 3) will need to be observed by your SOE Assessor.

If any of the tasks cannot be demonstrated in the workplace due to service policies and procedures, the assessor will organize and observe the tasks in a simulated environment.

Consult with your Workplace Supervisor, then liaise with your assessor and schedule a time for the workplace visit. You may want to group all workplace tasks from this portfolio that must be observed by the assessor and schedule a visit accordingly, so the assessor can observe you during a series of activities.

**Note: Interactions with babies, toddlers or children must be supervised by a qualified early childhood educator.**

## TASK 1: FEEDING

In consultation with your Workplace Supervisor and in accordance with your workplace policies and procedures, you will need to actively participate in feeding **two [2] different babies**, then record the incidents in the table provided.

This task involves:

- Prepare formula according to directions/workplace procedures and measure quantities required.
- Store, heat and serve formula and breastmilk according to food safety principles and workplace procedures.
- Bottle feed babies while responding appropriately to baby signs and cues.
- Store, heat and serve pre-prepared food and drinks according to food safety principles and workplace procedures.
- Clean equipment and utensils used for bottle feeding the babies according to workplace policies and procedures.
- Prepare and feed babies with solid foods while responding appropriately to baby signs and cues.
- Promote positive mealtime environments that are adapted to meet the individual baby's routines and needs.
- Attend to babies' individual needs during meal times.
- Complete any relevant workplace document as per service procedures, such as eating chart.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically, if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module 9\_Feeding\_ your name\_yymmdd* and submit it together with Portfolio 2 for marking.

### Instructions to the assessor:

Student must complete the Feeding table as evidence that student fed two [2] different babies, meeting all requirements. Student must select date and time (e.g., 3/05/23, 9.30 am) and describe how the incident occurred,

The table must be signed by the Workplace Supervisor as confirmation.

Sample answers are provided below.

FEEDING TABLE		
	BABY 1	BABY 2
	Child's first name:	Child's first name:
	Age:	Age:
Date and time of feeding	Click or tap to enter a date.	Click or tap to enter a date.
<p>Describe how <b>bottle feeding</b> occurred, including:</p> <ul style="list-style-type: none"> <li>• Preparing formula</li> <li>• Storing, heating and serving formula/breastmilk</li> <li>• Feeding baby</li> <li>• Responding appropriately to baby signs and cues</li> <li>• Promoting positive mealtime environments</li> <li>• Attending to baby's individual needs during feeding</li> <li>• Cleaning equipment and utensils used</li> <li>• Following food safety policies and procedures</li> <li>• Completing any relevant workplace document as per service procedures, such as eating chart.</li> </ul> <p>[50-80 words]</p>	<p>Student must explain:</p> <ul style="list-style-type: none"> <li>• how formula was prepared, heated and served, for example measuring correctly, checking temperature</li> <li>• the interaction with the baby, For example, talking to and looking at the child.</li> <li>• how they responded to cues and signs</li> <li>• how they promoted positive mealtime, for example by being calm</li> <li>• how equipment and utensils were cleaned, including washing hands</li> <li>• what documentation was completed</li> </ul>	
<p>Describe how <b>feeding with solid food</b> occurred, including:</p> <ul style="list-style-type: none"> <li>• Preparing and feeding babies with solid foods while responding appropriately to baby signs and cues.</li> <li>• Promoting positive mealtime environments that are adapted to meet the individual baby's routines and needs.</li> <li>• Attending to babies' individual needs during meal times.</li> <li>• Complete any relevant workplace document as per service procedures, such as eating chart.</li> </ul> <p>[70-90 words]</p>	<p>Student must explain:</p> <ul style="list-style-type: none"> <li>• how solid food was prepared and served, including washing hands</li> <li>• the interaction with the baby. For example, talking to and looking at the child.</li> <li>• how they responded to cues and signs</li> <li>• how they attended to the individual baby's needs. For example, ensuring that the child has eaten this food and it is correctly prepared to avoid choking.</li> <li>• how they promoted positive mealtime, for example by being calm</li> </ul>	

	<ul style="list-style-type: none"> <li>• what documentation was completed</li> </ul>	
<b>Supervisor's Signature</b>		
<b>Comments</b>		

## TASK 2: NAPPYCHANGING

In consultation with your Workplace Supervisor and in accordance with your workplace policies and procedures, you will need to change nappy for **two (2) different babies**, then record the incidents in the table provided. You must be able to provide a positive nappy change experience for baby that enhances relationship and supports learning.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically, if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module\_9\_Nappychanging\_your name\_yymmdd* and submit it together with Portfolio 2 for marking.

### Instructions to the assessor:

Student must complete the Nappy-changing table as evidence that student changed nappy for two (2) different babies, in accordance with workplace policies and procedures. Student must select date and time (e.g., 3/05/23, 9.30 am) and describe how the incident occurred,

The table must be signed by the Workplace Supervisor as confirmation.

Sample answers are provided below.

NAPPYCHANGING TABLE		
	BABY 1	BABY 2
	<b>Child's first name:</b>	<b>Child's first name:</b>
	<b>Age:</b>	<b>Age:</b>
Date and time of nappy change	Click or tap to enter a date.	Click or tap to enter a date.
Describe how nappy change occurred  [80-90 words]	<p><b>Student must explain correct procedure:</b></p> <ul style="list-style-type: none"> <li>• Wash hands thoroughly before changing baby's nappy using the correct procedure. For example,</li> </ul>	

	<p>following hand washing procedure.</p> <ul style="list-style-type: none"> <li>• Change baby's nappy as per workplace policy and procedure and recognised health authority recommendations. For example, wore disposable gloves.</li> <li>• Provide a positive nappy changing experience for baby that enhances relationship and supports learning. For example, responsiveness to baby during nappy change and interacting with baby.</li> <li>• Actively supervise baby while changing nappy. For example, keeping at least one hand on the child at all times, being responsive to their cues.</li> </ul>	
Supervisor's Signature		
Comments		

### TASK 3: SLEEPTIME FOR BABIES

In consultation with your Workplace Supervisor and in accordance with your workplace policies and procedures, you will need to **prepare and settle two (2) different babies for sleep**, then record the incidents in the table provided. This activity includes preparing cots, bedding and equipment according to service hygiene and safety procedures and approved safety standards.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically, if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module 9\_Sleeptime for babies\_ your name\_yymmdd* and submit it together with Portfolio 2 for marking.

**Instructions to the assessor:**

#### ASSESSOR GUIDE

Student must complete the 'Sleeptime for babies' table as evidence that student prepared and settled two (2) different babies for sleep, including the preparation of cots, in accordance with workplace policies and procedures. Student must select date and time (e.g., 3/05/23, 9.30 am) and describe how the incident occurred,

The table must be signed by the Workplace Supervisor as confirmation.

Sample answers are provided below.

SLEEPTIME FOR BABIES TABLE		
	BABY 1	BABY 2
	Child's first name:	Child's first name:
	Age:	Age:
Date and time of sleeptime	Click or tap to enter a date.	Click or tap to enter a date.
<p>Describe how sleeptime occurred, including:</p> <ul style="list-style-type: none"> <li>• How you met individualized sleep and rest practices</li> <li>• How you prepared cots, bedding and equipment</li> <li>• How you provided a positive sleeping experience for baby</li> <li>• How you monitored sleeping baby</li> <li>• How you responded to baby signs and cues</li> </ul> <p>[150-180 words]</p>	<p><b>Student must explain correct procedure:</b></p> <ul style="list-style-type: none"> <li>• Use individualised sleep and rest practices as per workplace practices and in consultation with families. For example, what age and stage they are at, their home routines and parental expectations.</li> <li>• Ensure that the atmosphere is conducive to sleep. For example, dim lights, soft music, appropriate temperature.</li> <li>• Provide a positive sleeping/resting experience for baby that enhances relationship and supports learning. For example, supporting with a gentle pat, or soothing sounds.</li> <li>• Prepare cots, bedding and equipment as per workplace hygiene and safety procedures. For example, follow safe sleeping protocols and workplace policy/procedures to reduce the risk of SUDI [Sudden Unexpected Death in Infancy]</li> </ul>	



	<p>including SIDS (Sudden Infant Death Syndrome).</p> <ul style="list-style-type: none"> <li>• Ensure resting/sleeping babies are always supervised as per workplace policies and procedures. For example, ensure the checklist is filled out every five to ten minutes.</li> <li>• Respond appropriately to baby signs and cues. Such as tired signs and cues include staring into the distance, jerky movements, yawning, fussing, sucking fingers, losing interest in people or toys.</li> </ul>	
<b>Supervisor's Signature</b>		
<b>Comments</b>		

#### TASK 4: PHYSICAL EXPERIENCE

In consultation with your Workplace Supervisor and in accordance with your workplace policies and procedures, you will need to **provide opportunity for babies to practise gross motor skills on two (2) occasions** in a safe, relaxed and calm environment. Ensure that you actively supervise the children during the experiences.

After carrying out the activities, complete the table below with your responses regarding the physical experiences.

**Instructions to the assessor:**

**Student must complete the table with responses regarding the physical experiences.**

**Sample answers are provided below.**

<p>Outline how you provided safe areas and appropriate resources for babies to practice gross motor skills.</p> <p>[20-30 words]</p>	<p><b>For example:</b></p> <p>For example, mats on the floor, texture experiences.</p> <p>Ensure that baby can safely explore the environment with their hands, mouths and bodies.</p>
<p>Briefly describe how you monitored and encouraged age-appropriate physical</p>	<p><b>For example:</b></p>

exploration and gross motor skills according to environmental factors.  [20-30 words]	Show awareness for any hazards or risks in the environment and respond appropriately. For example, sharp edges, small items such as leaves or children scratching each other.
Explain how you actively supervised children during the experiences.  [15-30 words]	For example: <ul style="list-style-type: none"> <li>• I was close to the children and paid full attention to their movements.</li> </ul>

### Module 10 - CHCECE033 Develop positive and respectful relationships with children

**Note:** Activity 1 and Activity 2 [Task 1 & Task 2] contribute to competency achieved for CHCECE035 as part of Module 11.

## ACTIVITY 1: INDOOR/OUTDOOR SETUP

In consultation with your Workplace Supervisor and current daily program, **plan the indoor or outdoor environment** on an A4 paper, **digitally or manually, for half a day**, morning or afternoon, including **relevant resources and routines** for the age-group you are working, with the aim to reduce the potential for children’s stress or frustration and increase their ability to have agency and be decision makers.

Once the Workplace Supervisor approves and sign your plan, you will need to implement your plan and organise the indoor/outdoor space and relevant resources to reduce the potential for children’s stress or frustration and increase their ability to have agency and be decision makers.

Once your plan is created and signed by the supervisor, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module 10\_Indoor/Outdoor setup\_your name\_yymmdd* and submit it together with Portfolio 2 for marking.

Make sure that the plan has a title to clearly indicate the age-group, the time of the day you are planning for and whether it is for indoor or outdoor environment. For example: ‘Indoor space – Morning – Toddlers (2-3)’. Think through the activities the children are going to do during your chosen time and draft a routine to support this plan, including transition times.

Once you have implemented your plan, complete the following table with your responses and reflections:

#### Instructions to the assessor:

Student must create an indoor or outdoor environment plan on an A4 paper, digitally or manually, for half a day, morning or afternoon, including relevant resources and routines for the age-group they are working, with the aim to reduce the potential for children’s stress or frustration and increase their ability to have agency and be decision makers. Workplace Supervisor must approve and sign the plan before implementation. Once the student has implemented the plan, must reflect on the experience and complete the table with responses on how it went, identifying areas for improvement. The

Indoor/outdoor plan must be uploaded to the LMS together with the other SWLA assessment documents.

A sample answer is provided below.

Age-group [2-3 words]	For example: toddlers [2-3]
Indoor or outdoor [1 word]	Indoor
Time of the day [1 word]	Morning
Planned resources [20-30 words]	Art and craft material for art area, dress-ups for home-corner, books in book corner, building blocks in the construction area, playdough and puzzle
Planned routine/activities, including transition times [55-70 words]	8-9 am free play / transition to handwashing / 9-9.30 am progressive morning tea / toileting, transition to group time / 9.30-10 am music and movement / transition to free play / 10-11 am free play toileting/transition to Storytime / 11-11.30 am Storytime, transition to lunchtime / 11.30 am - 12.00 pm handwashing, lunchtime / toileting, transition to rest time.
How did your setup, resources and routine helped to reduce the potential for children's stress or frustration? [55-70 words]	For example: With the setup I made sure to organize well-defined indoor play areas and avoided having larger empty spaces. I made sure that there are enough resources for the number of children allowed in each area. I ensured there is transitioning between activities with sufficient warnings to allow children finish one activity before going to the next activity.
How did your setup encourage interactions between children, as well as accommodating the child's need for privacy, solitude or quiet? [20-40 words]	For example: I made sure there are resources to facilitate cooperative play and I created spaces [such as book corner] to accommodate children's need for privacy, solitude and quiet.
How did your setup, resources and routine increase or support children's ability to have agency and be decision makers? [20-30 words]	For example: Resources were within reach, so children could access them easily. During free play. I ensured that children could choose between the activities.
Reflect on the success of your setup: what	For example:

<p>worked and where is there need for improvement? What would you do differently next time?</p> <p>[55-70 words]</p>	<p>Overall, my set-up and routine were successful. I feel that my expectations towards children were not communicated clearly enough, therefore there were too many children in the popular areas, such as dramatic play area and construction area.</p> <p>Next time I would discuss the rules before allowing children to engage in free play in the different play areas.</p>
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## ACTIVITY 2: INTERACTIONS WITH CHILDREN

For the tasks within this activity, you will need to interact in different ways with children between the ages of **birth and 6 years**.

**Task 1, Task 2, Task 3 and Task 4 will need to be observed by your SOE Assessor.**

Consult with your Workplace Supervisor, then liaise with your assessor and schedule a time for the workplace visit. You may want to group all workplace tasks from this portfolio that must be observed by the assessor and schedule a visit accordingly, so the assessor can observe you during a series of activities. The interactions during mealtimes required as part of the previous module, Module 9, contributes towards demonstrating competency in this module too.

**Note: Interactions with babies, toddlers or children must be supervised by a qualified early childhood educator.**

### TASK 1: INTERACTION DURING FREE PLAY

In accordance with your workplace policies and procedures and in consultation with your Workplace Supervisor, you are required to engage in sustained interaction with one or more children during **free play**.

During the interaction you will need to:

- use children's cues to guide the type of involvement
- show genuine interest in and respect for the child/ren involved
- show genuine understanding of the child/ren involved
- engage in sustained conversations about things that interest the child and encourage the child/ren to share their stories and ideas
- ask open and closed questions when communicating with children
- provide instructions and guidance in a positive and supportive manner
- interact and engage with children in a positive and supportive manner, to build rapport.

#### ASSESSOR GUIDE

You will need to complete the table provided to record the activity.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically, if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module 10\_Interaction during free play\_ your name\_yymmdd* and submit it together with Portfolio 2 for marking.

**Instructions to the assessor:**

Student must complete the table as evidence of the task, capturing how many children were involved, the children’s age, then selecting date and time [e.g., 3/05/23, 9.30 am], specifying the duration of the activity and describing the activity.

The table must be signed by the Workplace Supervisor as confirmation.

Sample answers are provided below.

INTERACTION DURING FREE PLAY	
How many children were involved?	For example: 2
Child/ren’s age	For example: 3 years
Activity’s date and time	Click or tap to enter a date.
Duration of the activity	For example: 15 minutes
Describe the activity, including how you: <ul style="list-style-type: none"> <li>used children’s cues to guide the type of involvement</li> <li>showed genuine interest in and respect for the child/ren involved</li> <li>showed genuine understanding of the child/ren involved</li> <li>engaged in sustained conversations about things that interest the child/ren and encouraged the child/ren to share their stories and ideas</li> <li>asked open and closed questions when communicating with children</li> <li>provided instructions and guidance in a positive and supportive manner</li> <li>interacted and engaged with children in a positive and supportive manner, to build rapport.</li> </ul>	For example:  In the afternoon, I noticed Child 1 playing alone in the block corner. I’ve asked him what he was building and he said he was building a house for his favourite car. I asked him if I could join, and he agreed. He asked me to carry a few bigger blocks and put them on the top of his smaller blocks. I told him that this may not be a great idea as the bigger blocks are heavier and they may fall on our head, so it’s better to have the bigger blocks on ground, as the foundation. Child 2 approached us and asked what we were building. I told her and she asked if she could join. Child 1 agreed and said maybe Child 2 can build a house next to the garage. We played there for about 15 minutes, then Child 1 went outside for a run and Child 2 asked me to read her a book.

[150-180 words]	
<b>Supervisor's Signature</b>	
<b>Comments</b>	

## TASK 2: GROUP INTERACTION

You are required to engage in planned or spontaneous group interaction with a group of children. Consult with your Workplace Supervisor regarding the activity and the number of the children that should be involved. The activity can be a scheduled group time, reading a book, music and move activity, or anything you choose.

During the interaction you will need to:

- show genuine interest in and respect for the child/ren involved
- show genuine understanding of the child/ren involved
- ask open and closed questions when communicating with children
- communicate expectations for behaviour based on service policies in ways that children will understand
- involve children in developmentally appropriate ways when agreeing expectations of behaviour
- provide instructions and guidance in a positive and supportive manner
- interact and engage with children in a positive and supportive manner, to build rapport.

You will need to complete the table provided to record the activity.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically, if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention:

CHC30121\_SWLA\_Portfolio\_02\_Module 10\_Group interaction\_ your name\_yymmdd and submit it together with Portfolio 2 for marking.

**Instructions to the assessor:**

Student must complete the table as evidence of the task, capturing how many children were involved, the children's age, then selecting date and time [e.g., 3/05/23, 9.30 am], specifying the duration of the activity and describing the activity.

The table must be signed by the Workplace Supervisor as confirmation.

Sample answers are provided below.

GROUP INTERACTION	
How many children were involved?	For example: 10
Child/ren's age	For example: 3-4
Activity's date and time	Click or tap to enter a date.
Duration of the activity	For example:  20 minutes
Describe the activity, including how you: <ul style="list-style-type: none"> <li>showed genuine interest in and respect for the child/ren involved</li> <li>showed genuine understanding of the child/ren involved</li> <li>asked open and closed questions when communicating with children</li> <li>communicated expectations for behaviour based on service policies in ways that children will understand</li> <li>involved children in developmentally appropriate ways when agreeing expectations of behaviour</li> <li>provided instructions and guidance in a positive and supportive manner</li> <li>interacted and engaged with children in a positive and supportive manner, to build rapport.</li> </ul> <p>[100-150 words]</p>	For example:  I consulted with my Workplace Supervisor and we agreed that I will run the group-time before lunch. When it was time, I sat on the story mat and started singing the song to collect children for group-time. When all the children sat on the mat, we sang a few of children's favourite action songs while doing the actions, then I said I'll read a book for them. I asked them to sit nice and tall on the mat and keep their hands on their laps. I told the children that after the story we were going to play a game and then I'll send them one by one to wash hands and sit for lunch. After the story, I asked children what they liked in the story and whether they heard the story before.

<p>Identify the learning outcome from the Early Years Learning Framework relevant to this activity. Briefly explain your answer.</p> <p>[30-40 words]</p>	<p>Student must be able to choose one of the 5 learning outcomes:</p> <ul style="list-style-type: none"> <li>• Children have a strong sense of identity</li> <li>• Children are connected with and contribute to their world</li> <li>• Children have a strong sense of wellbeing</li> <li>• Children are confident and involved learners</li> <li>• Children are effective communicators.</li> </ul> <p>Student must explain their choice. For example: In my opinion the activity is linked to Outcome 4, i.e. 'Children are confident and involved learners, as the activity provided an opportunity for children to explore and learn more about a new topic.</p>
<p><b>Supervisor's Signature</b></p>	
<p><b>Comments</b></p>	

### TASK 3: TRANSITION TIME

You are required to **lead a transition time**, either from one activity to another, or from one location to another, or during arrival at the service.

Consult with your Workplace Supervisor regarding the activity.

During the activity you will need to provide instructions and guidance in a positive and supportive manner.

You will need to complete the table provided to record the activity and to reflect on the experience.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically, if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module 10\_Transition time\_ your name\_yymmdd* and submit it together with Portfolio 2 for marking.

#### Instructions to the assessor:

Student must complete the table as evidence of the task, capturing how the nature of the transitioning [from one activity to another, or from one location to another, or during arrival at the service], the children's age group, then selecting date and time [e.g., 3/05/23, 9.30 am], then describing the how transitioning went.



The table must be signed by the Workplace Supervisor as confirmation.

Sample answers are provided below.

TRANSITION TIME	
Age group	For example: toddlers
Activity's date and time	Click or tap to enter a date.
Nature of the activity  [From one activity to another, or from one location to another, or during arrival at the service]	For example:  From one activity to another
Describe the activity, including how you provided instructions and guidance in a positive and supportive manner.  [60-80 words]	For example:  I lead transition from group time to lunchtime. I've asked an educator to supervise handwashing, then I was calling children's name, one by one, to go and wash hands and sit at the table for lunch. If a child was still engaged in a play, I left some extra time for them to finish the activity before going to wash hands.
Areas for improvement [What went well and what can be improved next time]  [40-80 words]	For example:  Some of the children didn't wait for their turn and ran to wash hands. I wasn't sure how to address this, so I just ignored the situation. Next time I would set the rules before the transitioning and consult with the supervisor regarding how this behaviour can be addressed.
<b>Supervisor's Signature</b>	
<b>Comments</b>	

### ACTIVITY 3: FOCUS CHILD

In consultation with your Workplace Supervisor, choose a child of interest, then collect information about the child and complete the table below. The purpose of this activity is to gather information about aspects of the child's social and physical education and care environment to facilitate understanding of the child's behaviour.

When collecting the information, you may want to talk to your Workplace Supervisor, fellow educators and consult the child's file. You must ensure that you consult with your Workplace Supervisor first and ask permission to consult the child's file.

You MUST handle any information regarding the child confidential.

Your Workplace Supervisor will need to sign the table once completed to confirm the authenticity of the form.

Your Workplace Supervisor may sign the table electronically, or physically if you print off the table. If you print it off, once completed and signed, scan it and save it using the following naming convention: *CHC30121\_SWLA\_Portfolio\_02\_Module 10\_Focus child\_ your name\_yymmdd* and submit it together with Portfolio 2 and the other SWLA-related documents.

**Instructions to the assessor:**

Student must complete the table with information collected regarding a selected child.

FOCUS CHILD	
Child's date of birth	For example: 11 September 2020
Child's interests  [15-20 words]	For example:  Child enjoys playing with educators and peers.  Favourite activities are: dancing, drawing, reading books, playdough.
Number of days at the centre  [1-5 words]	For example: 5 days
Family composition  [5-10 words]	For example: 2 parents, one older brother. Grandparents live overseas
How does the child handle transition during arrival at the service?  [40-60 words]	For example:  The child usually arrives to the centre happy and usually asks the parent to read a book together before the parent goes to work. When the parent leaves the service, the child likes being with an educator, until warms up for playing with peers.
How does the child express their emotions or feelings?  [20-30 words]	For example:  The child becomes very talkative when happy and withdraws when feeling sad or unwell. If frustrated, the child often cries.

<p>Identify strategies to support the child's individual needs.</p> <p>[20-30 words]</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Use positive reinforcement when the child is doing something well.</li> <li>• Support the child in collaborating with peers to develop friendships.</li> <li>• Role model positive behaviour and labelling emotions.</li> </ul>
<p style="text-align: center;"><b>Supervisor's Signature</b></p>	
<p style="text-align: center;"><b>Comments</b></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*

*CHCECE038 Observe children to inform practice*

## ACTIVITY 1: THE PLANNING CYCLE - FOCUS CHILDREN FOLDER

For this activity, you will be required to develop a Focus Children Folder with a full cycle of planning completed for each of the **four [4]** focus children of your choice, meeting the following requirements:

- **two [2]** children must be **below the age of 23 months**
- **two [2]** children must be between the ages of **two [2]** and **six [6]**.

This means you will develop **four [4]** Focus Children Folder, one for each focus child.

Consult with your Workplace Supervisor when choosing the focus children to ensure the success of this activity.

The purpose of the folder is to provide you with the opportunity to undertake planning for children through the whole cycle of planning with a focus on fostering holistic development through play.

You should create the focus children's folders **digitally**, using Microsoft Word or other software, such as Canva, then compress files for upload. You may choose to create the folders **manually** using A4 booklet; however, at the completion of all workplace activities, you will need to submit children's folders, so manually created physical folders must be scanned. This may cause inconvenience; therefore, it is advisable to create the folders using digital technology.

Once completed, compress the content of the folder in a ZIP file and save it using the following naming convention, *CHC30121\_SWLA\_Portfolio 2\_Module 11\_Focus Child 1 Folder\_your name\_ddmmyy*, then upload the files together with the other SWLA assessments and forms for marking.

This activity consists of **five [5]** parts:

- **Part A:** This part of the activity is focused on **gathering information** which is the first stage of the cycle of planning. You will choose **four [4]** focus children and create a Focus Children Folder.
- **Part B:** This part of the activity is focused on **questioning and analysing information** which is the second stage of the cycle of planning. You will be required to analyse the information gathered using the learning framework outcomes, principles and practices to guide your analysis.

- **Part C:** This part of the activity requires you to **plan to support each child's learning and development** by setting objectives. You must plan at least **one [1]** experience for each child.
- **Part D:** During this part of the activity, you will **implement the planned experiences** with the children, under the supervision of the Workplace Supervisor. Two [2] experiences will be observed by the Assessor.
- **Part E:** For this section of the activity, you will complete the cycle of planning by **reflecting** on each of the planned experiences and learning objectives implemented.

The instructions for each part are provided below.

**TIP:** For convenience, print the forms located in the appendices that require the Workplace Supervisor's signature.

## PART A: GATHER INFORMATION ABOUT FOCUS CHILDREN

To complete this part of **Activity 1**, you will need to consult with your Workplace Supervisor to choose **four [4]** focus children, meeting the following requirements:

- **two [2]** children must be **below the age of 23 months**
- **two [2]** children must be between the ages of **two** and **six [2-6]**.

Once you have appointed the focus children, follow the following steps:

### STEP 1: DECIDE UPON FOCUS CHILDREN AND GAIN PERMISSION AND INFORMATION FROM THEIR FAMILIES

- Seek permission from focus children's families, on the 'Permission Form' for each child. A copy of the permission form can be found in [Attachment B](#). You will need to ensure you clearly explain to the families why you are seeking their permission and that they understand how you will be using the information collected. These forms must be kept in your Focus Children Folder on where you will keep all information about each child for assessment. You should create one folder per child. For convenience, you can print the form by printing only the actual page containing the form. If you want to save the permission forms separately, then once completed, scan and save the forms using the following naming conventions, then upload them together with the other SWLA assessments and forms: *CHC30121\_SWLA\_Portfolio 2\_Module 11\_Permission Form Child 1\_StudentName\_ddmmyy*.

Engage with each family, collaborate with them by engaging in conversation about the child. Your supervisor will need to supervise your interactions with the family. Use the 'Collaboration' template to support your discussion. A copy of the collaboration form can be found in [Attachment C](#). For convenience, you can print the form by printing only the actual page containing the form. Once completed, scan and save the forms using the following naming convention, then upload them together with the other SWLA assessments and forms:

*CHC30121\_SWLA\_Portfolio 2\_Module 11\_Collaboration Form Child 1\_StudentName\_ddmmyy*.

- Prior to speaking with the families, you should plan open ended questions you can ask to ensure you collect information on:
  - Child's interests
  - Child's strengths
  - Current objectives parents have
  - Skill
  - Ideas
  - Knowledge
  - Cultural practices
  - Developmental domains including communication, physical, social, emotional and cognitive.
- You will need to use open-ended questions in your discussions with the family to gather the required information. Record your questions, responses and any other important information in the template for each child and keep in the individual Focus Children Folder.
- Ask your Workplace Supervisor to explain the observation tools and processes used for documenting children's learning at the service.
- Ask supervisor's permission to read the child's portfolio/documentation.
- Ask for access to the documentation templates and tools and ensure you follow the service's processes when documenting children's learning. If you cannot access your workplace's documentation, you can use the documentation templates in the educator hub on the Little.ly website.

## STEP 2: GATHER INFORMATION ABOUT CHILDREN

- For each of the **four [4]** focus children, complete at least **four [4] observations per child** over a period of two – four weeks.
- Seek guidance from supervisor and educators to determine observation tools appropriate to the observations.
- Refer to the educational program and practice policies and procedures of the service to ensure your documentation aligns with requirements.
- Refer to service policies and procedures related to relationships with children to support your interactions with children during observations.
- You must use at least **three [3] different observation techniques** to collect information about each focus child. For all other observations, you should use the current format the workplace uses. Alternatively, if you do not have access to your workplace's templates, you can use the templates provided in the educator hub on the Little.ly website. Three templates have been provided for your convenience in [Appendix E](#).
- At least **one [1] observation** per child must be recorded using **digital media**. Digital media may include photographs or observations recorded on the service's online platform.
- Ensure your observations of children are meaningful, avoiding bias and labelling of children.
- Ensure that you maintain privacy and confidentiality while handling personal information.

- As you observe the four focus children, ensure you capture the following points:
  - knowledge
  - ideas
  - strengths
  - interests
  - aspects of child development.
- You will need to ensure you link each observation to at least one relevant learning outcome within the approved learning framework.
- You will need to make comments and a statement on what extension experience or further learning you could plan for the child based on your observation.
- After you have completed all 16 observations, ask your supervisor/s to review them and complete the Supervisor Observation Declaration form in [Appendix D](#), one for each focus child. If you have had more than one supervisor, ask each supervisor to complete the form. Submit the completed four (4) forms along with your completed observations.
- Save the observations using the following naming convention, *CHC30121\_SWLA\_Portfolio 2\_Child 1\_Observation 1\_StudentName\_ddmmyy*, then submit them together with the content of the folder following the instructions provided.

### STEP 3: COMPLETE COLLABORATION TEMPLATE

- Complete the remainder of the collaboration template, perspectives from other educators, the child you are observing and their current learning documentation.
  - To gather the educator perspectives, you should ask them about the following:
    - Child's interests
    - Child's strengths
    - Child's needs
    - Cultural practices
    - Child's Skills
    - Ideas
    - Knowledge of the child
    - Developmental domains including communication, physical, social, emotional and cognitive.
  - To gather the child's perspective, you might like to ask them about who they like to play with, what their favourite things to do are or if they have any questions or ideas they want to share. You can capture children's voices through play observations or discussions. You need to ensure you take notes on the following:
    - Child's interests
    - Their friends (where developmentally appropriate)
    - Questions or ideas to share (where developmentally appropriate).
- Ask your supervisor to review and complete the Supervisor Confirmation section of the collaboration template.

Instructions to the assessor:

Student must consult with Workplace Supervisor when selecting the four focus children, then must ask families' permission for the observation, having the Permission form signed for each child. Focus children should meet the following requirements:

- two [2] children must be below the age of 23 months
- two [2] children must be between the ages of two and six [2-6].

Student must gather information for four [4] focus children by asking questions from families and colleagues, then completing the Collaboration form for each focus child. Workplace Supervisor must complete and sign the Super Confirmation section of the form.

Student must record four [4] observations using at least three [3] different observation tools for each four [4] focus child, This means 16 observations altogether. Observation tools may include time sample, running record, anecdotal, learning story, documentation of conversations. Example observation tools can be found completed in Appendix E as guidance. Observations must use correct tense, they must be meaningful, avoiding bias and labelling of children.

Student may use the observation tool provided by the service or the templates provided on Little.ly's website or in Appendix E. However, each observation must include an analysis of the information gathered, links to EYLF and strategies to implement moving forward (or 'What's Next?')

At least one observation per child is recorded using digital media. Example of digital media includes, photographs or observations recorded on service online platform. Children must not be identified.

Student must handle personal information by maintaining privacy and confidentiality.

Supervisor must complete and sign the Supervisor Observation Declaration to confirm that student followed workplace policies and procedure during the observations. Note: Supervisors do NOT assess student's work, they just confirm that the observations are written in accordance with workplace policies and procedures and student sought feedback during the process.

All documents gathered must be saved using the given naming convention, organised in compressed Zip files and uploaded for marking.

See sample answers provided as guidance in the templates provided in the appendices.

## PART B: QUESTIONING AND ANALYSING INFORMATION

This part of the Activity 1 is focused on **questioning and analysing information gathered** about each of the **four [4]** the focus children, which is the second stage of the cycle of planning.

You will be required to analyse the information gathered using the learning framework outcomes, principles and practices to guide your analysis. You will be required to complete the 'Analysis of children's learning' template in [Appendix F](#) and follow the guidance provided within the template.

As the last step for this template, you are required to **meet with your Workplace Supervisor and discuss your analysis**. You need to ensure when you speak with your supervisor that they agree with your analysis and ask for any feedback that they have.



Ask your supervisor to complete the relevant section of the template once you have completed all parts.

Save the **four (4)** completed 'Analysis of children's learning' templates (one for each focus child) using the following naming convention, *CHC30121\_SWLA\_Portfolio 2\_Module 11\_Child 1\_Analysis of children's learning\_Student Name\_dmmmy*, then submit them together with the content of the folder following the instructions provided.

#### Instructions to the assessor:

Student must complete one 'Analysis of children's learning' template for each of the four (4) focus children. Student must complete each section of the template and must discuss their analysis with the supervisor. Note: Supervisors do NOT assess student's work, they just confirm that the student discussed the analysis with them and sought feedback.

See sample answers provided as guidance in the template provided in the appendices.

### PART C: PLANNING FOR CHILDREN'S LEARNING

During this part of Activity 1, you must decide upon a plan to support each child's learning and development based on their developmental learning objective identified in the previous task.

You must plan at least **six (6)** experiences across your **four (4)** focus children. Ensure that you plan at least **one (1)** experience for each child. You will complete the 'Planning for Children's Learning' template in [Appendix G](#) for each child.

Ensure you have read your workplace's physical environment and health and safety policies related to curriculum and planning prior to planning your experiences.

To complete this task, you need to follow the steps below:

#### STEP 1: DECIDE ON LEARNING OBJECTIVES AND BRAINSTORM IDEAS

Use the objective you set in the 'Analysis of Children's Learning' document you completed in part B of this activity to determine an experience or learning opportunity which you will implement to support the child to achieve their objective.

Once you have decided on the learning objectives you will address with your experiences, brainstorm experiences you could set up. You will need to plan a total of **six (6)** experiences, and at least **one (1)** experience for each child.

At least **one child** must be **below the age of 23 months** and at least **one child must be between the ages of 2–6 years**.

The **six (6)** experiences planned (one for each child) must individually or collectively provide opportunities for development in each of the following areas:

- physical (fine and gross motor skills)
- social
- emotional
- cognitive
- communication.

#### ASSESSOR GUIDE

The learning experiences should focus on a holistic approach to the development of all domains.

The **six (6)** experiences planned must also include individually or collectively all of the following:

- Three (3) indoor experiences.
- Three (3) outdoor experiences.
- One (1) group experience.
- One (1) individual experience.
- One (1) experience that runs over multiple days. During this experience, you will be required to add, amend or modify the experience at least once over the duration of the experience. You will need to plan for a couple of ideas on how you might modify the experience over the duration.

## STEP 2: MEET WITH YOUR SUPERVISOR

- Now that you have decided the learning objectives you wish to plan an experience for, and have brainstormed ideas, it's time to meet with your supervisor.
- Talk to your supervisor, discuss the requirements and obtain feedback and approval. During this discussion you should check in to see how these experiences will fit in with current curriculum and review any relevant centre policies and procedures.
- You will need to confirm what resources are available to create your experiences to develop your plans. For example, if you are creating a sensory experience, you will need to check what resources are available for you to use.
- You will also need to discuss which experience(s) will be suitable to run as:
  - a group experience
  - an individual experience
  - an outdoor experience
  - indoor experience.
- Summarise your conversation with your supervisor in the relevant section of the 'Planning for Children's Learning' template.

## STEP 3: COMPLETE THE PLANNING FOR CHILDREN'S LEARNING TEMPLATE

- For each of the six (6) experiences, you must complete a 'Planning for Children's Learning' template provided in [Appendix G](#).
- You will need to complete each section of the template and follow the instructions within. You will need to ensure you consider:
  - How the experience will provide opportunities for development across the developmental domains.
  - The time that the experience will be offered for.
  - Where the experience will be set up.
  - Design of the experience.
  - Health and safety considerations for the experience.

- Resources that you will require to run the experience.
- How you intend to engage effectively with this individual child and interact in a way which supports their individual learning style and needs.
- How you intend to scaffold the individual children’s learning.
- Provide opportunities for the individual child to explore different concepts during the experience.
- How you plan to model language to support children to express themselves.
- How you will respond to spontaneous teachable moments to enhance the individual children’s learning.

#### STEP 4: SUPERVISOR APPROVAL AND SUBMISSION

- Once you have completed your **six (6)** plans, show them to your supervisor and ask them to sign each plan in the space provided within the template. If required, amend or modify the plan based on the Workplace Supervisor’s feedback.
- Save the plans as part of the focus children’s folder. Ensure that the files’ names indicate the type of the experience, such as *CHC30121\_SWLA\_Portfolio 2\_Module 11\_Child 1\_ Indoor Plan\_Student Name\_ddmmyy*.
- Once you implement the experiences [as required in Part D of the activity], complete the Reflection section of each plan to identify what went well and what could you do differently next time.
- Submit the plans together with the content of the folder following the instructions provided.

#### Instructions to the assessor:

Student must prepare six [6] experiences across the four [4] focus children, having at least one plan for each child. Student must complete the ‘Planning for Children’s Learning’ template for each child. Experiences should be related to the information gathered in Part A and the observations recorded in Part B of the Portfolio.

Learning experiences must be based on the development focused learning objective and, individually or collectively, must provide opportunities for development in the following:

- An experience related to physical development (fine/gross motor skills). For example: setting up physical experiences such as an obstacle course or manipulating playdough.
- An experience related to social development. For example: planning for an experience where children are working in groups and encouraging their communication and engagement.
- An experience supporting emotional development. For example: group time with conversations/books/songs about emotions.
- An experience supporting cognitive development. For example: Puzzles or STEM experiences.
- An experience related to communication development. For example: small world play experiences, art and craft experiences or small group play experiences.

Experiences, individually or collectively, must include all of the following:

- Three (3) indoor experiences. For example: a tabletop experience, a construction experience or a small group experience.
- Three (3) outdoor experiences. For example: a ball game, planned experience for the sandpit, gardening, exploring nature experiences or gross motor experiences.
- One (1) group experience. For example: play dough or construction.
- One (1) individual experience. For example: artwork or reading a story one-on-one.
- One (1) experience that is run over multiple days. For example: art/craft experience, sensory experience or a small world play experience. The student will be required to add, amend or modify this experience at least once over the duration of the experience. In their plan, they should list ways in which they might do this. For example, in a sensory experience, they may change the medium used, or add an additional medium to the existing one used.

Supervisor must complete the relevant section to confirm student had discussed the experiences with them. Note: Supervisors do NOT assess student's work, they just confirm that the student discussed the analysis with them and sought feedback.

Plans must include information about the set ups/design and required resources, i.e. a mixture of natural, real and recycled resources.

After implementing the experiences, student must complete the reflection section of the form to identify what went well and what would they do differently next time.

See sample answers provided as guidance in the template provided in the appendices.

#### **PART D: IMPLEMENT EXPERIENCES**

For this part of Activity 1, you must implement all **six (6)** experiences prepared for Part C across the four (4) focus children.

Before implementing the experiences, you need to consult the Workplace Supervisor regarding the timing of the experience to ensure they fit in the service's daily routine and curriculum.

**The Supervisor will need to supervise the implementation of the experiences and will record their feedback on the Third-Party Report for the experiences implemented with children 23 months or younger and with children 2–6 years.**

Remember, the setup of the experiences and the support provided during the activities must individually or collectively include:

- three (3) indoor experiences
- three (3) outdoor experiences
- one (1) group experience
- one (1) individual experience
- one (1) experience that is run over multiple days.

Ask an educator or your supervisor to take a photo of you implementing each of the experiences and include these in the Focus Child's folder. **There must be one photo per experience.** Remember! To protect children's identity and safety, children cannot be identified in photos. Children must be de-identified by blacking over their faces, zooming in or blurring out their photos, this includes background images and names.

Give consideration to set up of learning environment.

Ensure you have all materials ready for the learning experience.

Ensure you are flexible with your teaching and allow for children's interests and emerging ideas to be explored.

Determine opportunities to informally share with the families about children's learning and successes.

During the experiences, your **Workplace Supervisor** will be looking to see that you can:

- Initiate play with children and follow their lead allowing for flexibility and extension of learning.
- Interact with children showing enthusiasm, playfulness and enjoyment.
- Assist children to participate in a variety of experiences and support them to choose those which support their creativity, competency and confidence.
- Engage with families about their children's learning success.
- Intentionally scaffold learning to support holistic development.
- Effectively ask questions (both open and closed) to support children's learning and play.
- Engage active listening skills to seek information, confirm understanding and extend children's learning.
- Build a rapport with children through positive and supportive interacting and engagement.
- Determine appropriate support strategies for individuals when the need arises.
- Choose and use resources that support the specific play and learning experiences with a focus on holistic development.
- Select and set up areas, resources and materials that suit different kinds of play according to service curriculum and safety procedures.
- Follow service curriculum and safety procedures to ensure learning environments and experiences adhere to these guidelines.
- Incorporate the use of real, natural and recycled materials in play environments.
- Support children to have sufficient time in tasks and allow unhurried time.
- Initiate play with children or follow their lead based on the type of activity and the needs and preferences of individual children.
- Recognise and respond to opportunities to engage children in developmentally appropriate discussion about their play and learning.
- Encourage participation where an experience is new or unknown.
- Encourage challenge, choice and spontaneity in physically active play.
- Demonstrate respect for children's choice not to participate.
- Prompt extensions of play by being flexible.
- Support play and learning opportunities according to service guidelines.
- Support different types of play.
- Ensure play set ups are safe, non-threatening, stimulating, challenging, culturally appropriate and support belonging and inclusion.

## ASSESSOR OBSERVATION

You are required to organise a time with your Assessor as they are required to observe you during a **planned indoor** and a **planned outdoor experience**, designed for two of the focus children.

### ASSESSOR GUIDE

**One experience must be with a focus child under 23 months and one with a focus child between 2 and 6 years old.**

They must observe these **two [2]** experiences from start to finish, from set-up to implementing the experiences, then transitioning children to another activity (as per the room's daily program, organised by another educator).

The assessor will observe your practice, complete the Direct Observation document and provide feedback to you regarding your experience.

### **STEP 1**

Prior to the experience, you must provide your Assessor with a copy of the focus child folder, including your plans and objectives.

### **STEP 2**

Ensure you have all resources prepared and that the experiences can be implemented at the time agreed upon with your Workplace Supervisor and SOE Assessor (i.e., be mindful of routine times).

### **STEP 3**

Set up, then implement your **two [2]** planned experiences. Ensure you are flexible with your teaching and allow for children's interests and emerging ideas to be explored. Ensure you have read the requirements in Activity 2 and Activity 3 prior to implementing the experiences so your practices align with the requirements of SWLA 2.

You will need to be able to demonstrate your knowledge about holistic approaches to support development through play.

Your practice and interaction with children will need to demonstrate your capacity to enhance children's development across the following areas:

- physical
- social
- emotional
- cognitive
- communication.

You will need to determine opportunities to informally share with the parents about their learning and successes. You will be asked about this during the interview with your Assessor.

During the implementation of the experience and for the course of the observation the SOE Assessor will be looking to see that you can:

- Support children's holistic development through intentional teaching
- Recognise opportunities for spontaneous learning
- Adapt play for different children joining the play
- Set up safe environments that are inclusive, stimulating and culturally appropriate
- Engage children in developmentally appropriate discussion about their learning
- Interact with children with enthusiasm, enjoyment and playfulness to build rapport
- Engage children in play experiences and maintain their interest

- Use open-ended questioning techniques to support learning and clarify understanding.

**Note: You only need to submit the photo-evidences for this part.**

**Instructions to the assessor:**

Workplace Supervisor must supervise all experiences, then complete the Third-Party Report to provide feedback on student's performance.

Assessor must negotiate a suitable time for the visit, when student can be observed implementing the two [2] experiences. To assess student's performance, student must complete the Direct Observation's relevant section.

As a contingency plan, Assessor is required to organise additional visit/s if not every element could be observed during the visit. This will be done in consultation with the Workplace Supervisor and student.

## **PART E: REVIEW AND REFLECTION OF CHILDREN'S LEARNING**

For this section of Activity 1, you will be reflecting on each of the planned experiences and learning objectives implemented for each of your **four [4]** focus children.

### **STEP 1:**

Complete the 'Reflection of Learning' template located in [Appendix H](#) for each focus child, then save the document in the Focus Children Folder with their documents, using the following naming convention: *CHC30121\_SWLA\_Portfolio 2\_Module 11\_Child 1\_Reflection\_StudentName\_ddmmyy*.

This will complete the planning cycle for each of the children.

### **STEP 2:**

Meet with your Workplace Supervisor to seek feedback and critically reflect on:

- implementation
- your practices
- learning objectives
- learning environment and set up.

**Supervisor must sign the Supervisor Confirmation section of the 'Reflection of Learning' template.**

**Instructions to the assessor:**

Student must complete a 'Reflection of Learning' template for all focus children [4 altogether]. Student must engage in discussion with Workplace Supervisor to reflect on the implementation of the experiences. Workplace Supervisor must complete the Supervisor Confirmation section of the form.

See sample answers provided as guidance in the template provided in the appendices.

## ACTIVITY 2: GROUP TIME FOR COMMUNICATION DEVELOPMENT

For this assessment task, you are required to plan and implement **two (2) group story time experiences** for a group of children of any age-group, with a focus on **communication development**.

After the implementation of the experiences, you are required to reflect on your implementation and discuss your reflections and seek feedback from your Workplace Supervisor.

To complete this activity, follow the steps below:

- Step 1: Plan two (2) group story time with a focus on supporting communication development.
- Step 2: Implement the group story times.
- Step 3: Reflect on and discuss the implementation of the group story times.

**TIP:** For convenience, print the form located in the appendices that require the Workplace Supervisor's signature.

### STEP 1: PLAN A GROUP STORY TIME WITH A FOCUS ON SUPPORTING COMMUNICATION DEVELOPMENT

Consult with your Workplace Supervisor to ensure your experience fits in the curriculum and is age appropriate.

Document your planned group story time and ensure you:

- Choose and read **two (2)** developmentally appropriate stories.
- Use props (such as puppets, felt stories and music) to stimulate children's enjoyment of language and literature.

### STEP 2: IMPLEMENT THE GROUP STORY TIME

Ask your Workplace Supervisor to observe your group story time and to take a photo as evidence of your group story times. Save and upload this with your assessment. Children must not be identified in photographs.

Choose a group of children (**no less than five**) to implement the planned group time with.

Engage the children in discussion and two-way communication by asking and answering questions during the group story time.

Draw children's attention to symbols and patterns, drawing attention to the relationship between letters and sounds.

### STEP 3: REFLECT ON AND DISCUSS GROUP STORY TIME IMPLEMENTATION

Following the implementation of the experience, critically reflect on your practice and the children's responses.



Complete the 'Reflection and Supervisor Discussion Confirmation Form' located in [Appendix I](#), then print off the form for the discussion with your Workplace Supervisor.

Discuss your reflection with your Workplace Supervisor and ask them to sign the form.

Once completed, scan and save the completed form using the following naming convention, *CHC30121\_SWLA\_Portfolio 2\_ Module 11\_Reflection & Supervisor Discussion Confirmation Form\_your name\_yymmdd* and upload it together with all SWLA documents for marking.

**Instructions to the assessor:**

Student must plan and implement two (2) group times for a minimum of five (5) children to facilitate children's communication development, under the supervision of the Workplace Supervisor. Student must use props (such as puppets, felt stories and music) to stimulate children's enjoyment of language and literature.

During the experiences, students must engage the children in discussion and two-way communication by asking and answering questions during the group story time and draw children's attention to symbols and patterns, drawing attention to the relationship between letters and sounds.

As confirmation of the activity, photo evidence must be submitted. Also, students must reflect on the implementation of the experiences and complete the Reflection & Supervisor Discussion Confirmation Form'. Supervisor must sign the form for confirmation.

See sample answers provided as guidance in the template provided in the appendices.

## 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>		
Activity 1	Complete the table with opportunities for embedding local Aboriginal and/or Torres Strait Islander cultures in practical routines and learning experiences	<input type="checkbox"/>
Activity 2	Complete the table with an analysis of 3 of the opportunities identified for Activity 1	<input type="checkbox"/>
Activity 3	Prepare and implement 3 lesson plans. Workplace Supervisor to sign all 3 plans.	<input type="checkbox"/>
Activity 4	Complete the provided 'Observation Record' in relation to supporting diversity and/or inclusion. During the scheduled visit, <b>SOE assessor will observe how you support inclusion and diversity with children in daily practice.</b>	<input type="checkbox"/>
Activity 5	Respond to the questions in the table and submit a copy of the required policy documents.	<input type="checkbox"/>
<i>Module 7 - BSBSUS411 Implement and monitor environmentally sustainable work practices</i>		
<b>Activity 1: Sustainability project</b>		
Task 1	Complete table with your responses	<input type="checkbox"/>
Task 2	Complete table and submit a copy of the service's sustainability procedure	<input type="checkbox"/>
Task 3	a) Complete and submit the <i>Sustainability Audit</i>	<input type="checkbox"/>
	b) Write a summary in the box provided	<input type="checkbox"/>
	c) Complete the table with your responses	<input type="checkbox"/>

Task 4	Complete and submit the <i>Sustainability Action Plan</i>	<input type="checkbox"/>
Task 5	Collect feedback and submit a minimum of 2 feedback form completed by the Workplace Supervisor and a staff member	<input type="checkbox"/>
Task 6	Complete the table with your responses and submit a copy of the monitoring method	<input type="checkbox"/>
Task 7	Write a journal entry in the box provided	<input type="checkbox"/>
Task 8	Create and submit an A4 poster to promote successful sustainability strategies with stakeholders and fellow educators	<input type="checkbox"/>
<b>Module 8 - CHCECE037 Support children to connect with the natural environment</b>		
Activity 1	Complete table regarding service policies and procedures	<input type="checkbox"/>
Activity 2	<ul style="list-style-type: none"> <li>Plan, implement and reflect on 2 learning experiences (1 indoor and 1 outdoor) and complete templates.</li> <li>Workplace Supervisor to sign both templates.</li> <li>SOE assessor will need to observe one of the experiences, from start to finish.</li> </ul>	<input type="checkbox"/>
<b>Module 9 - CHCECE031 Support children's health, safety and wellbeing CHCECE032 Nurture babies and toddlers</b>		
Activity 1	Complete table regarding service policies and procedures	<input type="checkbox"/>
Activity 2	<ul style="list-style-type: none"> <li>Carry out cleaning, then complete Cleaning and Infection Control Template.</li> <li>Workplace Supervisor to sign the form.</li> </ul>	<input type="checkbox"/>
<b>Activity 3: Provide care for toddlers</b>		
Task 1	<ul style="list-style-type: none"> <li>Encourage and support a toddler to wash hands on three (3) different occasions and record incidents in the table.</li> <li>Workplace Supervisor to sign the table.</li> <li>SOE Assessor will need to observe you performing this one time.</li> </ul>	<input type="checkbox"/>
Task 2	<ul style="list-style-type: none"> <li>Actively participate in mealtimes and support one or more toddler on three (3) different occasions, then record incidents in the table.</li> <li>Workplace Supervisor to sign the table.</li> <li>SOE Assessor will need to observe you performing this one time.</li> </ul>	<input type="checkbox"/>
Task 3	<ul style="list-style-type: none"> <li>Support a toddler with toileting and dressing/undressing on three (3) different occasions, then record incidents in the table.</li> <li>Workplace Supervisor to sign the table.</li> <li>SOE Assessor will need to observe you performing this one time.</li> </ul>	<input type="checkbox"/>
Task 4	Prepare and settle one or more toddlers for sleep on three (3) different occasions, then record incidents in the table.	<input type="checkbox"/>

	<b>SOE Assessor will need to observe you performing this one time.</b>	
Task 5	<ul style="list-style-type: none"> <li>Participate in a spontaneous physical experience with one or more toddlers</li> <li>Plan and implement one (1) physical experience with one or more toddlers.</li> <li>Complete table with your responses</li> <li><b>SOE Assessor will need to observe you performing this task.</b></li> </ul>	<input type="checkbox"/>
<b>Activity 4: Provide care for babies</b>		
Task 1	<ul style="list-style-type: none"> <li>Feed two (2) babies and record incidents in the table.</li> <li>Workplace Supervisor to sign the table.</li> <li><b>SOE Assessor will need to observe you performing this one time.</b></li> </ul>	<input type="checkbox"/>
Task 2	<ul style="list-style-type: none"> <li>Change nappy for two (2) different babies, then record the incidents in the table.</li> <li>Workplace Supervisor to sign the table.</li> <li><b>SOE Assessor will need to observe you performing this one time.</b></li> </ul>	<input type="checkbox"/>
Task 3	<ul style="list-style-type: none"> <li>Prepare and settle two (2) different babies for sleep, then record the incidents in the table.</li> <li>Workplace Supervisor to sign the table.</li> <li><b>SOE Assessor will need to observe you performing this one time.</b></li> </ul>	<input type="checkbox"/>
Task 4	Provide opportunity for babies to practise gross motor skills on two (2) occasions and complete table with your response. <b>SOE Assessor will need to observe you performing this one time.</b>	<input type="checkbox"/>
<b>Module 10 - CHCECE033 Develop positive and respectful relationships with children</b>		
<b>Activity 1</b>	Create an indoor/outdoor setup plan, implement it, then complete table with responses and reflections	<input type="checkbox"/>
<b>Activity 2: Interactions with children</b>		
Task 1	<ul style="list-style-type: none"> <li>Interact with one or more children during free play, then complete table with responses.</li> <li>Workplace Supervisor to sign the table.</li> <li><b>SOE Assessor will need to observe you performing this task.</b></li> </ul>	<input type="checkbox"/>
Task 2	<ul style="list-style-type: none"> <li>Engage in a planned or spontaneous group activity, then complete table with responses.</li> <li>Workplace Supervisor to sign the table.</li> <li><b>SOE Assessor will need to observe you performing this task.</b></li> </ul>	<input type="checkbox"/>
Task 3	<ul style="list-style-type: none"> <li>Lead a transition time, then complete table with responses.</li> <li>Workplace Supervisor to sign the table.</li> <li><b>SOE Assessor will need to observe you performing this task.</b></li> </ul>	<input type="checkbox"/>
<b>Activity 3</b>	Complete table with information regarding a focus child. Workplace Supervisor to sign the table.	<input type="checkbox"/>
<b>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 CHCECE038 Observe children to inform practice</b>		

Activity 1: The planning cycle - focus children folder		
Part A	Seek permission from families ('Permission form')	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Gather information about focus children by completing the 'Collaboration' form</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Record four (4) observations for each focus child (16 observations altogether) – one observation for each child must use a digital tool</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Supervisor to sign the Supervisor Observation Declaration form</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Consult with other educators regarding focus children and complete the rest of the 'Collaboration' form</li> </ul>	<input type="checkbox"/>
Part B	Complete the 'Analysis of children's learning' template (one for each focus child)	<input type="checkbox"/>
	Supervisor to sign the form	<input type="checkbox"/>
Part C	Plan at least <b>six (6)</b> experiences across your <b>four (4)</b> focus children	<input type="checkbox"/>
	Consult with your supervisor and record the conversation in the 'Planning for Children's Learning' form	<input type="checkbox"/>
Part D	<ul style="list-style-type: none"> <li>Implement all six (6) experiences under the supervisor's supervision.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Submit a photo-evidence for each experience.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li><b>Two (2) experiences must be observed by the SOE Assessor</b></li> </ul>	<input type="checkbox"/>
Part E	Complete the 'Reflection of Learning' template to reflect on the implemented experiences (1 form for each child)	<input type="checkbox"/>
Activity 2: Group time for communication development		
	<ul style="list-style-type: none"> <li>Plan and implement two (2) group times to support children's communication development</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Submit a photo-evidence for each experience.</li> </ul>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Reflect on and discuss group story time implementation by completing the 'Reflection and Supervisor Discussion Confirmation Form'.</li> <li>Workplace Supervisor to sign the form.</li> </ul>	<input type="checkbox"/>

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## APPENDICES

### Appendix A

Cleaning and Infection Control Template			
Items to be cleaned	Cleaning and infection control procedures [List the procedures that you have followed]	Resources required, including PPE [List the resources used]	Date when cleaning duties completed
<b>Equipment</b>			
<b>Change mats</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>wiping/cleaning with hot soapy water</li> <li>leaving the mat to dry, outside in the sun.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Disposal gloves</li> <li>Detergent, warm water and cloth</li> </ul>	<p>For example:</p> <p>22 March 2023</p>
<b>Prams or strollers</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>wiping/cleaning with hot soapy water</li> <li>leaving the mat to dry, outside in the sun.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Disposal gloves</li> <li>Detergent, warm water and cloth.</li> </ul>	<p>For example:</p> <p>22 March 2023</p>
<b>Utensils and crockery</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>cleaning with hot water and dishwashing detergent</li> <li>place washed utensils and crockery in the sanitiser</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>warm water and dishwashing detergent</li> <li>sanitiser</li> </ul>	<p>For example:</p> <p>22 March 2023</p>

<b>Equipment storage areas</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>wiping/cleaning with hot soapy water</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Disposal gloves</li> <li>Detergent, warm water and cloth.</li> </ul>	<p>For example:</p> <p>22 March 2023</p>
<b>Toileting areas</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>wiping/cleaning with hot soapy water and paper towel</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Disposal gloves</li> <li>Detergent, warm water and paper towel</li> </ul>	<p>For example:</p> <p>22 March 2023</p>
<b>Furnishings</b>			
<b>Soft: linens, towels and tablecloths</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>collect items in a designated area and wash it separately in the washing machine using detergent</li> <li>dry either in clothes dryer or in open air/in the sun</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Washing machine and detergent</li> </ul>	<p>For example:</p> <p>22 March 2023</p>
<b>Bedding</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>collect items in a designated area and wash it separately in the washing machine using detergent</li> <li>dry either in clothes dryer or in open air/in the sun</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Washing machine and detergent</li> </ul>	<p>For example:</p> <p>22 March 2023</p>

<b>Cushions</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>• Remove cushion covers and wash them in the washing machine using detergent</li> <li>• dry either in clothes dryer or in open air/in the sun</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Washing machine and detergent</li> </ul>	<p>For example:</p> <p>22 March 2023</p>
<b>Hard: Upholstered couch or chairs</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>• wiping/cleaning with hot soapy water</li> <li>• wipe items with dry paper towel</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Disposal gloves</li> <li>• Detergent, warm water and cloth</li> <li>• Paper towel</li> </ul>	<p>For example:</p> <p>22 March 2023</p>
<b>Cots</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>• wiping/cleaning with hot soapy water</li> <li>• wipe items with dry paper towel</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Disposal gloves</li> <li>• Detergent, warm water and cloth</li> <li>• Paper towel</li> </ul>	<p>For example:</p> <p>22 March 2023</p>
<b>Tables and chairs</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>• wiping/cleaning with hot soapy water</li> <li>• wipe items with dry paper towel</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Disposal gloves</li> <li>• Detergent, warm water and cloth</li> <li>• Paper towel</li> </ul>	<p>For example:</p> <p>22 March 2023</p>
<b>Highchairs</b>	<p>For example:</p> <p>Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>• wiping/cleaning with hot soapy water</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Disposal gloves</li> <li>• Detergent, warm water and cloth</li> </ul>	<p>For example:</p> <p>22 March 2023</p>



	<ul style="list-style-type: none"> <li>wipe items with dry paper towel</li> </ul>	<ul style="list-style-type: none"> <li>Paper towel</li> </ul>	
<b>Change tables</b>	<p>For example: Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>wiping/cleaning with hot soapy water</li> <li>wipe items with dry paper towel</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Disposal gloves</li> <li>Detergent, warm water and cloth</li> <li>Paper towel</li> </ul>	<p>For example: 22 March 2023</p>
<b>Resources</b>			
<b>Toys</b>	<p>For example: Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>Wash toys in warm water and detergent, and rinse them well—many toys can be cleaned in a dishwasher (but not at the same time as dishes). All toys, including cloth toys and books, can be dried by sunlight.</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Disposal gloves</li> <li>Detergent, warm water and cloth</li> </ul>	<p>For example: 22 March 2023</p>
<b>Art and craft supplies</b>	<p>For example: Cleaning procedure must be followed. This includes:</p> <ul style="list-style-type: none"> <li>wiping/cleaning with hot soapy water, then leave it out to dry</li> </ul>	<p>For example:</p> <ul style="list-style-type: none"> <li>Detergent and warm water</li> </ul>	<p>For example: 22 March 2023</p>
<b>I, Workplace Supervisor, confirm that all tasks listed above have been completed by the student.</b>		<b>Supervisor's signature:</b>	<b>Date:</b>

## APPENDIX B

Instructions to the assessor:

Student must have a permission form signed by families for each four [4] focus child.

FOCUS CHILD PERMISSION FORM	
I, _____,	
	<parent/guardian name>
agree for my child	
_____,	
	<child's initials>
to participate in this observation task with	
_____.	
	<student name>
I understand that I can withdraw my involvement in this task at any time.	
I understand that the student's assessor will be present while the task is being completed.	
I understand that student is required to handle personal information with privacy and confidentiality.	
I understand that the student is required to do the following during the task:	
<ul style="list-style-type: none"><li>▪ Observe my child using different forms.</li><li>▪ Seek feedback from family and colleagues.</li><li>▪ Analyse development, interests and observations.</li><li>▪ Plan for my child and set up experiences</li><li>▪ Implement experiences with my child.</li></ul>	
Name: _____	
Signature: _____	
Date: _____	

## APPENDIX C

### Instructions to the assessor:

Student must have a collaboration template completed for each four (4) focus child. Each form must be signed by the Workplace Supervisor. See sample answers provided below for guidance.

<b>Collaboration Template</b> <i>-to be completed one for each focus child-</i>			
Student name	Student name		
Focus child's initials	Child's initials	Date completed	Date
Focus child's age	14 months		
Early childhood service	Service's details		
<b>FAMILY</b> Collaboration notes from discussion with family about child's learning and development. <i>Discuss with the parents the following and seek their feedback about their child:</i> <ul style="list-style-type: none"> <li>• child's interests</li> <li>• child's strengths</li> <li>• child's needs</li> <li>• current objectives the parents have, including ideas for planning</li> <li>• cultural practices</li> <li>• developmental domains including, communication, physical, social, emotional and cognitive.</li> </ul> <i>Document your notes in the box.</i>  (80-100 words)	Student should document the open-ended questions they asked the families during the collaboration. For example: Can you tell me about what your child's current interests are? Is there anything they are really enjoying doing at home? <ul style="list-style-type: none"> <li>▪ What do you believe are your child's strengths?</li> <li>▪ Do you have any objectives you are trying to achieve at home that we can help to support while your child is in care?</li> <li>▪ Does the child have any needs that I need to be aware of?</li> <li>▪ Do you have any family cultural practices that I need to be aware of?</li> <li>▪ Can you tell me about how your child is currently going with speech at home?</li> <li>▪ How does your child handle social situations? Do they enjoy being around new people?</li> </ul> Response should include notes from the discussion with the family about each child's learning and development including: <ul style="list-style-type: none"> <li>▪ child's interests (For example, animals, dinosaurs, craft, art.)</li> <li>▪ child's strengths (For example, things they are good at and confident with.)</li> <li>▪ current objectives the parents have, including ideas for planning (For example, a song in their language)</li> <li>▪ cultural practices (For example, prayer before mealtimes, being held rather than being on the floor, festivals or celebrations they are involved in.)</li> <li>▪ developmental domains including, communication, physical, social, emotional, and cognitive.</li> </ul>		
<b>EDUCATORS</b> Collaboration notes from discussion with educator/s	Student response should include notes from the discussion with the educator/s about each child's learning and development including:		

<p>about child's learning and development.</p> <p><i>Discuss with the educator/s of the child about some of the following and seek their feedback about the child:</i></p> <ul style="list-style-type: none"> <li>• <i>child's interests</i></li> <li>• <i>child's strengths</i></li> <li>• <i>needs</i></li> <li>• <i>cultural practices</i></li> <li>• <i>skill</i></li> <li>• <i>ideas</i></li> <li>• <i>knowledge</i></li> <li>• <i>developmental domains including, communication, physical, social, emotional and cognitive.</i></li> </ul> <p><i>Document your notes in the box.</i></p> <p>[100-120 words]</p>	<ul style="list-style-type: none"> <li>▪ <i>child's interests (e.g., animals, dinosaurs, craft, art)</i></li> <li>▪ <i>child's strengths (e.g., things they are good at and confident with)</i></li> <li>▪ <i>needs (e.g., need support for walking, need support to develop skills or reach milestones)</i></li> <li>▪ <i>cultural practices (e.g., prayer before mealtimes, being held rather than being on the floor, festivals or celebrations they are involved in)</i></li> <li>▪ <i>skill (e.g., they are good at balancing, drawing or feeding themselves)</i></li> <li>▪ <i>ideas (e.g., the child should learn how to put on own shoes)</i></li> <li>▪ <i>knowledge (e.g., if they have a particular interest they know about, or learning what a child already has been learning about)</i></li> <li>▪ <i>developmental domains including, communication, physical, social, emotional, and cognitive.</i></li> </ul>
<p><b>CHILD</b></p> <p>Collaboration notes from discussion or engagement with child.</p> <p><i>Spend time seeking the child's voice about their learning. Ask them or observe them about the following:</i></p> <ul style="list-style-type: none"> <li>• <i>child's interests</i></li> <li>• <i>their friends</i></li> <li>• <i>questions or ideas to share.</i></li> </ul> <p><i>Document your notes in the box.</i></p> <p>[50-80 words]</p>	<p>Student response should include notes from the discussion/engagement or observation with the child:</p> <ul style="list-style-type: none"> <li>▪ <i>child's interests (e.g., animals, dinosaurs, craft, art)</i></li> <li>▪ <i>friends (e.g., who they play with or gravitate towards, or who they say are their friends. Initials should be used)</i></li> <li>▪ <i>questions or ideas to share (e.g., they might have a wondering about the world or a question about something such as the sky)</i></li> </ul>
<p><b>CHILD'S RECORDS</b></p> <p>Ask Workplace Supervisor's permission to read the child's portfolio/documentation and identify information from their current records and learning documentation that would support your planning for the child's holistic development.</p>	<p>Student response must provide notes about information gathered from the child's current learning documentation including some of the following:</p> <ul style="list-style-type: none"> <li>▪ <i>child's interests (e.g., animals, dinosaurs, craft, art)</i></li> <li>▪ <i>child's strengths (e.g., things they are good at and confident with)</i></li> <li>▪ <i>needs (e.g., need support for walking, need support to develop skills or reach milestones)</i></li> </ul>

<p><i>Document notes that reflect the following:</i></p> <ul style="list-style-type: none"> <li>• <i>child's interests</i></li> <li>• <i>child's strengths</i></li> <li>• <i>needs</i></li> <li>• <i>cultural practices</i></li> <li>• <i>skill</i></li> <li>• <i>ideas</i></li> <li>• <i>knowledge</i></li> <li>• <i>child development.</i></li> </ul> <p><i>Document your notes in the box.</i></p> <p>[100-150 words]</p>	<ul style="list-style-type: none"> <li>▪ <b>cultural practices</b> (e.g., prayer before mealtimes, being held rather than being on the floor, festivals or celebrations they are involved in)</li> <li>▪ <b>skill</b> (e.g., they are good at balancing, drawing or feeding themselves)</li> <li>▪ <b>ideas</b> (e.g., the child should learn how to put on own shoes)</li> <li>▪ <b>knowledge</b> (e.g., if they have a particular interest they know about, or learning what a child already has been learning about)</li> <li>▪ <b>developmental domains</b> including, communication, physical, social, emotional, and cognitive.</li> </ul>
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<p><b>SUPERVISOR CONFIRMATION</b></p> <p>This section is to be completed by the Workplace Supervisor.</p>
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<input type="checkbox"/> I confirm that I collaborated with student to select focus child.
<input type="checkbox"/> I confirm that I have supervised student's interactions with family and child.
<input type="checkbox"/> I can confirm that the student completed the above, and that this is a true and accurate record of the conversations that took place.
<input type="checkbox"/> Student sought and was provided with permission to access child's portfolio/documentation for the purposes of assessment.

Supervisor Name		Date	
Supervisor Signature			

## APPENDIX D

### Instructions to the assessor:

Supervisor must complete and sign the Supervisor Observation Declaration to confirm all observations have been sighted, were completed by student under supervision and observations align with centre requirements, policies and procedures. Supervisor must complete one form for each focus child.

<b>Supervisor Observation Declaration</b> <i>-to be completed one for each focus child-</i>	
Student name	
Supervisor name	
Workplace name	
Initials of Focus Child. List the observations you have reviewed.	
Please tick all that apply: <input type="checkbox"/> I have reviewed all observations taken by the student. <input type="checkbox"/> I can confirm that all observations were taken by the student under my supervision. <input type="checkbox"/> Observations align with centre requirements, policies and procedures.	
Comments/Feedback:	
<b>SUPERVISOR CONFIRMATION</b> This section is to be completed by the Workplace Supervisor.	
Please tick all that apply: <input type="checkbox"/> I have reviewed all observations taken by the student. <input type="checkbox"/> I can confirm that all observations were taken by the student under my supervision. <input type="checkbox"/> Observations align with centre requirements, policies and procedures.	
Comments/Feedback:	
Supervisor Signature:	Date:

## APPENDIX E

### Instructions to the assessor:

Student must complete three (3) different types of observations, four for each of the four (4) focus child (16 altogether). See completed example observations as guidance.

### Running Record Observation Template


Child Name: <b>AM</b>		Date: 30/09/2020
Date of Birth: <b>04/02/2020</b>	Time: <b>14:44</b>	Observer: <b>Student's name</b>
Setting: <b>Toddler room – natural space corner</b>		
Other Children present: <b>Two others</b>		
TIME	OBSERVATION	
14:44	A. is sitting on the mat in the natural space corner with the dinosaur set up. He is sitting with two other children. A. grabs the T-rex and moves it along the floor saying 'Rahhh'. He repeats this several times and then he pushes his dinosaur into the child next to him. She starts crying.	
14:47	A. says, 'I'm a dinosaur.' She is still crying. A. pats her on the shoulder and says, 'Sorry, sorry, you okay?' A. looks around the room and an educator approaches.	
11:49	A. stands up and says to the educator, 'I say sorry.' A is fluttering his hands up and down and has a stressed look on his face. The educator says, 'It's okay, I'm just coming to see how she is. We need to remember to be gentle with the toys.' A. says, 'Okay.' A. then says, 'Sorry, I said sorry.' Varinder asks, 'What could you do next time?' A. says, 'Pretend bite with the dinosaur.' A. turns around and sits back down. He resumes moving the dinosaur on the floor.	
LEARNING THAT OCCURRED		
A. is a very social child, he shows enjoyment in dramatic play and engaging with others. A. reads social situations well and was able to identify that he had upset another child. He instantly showed empathy and apologised and comforted the child, using language to explain himself. He also showed social awareness knowing that the educator was coming over to address the situation. Demonstrated thinking and problem solving when responding to Varinder's question about what he would do different next time. A. is also able to move past different scenarios easily.		
LINKS TO EYLF OUTCOMES		
Children are connected with and contribute to their world.		
<ul style="list-style-type: none"> <li>▪ Begin to show concern for others.</li> <li>▪ Begin to think critically about fair and unfair behaviour.</li> </ul>		
WHERE TO FROM HERE?		
Encourage development of social skills and cooperative play. Extending on thinking and considering others. Could use emotion cards and intentional teaching buy asking purposeful questions, for example a sad face card accompanied by the question: 'What would you do if you saw someone who was sad?'		
PEDAGOGICAL PRACTICES AND PRINCIPLES APPLIED		

## Practices

Learning environments – the set up and environment has provided A. the opportunity to engage with other and work through play negotiations and conflicts when they arise.

Learning through play – A was provided a space to play and engage with. This created an opportunity to work through different conflicts and cooperative play situations. This provided a learning opportunity for A.

## Anecdotal Observation Template

Child Name: <b>ZS</b>	Date: <b>24/11/2020</b>	
Date of Birth: <b>07/12/2019</b>	Time: <b>11:05</b>	Observer: <b>Student's name</b>
Setting: <b>Nurse's couch near rear window</b>		
Other Children present: <b>N/A</b>		
<b>IMAGES</b>		
[Student must add meaningful images, blurring children's faces. See examples below.]		
		
<b>OBSERVATION</b>		
<p>Z. was sitting on the floor next to the couch. He placed his two hands on the couch, and he pulled himself up into a standing position. He walked sideways along the couch for around six steps and looked at educator Varinder Patel and smiles saying, 'Mum, Mum, Mum'. Varinder got down to his level and placed her hands out saying, 'Come on Z'. Z. stayed standing holding onto the couch bobbing up and down for about ten seconds and then he let go and started walking unaided for two steps. He overbalanced backwards and landed on his nappy. He was smiling and clapping his hands.</p>		
<b>LEARNING THAT OCCURRED</b>		
<p>Z. has taken his first steps in our service. He has demonstrated the gross motor strength and manipulation to crawl and pull himself up on furniture. He then used this again to carry himself while walking his first steps. He showed development of fine motor skills to grasp onto the couch and move along it. Perceptual-based skills demonstrated were shifting weight back and forth during movement. Balancing and coordinating both sides of the body in one movement.</p>		
<b>LINKS TO EYLF OUTCOMES</b>		
<p>Children have a strong sense of identity – build secure attachments with one and then more familiar educators.</p> <p>Children have a strong sense of wellbeing</p> <ul style="list-style-type: none"><li>▪ Seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others.</li></ul>		



- Engage in increasingly complex sensorimotor skills and movement patterns.
- Combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity.

#### WHERE TO FROM HERE?

It's important to keep encouraging Z. to practice walking as much as he can. Creating opportunities to progress with his balance and coordination to string more steps together. This can be done through walking practice with a walker or holding our hands. Also, movements such as dancing while standing up.

#### PEDAGOGICAL PRACTICES AND PRINCIPLES APPLIED

Principle – SECURE, RESPECTFUL AND RECIPROCAL RELATIONSHIPS – The relationship Varinder has built with Z. gave him the trust and confidence to engage in a risky experience.

Practice – INTENTIONAL TEACHING – Varinder noticed a teaching moment and used intentional teaching to allow the Z. the best opportunity. She got down to his level and chose encouraging words and non-verbal communication to encourage him.

### Time Sample Observation Template

Child Name: JA		Date: 01/09/2020
Date of Birth: 09/07/2017	Time: All day	Observer: Student's name
Setting: Indoor and outdoor space		
Area of Development to Focus on: Engaging in play with children		
TIME	CHILD ACTIVITY	
09:00–09:20	Arrives at service and follows the educator around the room.	
09:30–10:00	J. is at the playdough table with one other child. She looks often at other child, smiles, says 'Dat my playdough' and continues with the playdough.	
10:00–10:30	Sitting with the children for morning tea. Watches but doesn't engage.	
10:50–11:30	In the babies' corner, feeds, baths and sleeps baby. Talks to baby and herself. Five children come and go from play space. J. watches but does not engage.	
12:00	Lunchtime sits at a table with five children. Listens to conversations and engages when educators ask her questions. 'J. what are you having for lunch?' 'Dis is my pasta. Mummy cooks me pasta at home.'	
12:30	Group time – J. engages in the songs and actions of the story. Engages with the educator but not the other children.	
13:00–15:00	Outside play – J. walks around the outdoor space, moving from the bikes to the sand pit. Engages with educators, watches children in sand pit.	

15:00	Five girls are dancing to the outdoor music – J. dances with them and at times giggles and tickles a child and smiles.
15:30	J. went home – runs up to her dad and gives him a hug.
<b>ASSESSMENT OF INFORMATION GATHERED</b>	
<p>J: shows a keen interest in the other children, especially when they are engaging in play. She spends a lot of her time observing the children. J at times attempts to engage in play but uses physical movements to do this. J. is confident to engage in solitary play and extends this play for long periods of time. During this play, she is able to communicate to herself and her words are recognisable. She also has built trust and confidence in educators and will engage with us. J. is still continuing to develop her social skills and requires the support of educators to do so.</p>	
<b>LINKS TO EYLF OUTCOMES</b>	
<p>J. is working towards the following outcome:  Children are connected and contribute to their world – discover and explore some connections amongst people.</p>	
<b>STRATEGIES TO IMPLEMENT MOVING FORWARD</b>	
<p>Planning to extend on J's social skills, developing the ability to engage and interact with others. Aim is to start with small groups of two or three children in play experiences that will be mediated with an educator. Areas of play to look at are sand pit play (building sandcastles together and babies' corner (washing babies together.)</p>	

## APPENDIX F

Instructions to the assessor:

Student must complete the 'Analysis of Children's Learning' template for each of the focus children (4 templates altogether). See sample answers provided below for guidance.

<b>Analysis of Children's Learning</b> <i>-to be completed one for each focus child-</i>	
Student name	Student name
Date completed	Date
Focus child's Initials	Child's initials
Titles of observations	Date or title of observation.
<p>Reflection of learning</p> <p><i>Reflect on and analyse the learning observed across the observations.</i></p> <p><i>Consider the following guiding questions:</i></p> <ul style="list-style-type: none"> <li>• <i>Were you able to correctly identify focus <b>child's interests, skills and knowledge</b>?</i></li> <li>• <i>Were you able to plan and implement activities related to the focus <b>child's interests and strengths, play styles</b>?</i></li> <li>• <i>Did you have any <b>challenges</b> during the observations?</i></li> <li>• <i>Were you able to achieve your <b>goals/objectives</b>?</i></li> </ul> <p><i>Document your notes in the box.</i></p> <p>[50-100 words]</p>	<p>Student response must be a summary and reflection of focus child's learning in the observations submitted in Part A of Activity 1.</p> <p>Student response must include an analysis of learning. At minimum, student must analyse the following areas:</p> <ul style="list-style-type: none"> <li>▪ child's interests</li> <li>▪ skills</li> <li>▪ knowledge.</li> </ul> <p>In addition to the following areas, students may reflect on the following:</p> <ul style="list-style-type: none"> <li>▪ Strengths</li> <li>▪ Social interactions</li> <li>▪ play styles</li> <li>▪ Challenges</li> <li>▪ Goals/objectives.</li> </ul>

<p>Child development</p> <p><i>Identify how each developmental domain links to the observations taken. Summarise with at least 1–2 sentences per domain the child’s current level of development. You must ensure that your summary relates to the observations taken.</i></p> <p><i>Developmental domains:</i></p> <ul style="list-style-type: none"> <li>• communication</li> <li>• physical</li> <li>• social</li> <li>• emotional</li> <li>• cognitive.</li> </ul> <p>[50-100 words]</p>	<p>Student’s response must summarise the child’s development based on the information collected in the observations taken in Part A of this task.</p> <p>Student’s response must identify milestone development and be in line with developmental terminology.</p> <p>Student response must include an identification of how the observations links to all the below developmental domains and be at least 1-2 sentences in length:</p> <ul style="list-style-type: none"> <li>▪ communication</li> <li>▪ physical</li> <li>▪ social</li> <li>▪ emotional</li> <li>▪ cognitive.</li> </ul> <p>If students have not observed in their observations anything that relates to one or two of the above domains, they must note this in the relevant part.</p>
<p>Learning in the context of the learning framework</p> <p><i>Refer to the Learning Framework to analyse and question the learning for the observations. Consider elements of the framework including:</i></p> <ul style="list-style-type: none"> <li>• belonging, being and becoming</li> <li>• specific principles</li> <li>• specific practices</li> </ul> <p><i>Reference all of the above. Document your notes in the box.</i></p> <p>[30-80 words]</p>	<p>Student response must analyse the child’s learning in relation to the learning framework: They must include direct links/references to all of the areas of the framework:</p> <ul style="list-style-type: none"> <li>▪ specific principles</li> <li>▪ specific practices</li> <li>▪ belonging, being and becoming.</li> </ul>
<p>Learning objectives/goals in the context of the learning framework.</p> <p><i>Reference <b>two (2)</b> strengths-based objective/goal for the child based on the developmental domains. This objective will support your planning in the next part of this assessment.</i></p> <p>[30-50 words]</p>	<p>Student response must provide two strengths-based learning objectives for the child based on developmental domains.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>▪ To enhance the physical development of JN with a focus on their interest in climbing.</li> <li>▪ For RL’s interest in books and puppets to enhance her language development.</li> </ul>

<p>Discussion with educators to inform planning.</p> <p><i>Discuss with educators and provide an overview of discussion as well as any suggestions they had for the child's learning and development opportunities. You need to ensure you gain feedback on each section above.</i></p> <p>[30-80 words]</p>	<p>Student response should include an overview of discussion with educators including any suggestions they have for learning and development opportunities for the focus child.</p> <p>Student must summarise the educator provided on:</p> <ul style="list-style-type: none"> <li>▪ Their summary/analysis of the learning that occurred</li> <li>▪ The practices that the student will put into place.</li> <li>▪ Learning in context of the EYLF framework.</li> <li>▪ Feedback on objectives/goals identified.</li> </ul>		
<p><b>SUPERVISOR CONFIRMATION</b></p> <p>This section is to be completed by the Workplace Supervisor.</p>			
<p><input type="checkbox"/> I have reviewed and provided feedback on the above analysis</p> <p><input type="checkbox"/> The above summary is a true and accurate record of my discussion with the student</p>			
Supervisor Name		Date	
Supervisor Signature			

## APPENDIX G

### Instructions to the assessor:

Student must complete the 'Planning for Children's Learning' template for each of the six (6) experiences across the four (4) focus children. See sample answers provided below for guidance.

<b>Planning for Children's Learning</b> <i>-one for each of the six (6) experiences across the four (4) focus children-</i>			
Student name	Student name		
Focus child's Initials	Child's initials	Date completed	Date
<p>Specific learning objective with reference to any aspect of the learning framework.</p> <p><i>Document the specific strengths-based learning objective you planned at the end of your 'Analysis of Children's Learning' document.</i></p> <p>[30-50 words]</p>	<p>Student response must include a specific learning objective for the child based on the developmental domains and the objective set on the Analysis of Children's Learning Document.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>To enhance the gross motor skills of JN with a focus on their interest in climbing. This is supported by Learning Outcome 3 of the EYLF [Children have a strong sense of wellbeing].</li> </ul>		
<p>Educator discussion</p> <p><i>Discuss the identified learning objectives with your supervisor/s. Seek feedback and approval before continuing with the rest of your planning.</i></p> <p><i>Seek information on:</i></p> <ul style="list-style-type: none"> <li>• current curriculum</li> <li>• relevant policies and procedures</li> <li>• resources available</li> </ul> <p><i>Summarise your discussion in the box.</i></p> <p>[50-80 words]</p>	<p>Students are required to discuss their chosen learning objectives with their supervisor seek feedback and approval from their supervisor.</p> <p>Students must discuss which learning objectives might be relevant to plan a group experience for, outdoor, indoor and individual.</p> <p>They should discuss and seek advice on how this experience will fit in with current curriculum planning, how policies and procedures impact the experience and what resources will be available to use to run the activity.</p>		
<p>Planned experience and opportunity for learning</p> <p><i>Describe the planned experience and learning opportunity you will provide for this child to support them</i></p>	<p>Student response must include one learning experience they will provide for the child to support them to achieve the specific learning objective.</p> <p>They should also explain how this plan is linked to the child's interests and developmental domains.</p>		

*to achieve the specific learning objective. You will need to discuss how long this experience will be offered for.*

*Link the plan to their current interests and to the developmental domain(s) this experience will assist with.*

*Discuss how this experience will assist to build on the child's skills and/or knowledge related to the developmental domains.*

*Remember the experiences for all four (4) children must individually or collectively include all of the following:*

- *physical*
- *social*
- *emotional*
- *cognitive*
- *communication*
- *three (3) indoor experiences*
- *three (3) outdoor experiences*
- *one (1) group experience*
- *one (1) individual experience*
- *one (1) experience that is run over multiple days.*

*You must add, amend or modify this experience over the timeframe that you have had the experience out.*

*Ensure you plan for ways in which you can do this. Document any changes you made.*

[100-150 words]

For example: Group experience. Obstacle course in the outdoor play area offered during one afternoon. This will include an a-frame climbing ladder, walking over steppingstones, climbing up the fireman pole and going down the slide to the end of the obstacle course.

This experience will be inclusive to all children that wish to participate.

This will help to extend on JNs current gross motor skills by introducing new equipment that will challenge his muscle strength and coordination of their arms and legs.

This experience will also require JN to practise taking turns with other children, communicate with others, and follow directions.

This links to the developmental domain 'physical', 'social', 'cognitive'.

<p>Learning environments</p> <p><i>Provide a description of the learning environment required for this experience.</i></p> <p><i>Explain the environmental considerations.</i></p> <p><i>Include details about the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Environmental set ups/design.</i></li> <li>• <i>Required resources. (Where possible use real, natural and recycled materials).</i></li> <li>• <i>Summarise any health and safety considerations for this experience.</i></li> <li>• <i>Ensure your plans will allow for unhurried time.</i></li> </ul> <p>[80-120 words]</p>	<p>Student response must include a description of the learning environment for this learning experience.</p> <p>Including details about the following:</p> <ul style="list-style-type: none"> <li>▪ environmental set ups/design</li> <li>▪ required resources – Where possible students must use real, natural and recycled materials.</li> <li>▪ at least one of the experiences must have a play area risk assessment completed and included within the Focus Children Folder</li> <li>▪ plans to allow for unhurried time</li> <li>▪ plans to ensure experiences, resources and materials are flexible and allow for spontaneity.</li> </ul> <p>For example: Experience will be in the outdoor playground, where the appropriate equipment will be set up. For children who choose not to participate there will be sufficient room for the children to move around the experience.</p> <p>The experience will be closely supervised at all times.</p> <p>Each obstacle in the course will be placed 1 metre apart and soft fall play mats will be placed under all equipment.</p> <p>The experience will be set up for the afternoon to ensure children have enough time to participate as many times as they would like.</p> <p>Required resources: A frame climbing ladder, stepping stones, fireman pole, slide, 10 soft fall mats.</p>
<p>Educator's role to support achievement of objective during implementation of experience</p> <p><i>Explain what your role is with the experience. For example, what will you be doing to support the child to achieve the learning objective?</i></p> <p><i>Detail the below:</i></p> <ul style="list-style-type: none"> <li>• <i>How you intend to engage effectively with this individual child and interact in a way which supports their individual learning style and needs.</i></li> <li>• <i>How you intend to scaffold children's learning.</i></li> <li>• <i>Provide opportunities for children to explore different concepts during the experience.</i></li> </ul>	<p>Student response should explain their role during the experience, for example what they will do to support the child to achieve the learning outcome.</p> <p>Their response should detail the below:</p> <ul style="list-style-type: none"> <li>▪ plans to engage effectively with this individual child and interact in a way which supports their individual learning style and needs</li> <li>▪ intentions to scaffold children's learning</li> <li>▪ plans to provide opportunities for children to explore different concepts during the experience</li> <li>▪ plans to model language to support children to express themselves.</li> <li>▪ intentions to respond to spontaneous teachable moments to enhance children's learning].</li> </ul>



<ul style="list-style-type: none"> <li>• <i>How you plan to model language to support children to express themselves.</i></li> <li>• <i>How you will respond to spontaneous teachable moments to enhance children's learning.</i></li> </ul> <p>[50-100 words]</p>			
<p><b>AFTER IMPLEMENTATION</b></p> <p>Reflect on the implementation of the learning experience.</p> <p><i>Detail the below:</i></p> <ul style="list-style-type: none"> <li>• <i>What went well during the experience and what would you do differently next time?</i></li> </ul> <p>[20-50 words]</p>	<p><b>What went well:</b> For example, the experience was interesting for the children, and it followed children's interest.</p> <p><b>Areas for improvement:</b> For example, needs more confidence managing challenging behaviour.</p>		
<p><b>SUPERVISOR CONFIRMATION</b></p> <p>This section is to be completed by the Workplace Supervisor.</p>			
<p><input type="checkbox"/> I discussed the experiences with the student prior to planning</p> <p><input type="checkbox"/> The above summary is an accurate representation of our discussion</p> <p><input type="checkbox"/> The student talked to me about the routine and curriculum and ensured their experiences suited the room requirements.</p> <p><input type="checkbox"/> I have reviewed the above learning experience plans and approve the student to implement these plans</p>			
Supervisor Name		Date	
Supervisor Signature			

## APPENDIX H

### Instructions to the assessor:

Student must complete the 'Reflection of Learning' template for each four (4) focus children. See sample answers provided below for guidance.

Reflection of Learning -one for each of the four (4) focus children-			
Student name	Student name		
Focus child's initials	Child's initials	Date completed	Date
<p>Critical reflection of specific learning objective</p> <p><i>Document your critical reflection of the specific learning objective you planned for the experience. Ensure you refer to the Framework where required. Consider if you feel the objective was met and how, what you observed which supported your reflection.</i></p> <p>[30-50 words]</p>	<p>Student response must include a critical reflection of the specific learning objective they set for the child and the experience.</p> <p>For example:</p> <p>The objective to 'nurture social development through their interest in dramatic play' was met because during the experience they demonstrated confidence to engage with others and share their thoughts about the storyline of the play.</p>		
<p>Recommendation for future planning based on reflection</p> <p><i>Document at least one (1) learning objective and one (1) experience based on their interests and information gathered to support the child's learning through future planning.</i></p> <p>[30-50 words]</p>	<p>The student response must include:</p> <ul style="list-style-type: none"> <li>▪ At least one learning objective for future planning for the child.</li> <li>▪ At least one learning experience for future planning for the child, based on their interests and information gathered.</li> </ul>		
<p>Discussion with Workplace Supervisor</p> <p><i>Take notes of the discussion with the Workplace Supervisor regarding the implementation of the learning experiences for each focus child</i></p> <p><i>Discuss the below:</i></p> <ul style="list-style-type: none"> <li>• <i>Implementation: Was the focus child engaged in the activities?</i></li> <li>• <i>Your practices and role in the learning process: Were you</i></li> </ul>	<p>Responses should include as a minimum, notes about each of the topics listed, giving overall feedback on the implementation of the experiences addressing the focus children's learning objects.</p> <p>For example:</p> <p>Implementation. For example, were the children engaged, were there any ideas to enhance the implementation such as more resources or clearer instructions.</p> <p>Their practices including their role in the learning. For example, did children respond well, was the experience free-flowing and were there any ideas which could enhance the teaching practices to support this experience such as active listening or open-ended questioning.</p>		

<p><i>able to facilitate the focus child's learning? Were you able to manage the situations without other educators' assistance?</i></p> <ul style="list-style-type: none"> <li>• <i>Learning objectives: Did the activities meet learning objectives?</i></li> <li>• <i>Learning environment and set up (for example did the environments, resources and materials suit, individual, group, indoor, outdoor and movement skills where appropriate? Were the environments safe, stimulating, challenging and did they promote belonging?)</i></li> </ul> <p>[80-130 words]</p>	<p>Learning objectives. For example, were they met, were they valid and was the children's development enhanced through the learning objective.</p> <p>Learning environment and set up. For example, was the environment supportive of the learning objective, was it well prepared and did the children respond well to it.</p>
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**SUPERVISOR CONFIRMATION**  
 This section is to be completed by the Workplace Supervisor.

<input type="checkbox"/> I observed the student's implementation of the six (6) experiences <input type="checkbox"/> I engaged in discussion with the student following the experiences to reflect <input type="checkbox"/> I confirm the student's accounts of the experiences and discussion documented above <input type="checkbox"/> The student provided me with accurate records of the observations they have made <input type="checkbox"/> The student reflected on their role in the learning and their practices			
<p>By signing this form, you agree that the student's accounts are a true and accurate reflection of their work experiences and performance.</p>			
Supervisor Name		Date	
Supervisor Signature			

## APPENDIX I

### Instructions to the assessor:

Student must complete the 'Reflection and supervisor discussion confirmation form' for the two [2] group time experiences implemented by the student. The two experiences can be combined in one form and must be signed by Workplace Supervisor.

See sample answers provided below for guidance.

<b>REFLECTION AND SUPERVISOR DISCUSSION CONFIRMATION FORM</b> <i>-the two experiences can be combined in one form-</i>	
<p>Critical reflection of the implemented experiences.</p> <p><i>Ensure you include a reflection on the below:</i></p> <ul style="list-style-type: none"><li>• <i>How do you think the group times went? Were they successful and did they follow along with what you planned?</i></li><li>• <i>Were the resources appropriate and sufficient for the activities?</i></li><li>• <i>Were you confident and happy with your implementation of the experiences?</i></li><li>• <i>Children's engagement and responses.</i></li><li>• <i>Lessons learned for the future.</i></li><li>• <i>How did this support children's communication development?</i></li><li>• <i>How did the experiences link to the approved learning framework?</i></li></ul> <p>[80-100 words]</p>	<p>Student response must include a critical reflection of implemented experience. They must include all of the below in their response:</p> <ul style="list-style-type: none"><li>▪ How do you think the group time went? Was it successful and did it follow along with what you planned?</li><li>▪ Were they confident and happy with the implementation of the experience?</li><li>▪ Children's engagement and responses.</li><li>▪ Lessons learned for the future.</li><li>▪ How did this support children's communication development?</li><li>▪ How did this experience link to the approved learning framework?</li></ul>
<b>NOTES FROM DISCUSSION WITH SUPERVISOR</b> [40-100 words]	
<p>Student response should demonstrate that they discussed their reflections with the supervisor and documented the discussion including feedback.</p> <p>Notes must reflect the student's willingness and eagerness to learn and improve their practice. Notes must have sought feedback from the supervisor to support their development.</p>	

## SUPERVISOR CONFIRMATION

This section is to be completed by the Workplace Supervisor.

- I observed the implementation of the two (2) group story time experiences.
- I confirm that there were at least five children in attendance during the group time.
- I confirm that the student asked and answered questions during the reading and discussion of books or other text.
- I confirm that the student modelled and encouraged two-way communication through questions and careful listening.
- I confirm that the student engaged in discussion with the student following their reflection.
- I confirm the student's accounts of the experience and discussion documented above.
- I confirm that the student engaged the children in discussion and two-way communication by asking and answering questions during the group story time.
- I confirm that the student drew children's attention to symbols and patterns, drawing attention to the relationship between letters and sounds.
- I confirm that the student read two developmentally appropriate stories.  
*[i.e., Stories which are able to be understood by the children and have an appropriate story line to enhance discussion or engagement.]*
- I confirm that the student used props to support the engagement with children.  
*[For example, puppets, felt stories or music.]*

By signing this form, you agree that:

The student's accounts are a true and accurate reflection of their work experiences and performance.

Student name: .....

Supervisor name: .....

Supervisor signature: .....

Date: ...../...../.....