CHCECE033

Develop positive and respectful relationships with children

Assessment 1 of 3

Short Answer Questions

Assessor Guide

Assessment Instructions

Task overview

This assessment task is divided into thirteen [13] short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need to access the following:

- Guide to the National Quality Framework
- National Quality Framework, including:
  - National Law and Regulations
  - National Quality Standards

Assessment Information

Submission

You are entitled to three [3] attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment [e.g. allowing additional time]
- the evidence gathering techniques [e.g. oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.

Question 1

Using the Guide to the National Quality Framework, identify the relevant National Law and Regulation related to the interaction with children in a children's education and care setting, then explain how the law or regulation applies to practice.

Assessor instructions: 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
- identify the relevant National Law and Regulation related to the interaction with children in a children's education and care setting, then explain how the law or regulation applies to practice. Key points are bolded for convenience.

A sample answer is provided below.

Question	National Law/Regulation Number (5-10 words)	Example (50-70 words)
National Law related to the interaction with children	Section 166 Offence to use inappropriate discipline	Approved providers, nominated supervisors, staff members, volunteers and family day care educators must ensure that **no child being educated and cared for by the education and care service is subject to any form of corporal punishment, or any discipline that is unreasonable or inappropriate, such as hitting, yelling at or belittling a child, force-feeding, etc.**
National Regulation related to the interaction with children	Any answer from the following: • Regulation 155 Interactions with children • Regulation 156 Relationships in groups	For Regulation 155, educators must ensure to: • **encourage children to express themselves,** such as asking questions and listening to response • **allow the children to undertake experiences that develop self-reliance and self-esteem,** such as extending on children's interest and ideas via inquiry-based learning • **maintain each child's dignity and rights** at all times • **provide positive guidance and encouragement toward acceptable behaviour** For Regulation 156, educators must ensure to: • **provide opportunities to children to interact and develop respectful**

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| | | and positive relationships with each other and with staff members of, and volunteers at, the service.
- Set up experiences that allow for small and large groups of children to engage with each other.
- Provide one-on-one interaction with children to allow the building of relationships with staff.
- Role model prosocial behaviour. |
|---|---|---|

Question 2

List the **two (2)** elements of Standard 5.1 (Relationships between educators and children) of Quality Area 5 (Relationships with children). For each element, briefly explain the importance of these elements and give an example of how each element might be observed in practice.

Assessor instructions: 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
- list the two (2) elements of Standard 5.1 of Quality Area 5, Relationships with children. For each element, briefly explain the importance of these elements and give an example of how each element might be observed in practice.

A sample answer is provided below.

Element [7-10 words]	Importance [30-45 words]	How this might be observed in practice [10-40 words]
Element 5.1.1 Positive educator to child interactions	Positive and responsive interactions are important for children's sense of wellbeing, identity and belonging. Children need to be responded to when they are in need. This is part of attachment theory and the circle of security.	Any example from the following: - Educators interact with children using positive language. - Educators get down to child's level, maintain eye contact and use the child's name during the interaction - Educator listens to children's ideas, follows up on their interest and responds to questions/queries.
Element 5.1.2 Dignity and rights of the child	This is important for children's sense of identity and belonging and it is a non-negotiable obligation set by the UN Convention on the Rights of the Child to treat all children with respect, regardless of their race, gender, religion, birth status or ability.	Any example from the following: - Children are supported to make choices and to experience the consequences of these where there is no risk of harm to themselves or another person, such as progressive mealtimes to allow children to eat when they are hungry - Collaborate with children on matters that affect them, such as room's set-

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		- up, the toys and resources to be utilised, etc. - Use appropriate language with children: never embarrass or yell at the child, allowing them to take responsibility for their own behaviour and making positive choices in managing their own behaviour.

Question 3

In your own words, list **three (3)** reasons why it is important for children to have positive and respectful relationships during early years.

[Approximate word count: 5-25 words each]

Assessor instructions: 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
- list three (3) reasons why it is important for children to have positive and respectful relationships during early years.

A sample answer is provided below.

1.	When children experience positive and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable and respected.
2.	Supportive relationships with educators enable children to develop confidence in their ability to express themselves, work through differences, engage in new experiences and take calculated risks.
3.	Positive and respectful relationships during early years help children to connect with others, build positive friendships and support children to self-regulate their emotions.

Additional responses:

Positive and respectful relationships are important because they can:

- contribute to children's resilience
- promote physical, mental and emotional well-being
- support positive outcomes
- support children to learn how to think, understand, communicate, behave, express emotions and develop social skills.

Question 4

In your own words, briefly explain how learning environments can be designed to support positive and respectful relationships in an early childhood education and care setting.

[Approximate word count: 60-70 words]

Assessor instructions: 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
- explain how can learning environments support positive and respectful relationships in an early childhood education and care setting.

A sample answer is provided below.

> Learning environments should be safe, welcoming, stimulating and responsive to children's interests and it should reflect community cultures. In interesting and engaging indoor and outdoor spaces children should be provided with opportunities to explore, problem solve, extend their learning and thinking and collaborate and interact with peers. The purposefully set-up learning environment should play the role of the third teacher that enables inquiry-based learning, exploration and interactions.

Question 5

List **three [3]** strategies educators can use to demonstrate respect and understanding of the views and culture of families and other professionals.

[Approximate word count: 60-70 words]

Assessor instructions: 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
- list three [3] strategies educators can use to demonstrate respect and understanding of the views and culture of families and other professionals.

A sample answer is provided below.

1.	Ask families about their lives and culture and engage in meaningful conversations with families.
2.	Be open to different types of families and challenge stereotypes and prejudices.
3.	Communicate respectfully with families and other professionals, such as staff, visitors, casual staff, students, community members and role model positive interactions. Avoid gossiping or making sarcastic comments on anyone.

Additional response:

- Value diversity by providing opportunities for children, staff and families to share their customs, traditions, food and stories.
- Seek to develop their understanding and cultural competence through researching or engaging with sources of information.

Question 6

a) In your own words, define pro-social behaviour.

[Approximate word count: 20-30 words]

Assessor instructions: 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
- define pro-social behaviour.

A sample answer is provided below.

> Prosocial behaviour is voluntary behaviour intended to benefit another. Thus, it includes behaviours such as helping, sharing, providing comfort to another, or displaying empathy for others.

b) List **five (5)** ways an educator can support children to enhance their emotional development and build their pro-social skills.

[Approximate word count: 30-40 words]

Assessor instructions: 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
- list five (5) ways an educator can support children to enhance their emotional development and build their pro-social skills.

A sample answer is provided below.

1.	Support children to label their feelings and emotions.
2.	Teach children language to share and engage with others.
3.	Teach language to enter play.
4.	Encourage children to think about others.
5.	Read stories about sharing and other prosocial skills.

Additional responses:

- Practise gratitude.
- Run fundraisers to enhance children's knowledge about other people in need.
- Visit aged care facilities.
- Buddy program with the younger children.
- Acknowledge and praise when children display prosocial skills.

Question 7

In your own words, briefly explain how self-regulation develops in children from birth until school age.

[Approximate word count: 160-170 words]

Assessor instructions: 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
- explain how self-regulation develops in children. Student may or may not support their answer with examples.

A sample answer is provided below.

Children develop self-regulation through warm and responsive relationships. They also develop it by watching the adults around them.

Self-regulation starts when children are babies. It develops most in the toddler and preschool years, but it also keeps developing right into adulthood.

For example, babies might suck their fingers for comfort or look away from their caregivers if they need a break from attention or are getting tired.

Toddlers can wait short times for food and toys. But toddlers might still snatch toys from other children if it's something they really want. And tantrums happen when toddlers struggle with regulating strong emotions.

Three- to-five-year-old children are starting to know how to play with other children and understand what's expected of them. For example, they might help a friend when they are hurt.

School-age children are getting better at controlling their own wants and needs, imagining other people's perspectives and seeing both sides of a situation. This means that they might be able to disagree with other children without having an argument.

Question 8

In your words, briefly explain the basic aspects of positive communication that apply to both verbal and non-verbal communication.

[Approximate word count: 50-60 words]

Assessor instructions: 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
- explain the basic aspects of positive communication that apply to both verbal and non-verbal communication.

A sample answer is provided below.

- Be present: have an open body posture and use a calm, relaxed voice; sustain eye contact
- Demonstrate empathy
- Summarise and question: paraphrase what a person has said, focusing on content and checking your understanding
- Manage your emotions and take time out from the conversation if you are feeling stressed
- Active listening

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Question 9

Consider the statement 'Communication is the sending and receiving of messages to create shared meaning'. Define or explain each technique in the table below and provide an example of a time when this would be the communication strategy you would use.

Assessor instructions: 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
- define or explain each communication technique in the table and provide an example of a time when this would be the communication strategy they would use.

A sample answer is provided below.

Communication technique	Definition or Explanation (10-60 words each)	Example (5-10 words each)
Active listening	Listening to listen not to speak. Listening with understanding and genuine interest.	▪ When a child is telling you something about their game. ▪ When a child is upset.
Questioning	Asking questions is a teaching strategy as well as a communication strategy because it can support a child to think differently, more deeply or to articulate what they are telling you. Questioning can be open (where a person has the opportunity to answer their own way) or closed (where there are options for answers such as yes/no, blue/ green).	▪ When a child has created something (such as an artwork). ▪ When a child is struggling with something.
Verbal communication	When communicating verbally it's important to be succinct and clear. With children you need to clarify what you are saying and ensure the child has understood what you are saying.	▪ When reading stories. ▪ When introducing a new activity.
Non-verbal communication	Non-verbal communication is about sharing a message with someone without speaking. This type of communication can be really useful for engaging with people such as babies who are non-verbal. You can use a range of strategies such as sign language or facial expressions.	▪ When engaging with babies. ▪ When engaging with children with additional needs. ▪ When encouraging children without interrupting their play.

Question 10

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Identify **five (5)** strength-based guidance strategies educators can use to support children's positive behaviour and support children's individual needs.

[Approximate word count: 25-50 words]

Assessor instructions: 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
- identify five (5) strength-based guidance strategies educators can use to support children's positive behaviour and support children's individual needs.

A sample answer is provided below.

1.	Give appropriate choices and agency.
2.	Ask children what they want to do.
3.	Acknowledge considerate behaviour: let children know when they do things you approve.
4.	Support children to set their own goals.
5.	Encourage children.

Additional response:

- Provide the child with opportunities to be a leader/helper.

Question 11

a] Identify **five (5)** factors that can have an influence on children's behaviour in an education and care setting.

[Approximate word count: 15-20 words]

Assessor instructions: 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
- identify five (5) factors that can have an influence on children's behaviour in an education and care setting.

A sample answer is provided below.

1.	Actions of others
2.	Child's need for agency
3.	Consistency [lack of]
4.	Curriculum, practices or environments of the service
5.	Child's history

Additional responses:

b) Describe the impact that group dynamics can have on a child/children's behaviour.

[Approximate word count: 60-70 words]

> The group dynamics can impact a child or group of children and their behaviour when there are a large group of high-energy children who are struggling with positive interactions, this can influence others.
> The impact can be that children are hurt or feel left-out depending on the behaviour. Children might be fearful of a child who has previously hurt them and might make it difficult to support group learning.

Question 12

In your own words, provide a definition and an example of how each of the following principles/concepts are supported within the Early Childhood Sector.

Principle	Definition [20-30 words]	Example [10-20 words]

Inclusiveness	Inclusion means that every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.	- Supporting children with additional needs to attend the service. - Supporting families with different requirements such as financial hardship.
Diversity	Diversity is about recognising that everyone is unique and no matter what race, religion, gender, culture, family structure, physical abilities or age they are welcome and valued.	- Family structures are supported by Early Childhood services including same sex families and support for families through divorce. - Children with different physical abilities are supported to attend the service.
Equity	All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all early childhood educators have a professional obligation to advance equity.	- Children are given opportunities. - Educators teaching fairness and equity in the curriculum.
Access	Having the means or opportunity to use or benefit from early childhood education and care services	- Universal access funding for services in some states to encourage before school learning. - Support children with additional needs to participate in activities.

Question 13

a] In your own words, briefly explain what resilience is.

[Approximate word count: 20-30 words]

Assessor instructions: 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
- explain what resilience is.

A sample answer is provided below.

> Resilience is a person's ability to manage the ups and downs of life and bounce back from the challenges they experience.

b] In your own words, briefly explain the importance of resilience for children.

[Approximate word count: 15-20 words]

Assessor instructions: 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
- explain the importance of resilience for children.

A sample answer is provided below.

Resilience helps children deal with the challenges they will experience during childhood and later in life.

c) Identify **two (2)** techniques for building a child's resilience.

[Approximate word count: 20-40 words]

Assessor instructions: 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
- identify two (2) techniques for building a child's resilience.

A sample answer is provided below.

1.	
2.	

Any two responses from the following:

- Support children to develop:
  - coping skills to overcome difficult situations
  - social skills
  - problem solving skills
  - empathy
  - capacity to self-regulate and manage emotions
  - the ability to articulate feelings or needs and ask for support.

- Promote the following to children:
  - healthy thinking habits such as self-confidence
  - children trying things for themselves and tackling things that are challenging
  - positive attitudes
  - seeing challenges as opportunities to learn.

- Using a range of activities and materials so that a child's current capacities, strengths and interests can be challenged.

Assessment checklist:

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

13	short answer questions to be completed in the spaces provided	☐

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Congratulations you have reached the end of Assessment 1!