CHCECE044, CHCECE049, CHCECE053 Assessor Guide

Compliance in Childhood Services

Assessment 1 of 3

Short Answer Questions

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Assessment Details

Task overview

This assessment task requires you to answer twenty-two (22) short answer questions. Read each question carefully before typing your response in the space provided.

To complete this assessment, you will need access to an electronic device such as a computer or tablet and have internet connection to conduct research as required, accessing various sources of information using digital media.

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.
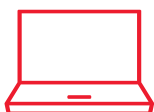
Please consider the environment before printing this assessment.

Question 1

a) Research the National Quality Framework and answer the following questions:

In the table below, you will find three key components of the National Quality Framework. For this task, please:

- Offer a brief explanation of each component and its purpose.
- Specify the authority responsible for overseeing the National Quality Framework

(Approximate word count: 120-150 words)

Assessor Instructions: Students must include an explanation of the key three (3) components of the National Quality Framework as listed in the sample answer. The student must include information on the purpose of the NQF to be a platform to ensure quality. The student must include that ACECQA and state authorities oversee the NQF.

A sample answer is provided below.

Key Elements	Purpose
The National Law and National Regulations	These provide a legislative framework for the operation of early childhood education and care services in Australia, ensuring consistency and quality across the sector. They outline the legal requirements that services must comply with to promote the safety, health, and wellbeing of children.
The National Quality Standard (NQS)	The NQS sets a benchmark for the quality of education and care services. It consists of seven quality areas that focus on children's learning, safety, and development, guiding services to improve and reflect on their practices.
National Approved Learning Frameworks (Early Years Learning Framework/My Time Our Place)	The frameworks, including the Early Years Learning Framework and My Time, Our Place, guide educators in delivering quality programs that support children's learning and development. They provide a holistic approach to early childhood education, emphasising play-based learning and the importance of relationships.
Authority Responsible for its oversight: The Australian Children's Education & Care Quality Authority (ACECQA) is responsible for overseeing the implementation of the National Quality Framework, ensuring compliance with the National Law and National Regulations, and promoting continuous improvement in the sector.	

b) The table below lists the seven (7) Quality Areas of the National Quality Standards (NQS). Provide at least three (3) examples of practices that you might observe in a service, showing how the service meets each Quality Area.

Assessor Instructions: Students must provide three (3) examples of observable practices in an education and care service for each of the seven (7) quality areas listed in the table. Examples provided by students will vary based on their experience and the service(s) they have observed, however the assessor must be satisfied that the examples

are reasonable and possible within a service and that they links to the quality area. Responses should approximate the benchmark answer examples.

A sample answer is provided below.

Quality Area	Example of observable practice in a service (20-30 words)
Quality Area 1 – Educational Program and Practice	• A program on the wall • Educators reading to children in a group • Educators discussing ideas and critically reflecting together
Quality Area 2 – Children's Health and Safety	• Staff changing nappies effectively and in line with the Staying Healthy in childcare guidelines • Staff supporting children to be physically active • Staff encouraging healthy eating
Quality Area 3 – Physical Environment	• The service environment is maintained in a good fashion • Plenty of resources • Sustainable practices such as earth hour or gardens
Quality Area 4 – Staffing Arrangements	• Staff in the service meeting ratio requirements or exceeding these • Staff who know the children well • Staff engaging in positive dialogue with each other
Quality Area 5 – Relationships with Children	• Staff engaging positively with children • Staff playing with children • Staff encouraging positive relationships between children, including sharing, inviting friends to play and being kind
Quality Area 6 – Collaborative Partnerships with Families and Communities	• Parent evenings • Positive handover with parents • Information for families about their children
Quality Area 7 – Governance and Leadership	• A quality improvement plan • Staff discussing educational practices with the Educational Leader • A philosophy that is reflected in practices

c) Explain the purpose of the National Law and Regulations in the Early Childhood Education sector.

(Approximate word count: 40-60 words)

Assessor Instructions: Student response must include an explanation of the purpose of the National Law and Regulations in the ECEC sector. The student response will vary in detail, but it will indicate the Law and regulations govern the quality of services and their practices. The assessor will use their professional judgement to determine that the response demonstrates the student's understanding of the purpose of the Law and Regulations.

A sample answer is provided below.

The purpose of the National Law and Regulations is to ensure that children are safe and well cared for and an education system with a quality framework that ensures all children have the best start for their life and sets them up for the future. The Law and regulations govern the services and their practices.

d) The table below lists three (3) documents within the National Quality Framework that assist and support Early Learning Services. Explain how each document helps guide these services in enhancing the quality of care they provide.

Assessor Instructions: Student response must include the three (3) guiding documents within the NQF as listed below. The wording of the explanation of how they support services to improve quality will vary, however the assessor will use their professional judgement to determine that the response demonstrates the student's understanding of the purpose of the document to support quality practices of services.

A sample answer is provided below.

Guiding document (4 – 8 words)	Explain how this supports the quality practice (55-75 words)
Guide to the National Quality Framework	This document supports educators, operators, and other stakeholders in identifying how the Law, Regulations and other documents under the National Quality Framework align. It describes how to implement these practices in an education and care setting and gives examples of what an assessor might review when conducting an assessment.
Early Years Learning Framework	This document is a framework to support educators and educational leaders in planning for children's learning. It provides guidelines for what the outcomes for children should be and how to apply the teaching to these outcomes. It supports educators to consider how to support children to belong, be and become when engaged in learning in a social context. By embedding the EYLF into their practice, educators ensure they cater for a child's holistic learning and development.
Early Childhood Association Code of Ethics	This document supports teams and educators to reflect on what is ethical in practice and what is not. It provides clear statements about what educators should do concerning a range of stakeholders. If educators follow this Code of Ethics, they can ensure that they are providing quality care and relationships to all involved.

Question 2

Research the current principles and emerging trends in the delivery of early childhood education and care services. You may refer to the web links provided below for industry insights or conduct your own research. If you use additional sources, ensure you include references to them in your response.

Research the state of the sector snapshot from ACECQA on the following link:

http://snapshots.acecqa.gov.au/Snapshot/index.html.

a) Identify five (5) current trends you identified in the early childhood education and care services sector snapshot.

(Approximate word count: 100-120 words)

Assessor Instructions: Student response must include any five (5) examples of current trends from the snapshot report in their own words. The selection of current trends will vary however the assessor will determine that the identified trend is from the report and the student provides information and data to support the assertion that it is a trend e.g., an increase or reduction or data to support prevalence.

Where the student uses their own resources, they will provide a reference to the source of their findings. The assessor can review the resource and ensure the students response is based on current research.

A sample answer is provided below.

b) How do principles and emerging trends in Early Childhood Education influence the quality of care?

Provide one example of a changing principle and one example of an emerging trend.

Hint:

Principles Core values and beliefs that guide educational practices and decision-making. For example, putting children first and respecting differences.

Emerging trends: New practices or ideas gaining popularity in the field, often reflecting current needs and innovations.They show how things are changing, like using more technology in learning or focusing on kids' emotional well-being.

(Approximate word count: 60-80 words)

Assessor Instructions: Students must provide any three (3) contemporary principles and emerging trends in service delivery areas in early childhood. Assessors can refer to*: ACEQA, 2021, Shaping the future,* https://www.acecqa.gov.au/sites/default/files/2021-10/ShapingOurFutureChildrensEducationandCareNationalWorkforceStrategy-September2021.pdf to confirm the principles and trends are contemporary to the details contained in the ACECQA report. Students may select any three (3) trends that they identify.

A sample answer is provided below.

Changing Principles:	Emerging Trends:
• Social-Emotional Learning • Inclusivity • Play-Based Learning • Family Engagement	• Mindfulness Practices • Technology Integration • Outdoor Learning • Sustainability Education

Question 3

a) Identify the national Early Childhood Education and care Services regulator and describe their role.

(Approximate word count: 120-140 words)

Assessor Instructions: Students must identify ACECQA is the national regulator. The student must list their role in their own words. Responses will vary but the assessor must determine that the explanation demonstrates an understanding of their role to guide and monitor the implementation of the NQF and to benefit children using ECEC services.

A sample answer is provided below.

> - The Australian Children's Education and Care Quality Authority (ACECQA) is the national regulator. It is an independent national body with a governing Board with members nominated by each state, territory, and Commonwealth. The Board is accountable to Education Ministers.
> - ACECQA's role is to guide the implementation of the NQF and works with regulatory authorities. It provides resources, advice, consultation, and support for services implementing the NQF.
> - ACECQA works with the Australian and state and territory governments to:
>   - implement changes that benefit children birth to 13 years of age and their families
>   - monitor and promote the consistent application of the Education and Care Services National Law across all states and territories
>   - support the children's education and care sector to improve quality outcomes for children.
>
> Source: ACECQA, N.D., *About us,* https://www.acecqa.gov.au/about-us

b) List the governing body responsible for regulating Early Childhood Education and Care Services in your state/territory. Describe their role.

Approximate word count: 20-40 words)

Assessor Instructions: Students must identify and list the state/territory governing body for the state or territory location where they live and provide an explanation of their role. Answers will vary on the name of the state or territory authority, depending on where the student resides. Assessors can refer to: https://www.acecqa.gov.au/help/contact-your-regulatory-authority for information on state and territory authorities. Students must explain that the role of the state authority is to approve, monitor and regulate services, in the student's own words.

A sample answer is provided below.

> - **New South Wales (NSW)**: Department of Education (Early Childhood Education Directorate)
> - **Victoria (VIC)**: Department of Education and Training (DET)
> - **Queensland (QLD)**: Department of Education (Early Childhood and Community Engagement Division)
> - **South Australia (SA)**: Department for Education
> - **Western Australia (WA)**: Department of Communities (Education and Care Regulatory Unit)
> - **Tasmania (TAS)**: Department for Education, Children and Young People (Education and Care Unit)
> - **Australian Capital Territory (ACT)**: ACT Education Directorate
> - **Northern Territory (NT)**: Department of Education (Quality Education and Care NT)
> - State-based regulatory bodies provide approvals for services, monitor their progress and regulations, and manage the quality assessment process.

c) List support resources or services available to Early Childhood services, including examples for both government and non-government services.

Provide a minimum of two (2) examples of each.

Assessor Instructions: Students must identify and list government and non-government agencies that provide compliance support resources to services. Student's responses will approximate the list in the benchmark answer.

A sample answer is provided below.

Government Services (20-30 words)	Non-Government Services (30-50 words)
Australian and state and territory governments such as: - Department of Education	- The Australian Children's Education and Care Quality Authority (ACECQA) - State-based regulatory bodies

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Government Services (20-30 words)	Non-Government Services (30-50 words)
• Department of Health • Department of Social Services • Department of Human Services	Non-government services that can provide assistance and compliance support resources include: • Community Connections Solutions Australia • Early Childhood Australia (ECA) • Early Childhood Teachers Association • Early Childhood Association Australia • Australian Childcare Alliance

Question 4

In the table below, four key stakeholder groups involved in the Quality Improvement Process at a service are listed.

Describe three ways to engage them throughout all stages of the Quality Improvement Process.

(Approximate word count: 40-80 words)

Assessor Instructions: Students must include the four (4) stakeholder groups listed below. The student will outline any three (3) methods of engagement to engage the stakeholders in various stages of the quality improvement process. The student's responses will vary depending on their experiences and ideas, but the strategies will demonstrate that the student understands methods that would be determined by the assessor as valid to illicit engagement from the stakeholders.

A sample answer is provided below.

Stakeholders (1-4 words)	Engagement in stages of the quality improvement process (50-70 words)
Children	Children can be invited to contribute ideas about areas to improve the service. Children can be involved in the self-assessment process to look at service practices and be involved in the ratings visit. Specific conversations/small group sessions can be tailored to seek their input on key improvement areas.
Families	Services can share information with families. Families can be invited to contribute to the identification of improvements that can be made by the service. These may arise from complaints and parents can be invited to share possible solutions. Families can also review policies and quality improvement plans.
Educators/service personnel	Educators and management in the service can be involved during team meetings, staff development opportunities, staff surveys and reviewing policies and practices. They can be involved in the self-assessment to identify areas of improvement for the service. Staff also participate in the ratings visits by show casing their practices and rooms to assessors.
Community	Collaborative relationships can be established with the community by identifying local community members for the service to connect with and children to interact with. Educators can establish quality links and meaningful opportunities for the community to engage in the life of the service and to provide feedback about the services practices. The community can be invited to input into the quality improvement plan and support strategies that are relevant to them.

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Question 5

    a)   Research and define environmental responsibility.

(Approximate word count: 40-55 words)

Assessor Instructions: Students must provide a definition of environmental responsibility. The student will use their own words, so the definition will vary. Responses will approximate the benchmark answer.

A sample answer is provided below.

> Environmental Responsibility is the duty of individuals and organisations to consider the impact of their actions on the environment. It involves making choices that conserve resources, reduce pollution, and promote sustainability. This can include practices like reducing waste, using renewable resources, and supporting eco-friendly initiatives to protect the environment for future generations.

    b)   Describe the significance of educators planning for children to learn about the environment and develop a sense of environmental responsibility.

(Approximate word count: 60-80 words)

Assessor Instructions: Students must summarise why it is important for educators to consider environmental responsibility when planning for children. The student will use their own words so the explanation will vary. However, the answer will include the value of planning education opportunities for children to embed their understanding of sustainability and the need to protect and preserve valuable resources. Responses will approximate the benchmark answer.

A sample answer is provided below.

> Children can learn about the environment from a young age to embed practices into their behaviour that contribute to protecting the environment. Educators have a sphere of influence to educate children in environmental responsibility. They can plan environmental learning into the curriculum such as talking to children about being environmentally responsible because of the current challenges. These include global warming and climate change and the negative impact they are having on the environment and the risks for the future.

    c)   Outline Aboriginal and/or Torres Strait Islander People's environmental practices and how we can learn from them.

(Approximate word count: 60-80 words)

Assessor Instructions: Students must outline Aboriginal and/or Torres Strait Islander People's environmental responsibility practices and how we can learn from them. The student will use their own words so the practices they outline will vary. Responses will relate to ATSI people's legacy of respecting and caring for the land and will approximate the benchmark answer.

A sample answer is provided below.

> First Nations people respect the land and ensure they replaced what they used and care for it as it has always cared for them. We could learn from this by taking less and ensuring that we repair the damage we do. We can also learn from First Nations people about bushfire management and having appropriate burns to ensure that the environment can repair itself and recover.

    d)   Outline the importance of using the community as a valuable source of knowledge, skills, and values and provide one (1) example of how you can engage with the community to support the service's sustainability efforts.

(Approximate word count: 80-100 words)

Assessor Instructions: Students must outline the importance of using the community as a valuable source of knowledge, skills and values and provide any one (1) example of engaging the community in the services sustainability efforts. The student will use their own words and ideas so the wording will vary, however responses will demonstrate the student understands the value of networking with the community and a method to engage the community. Responses will approximate the benchmark answer.

A sample answer is provided below.

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Question 6

In the following table you have been provided with a list of key focus areas that support sustainability.

Define each listed area and identify sustainable practices that an Early childhood service could adopt.

Assessor Instructions: Students must include a definition of each listed area and practices services that could implement to support sustainability. The student will use their own words in the definition and ideas for sustainability practices so the wording will vary, however responses will demonstrate the student understands the key focus area by providing a definition. The student's ideas for sustainability practices will be based on the student's experiences and ideas but will demonstrate that the student can identify practices that would contribute to sustainability of the service if adopted. Responses will approximate the benchmark answer.

A sample answer is provided below.

Key focus area	Definition (10-40 words)	Sustainability practices (35-50 words)
Biodiversity	Biodiversity is the variety of different animals, plants, fungi, and micro-organisms, such as bacteria, that can be found in any area. Each area has a different ecosystem depending on the location, e.g., marine, desert, rainforest or terrestrial.	Building children's awareness of the differences and variety of plants. Animals and micro-organisms. Encouraging children to care for their local environment to ensure a sustainable future.
Curriculum	The curriculum is all the interactions, experiences, activities, and routines planned and unplanned to promote children's learning and development.	Ensure that a child-centred curriculum is in place to provide children with choices, to be involved in decision making and set goals and activities in the curriculum in building a curriculum about sustainability practices.
Eco-friendly material usage	Eco-friendly materials from their production and maintenance have a low environmental impact	Services use sustainable materials such as wooden toys and blocks, loose parts, and recycled materials, e.g., food boxes, aluminum cans and toilet rolls. Services also use environmentally friendly cleaning products
Eco-literacy for children	Children's ability to understand and have knowledge of natural systems on earth.	Children are provided with information to build their understanding that without a healthy environment, life is threatened. Buying books with an environmental content and using practices that reduce the impact on the environment.
Energy	Using energy wisely and being aware of energy conservation by using sustainable practices in childcare services.	Educators role model energy use and water conservation. Children are encouraged to save energy by turning off lights when leaving a room, closing doors to reduce heat loss or heat entering a room and reducing the use of single-use materials.

Water	Using water wisely to conserve it recognises it as a limited and valuable commodity.	Services use half-flush toilets, save rainwater by using rainwater tanks, and turn the water off when hand washing or teeth cleaning.
Natural environment	An environment that includes all-natural elements. It can be set up indoors or with access to outdoor spaces.	Providing experiences using the natural environment enhances children's attitudes to care for the environment and improves their development, problem solving and creativity.
Recycling	Materials that can be reused and re-purposed to support sustainability.	Teaching children to care for the environment by recycling materials for art, craft, and imaginative play items. Sorting garbage and recycling plastics, glass, and paper.
Toxins	Materials in a service used to manage pests and for cleaning can be toxic.	Services can select environmentally friendly cleaning products such as bleach, soap and water, vinegar, and essential oils. Services use lower toxic chemicals to control pests. They maintain the environment to reduce possible pest infestation, e.g., by removing standing water so mosquitos cannot breed and containing garbage to avoid rats, cockroaches, and ants.
Upcycling	Using materials that would have been discarded and re-purposing them into new products.	Services can transform original items into something better, for example, using plastic soft drink bottles as planters for a hanging garden, using old wooden plates as a stage or making leftover floor tiles into a mosaic tabletop.
Waste (including food waste)	Waste is items and materials thrown into a bin that will be collected and disposed of in a landfill. In childcare, 30% of waste is food, and 25% is paper and cardboard.	Compost bins and worm farms for food waste can be used to improve the soil in the garden. Developing a recycling program for paper, plastics, and jars/bottles. Educate children and families to send food that is not packaged and processed.

Question 7

Describe your understanding of how human and animal activities impact the environment.

(Approximate word count: 130-150 words)

Assessor Instructions: Students must include an explanation of their understanding of the relationship between human and animal activity and the environment. The student will use their own words so the explanation will vary. The assessor will use their professional judgement to determine that the response demonstrates the student's understanding of the relationship between human/animal activity and the environment. Responses will approximate the benchmark answer.

A sample answer is provided below.

Human activity is harming animals and plants and harming the environment. The increase in the human population is reaching an unsustainable level. The impact of high population is causing increased demand for resources, including water, fuel, food, building material and land. It is also causing increased consumption of natural resources. Agriculture is needed to support the increased population to supply food, and farming involves clearing land that causes deforestation and environmental damage. This destroys animal habitats and trees,

reducing their ability to absorb carbon dioxide and release oxygen. Also, farming animals cause greenhouse gasses to be produced that affect global warming. Human activity also increases pollution by using fertilisers, pesticides, insecticides, cars, and industries, causing increased carbon emissions. Human activity threatens animals by removing their habitat and polluting their environments, so species are becoming extinct and reducing biodiversity.

Question 8

In Early Childhood Education and Care, children are taught to be environmentally responsible and to foster a shift in thinking towards environmental protection within their communities. When services and educators plan and implement these changes, they should use change management principles to promote success. Answer the following questions regarding change management in relation to sustainability.

a)   Identify and list the four (4) principles of successful change management.

(Approximate word count: 10 -20 words)

Assessor Instructions: Students must include a list of the four (4) principles of change management. Assessors will refer to - The Four Principles of Change Management - How to Support Change in Your Organization (mindtools.com)

A sample answer is provided below.

Successful change management involves these four core principles:

- Understand change
- Plan change
- Implement change
- Communicate change

b)   Identify potential barriers to change and explain why individuals might resist adopting practices that support environmental sustainability. Provide two (2) examples each.

Barriers to change:	Reason for resistance:

(Approximate word count: 20-40 words)

Assessor Instructions: Students must include any two (2) barriers to change and any two (2) reasons why people would not want to change to support environmental sustainability. The student will use their own words and responses will vary but will demonstrate an understanding of barriers to change and reasons people are change resistant related to environmental sustainability. Responses will approximate the benchmark answer.

A sample answer is provided below.

Barriers:

- It is easier to throw things in the bin and not recycle.
- It is easier to turn the heater on and not put on warm clothes.

Reasons for change resistance:

- It is difficult to embed a practice when people are in the habit of behaving in certain ways and lack knowledge of the impact of their practices.

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- There is a perspective that one person cannot make a difference.

c) List two (2) drivers of behavioural change and two (2) explanations of why people would want to be more environmentally responsible.

(Approximate word count: 40 - 50 words)

Drivers of behavioural change:	Reasons to be environmentally responsible:

Assessor Instructions: Students must include any two (2) drivers of behavioural change and any two (2) explanations of why people would want to be more environmentally responsible. The student will use their own words and responses will vary but will demonstrate an understanding of drivers of behavioural change and explanations of why people would want to be more responsible. Responses will approximate the benchmark answer.

A sample answer is provided below.

Drivers for behaviour change:
- Learning about the number of animals becoming extinct
- Struggling to breathe due to the poor quality of air.

Reasons for being more responsible:
- Wanting a healthy future for ourselves and our children
- Seeking to protect animal diversity and reducing animals becoming extinct.

d) A sphere of influence refers to the area or range within which a person or organisation can affect decisions, actions, or events. This influence can be direct or indirect and may extend to people, processes, or systems.
Discuss how can educators in an Early Childhood Education and Care setting use their influence to promote and support change with sustainable practices at the service.

(Approximate word count: 80 - 100 words)

Assessor Instructions: Students must discuss how educators in an early childhood setting can use their sphere of influence to promote and support change with sustainability practices. The student will use their own words and responses will vary but will demonstrate an understanding of how a sphere of influence can impact change. The response will include any examples linked to environmental sustainability. Responses will approximate the benchmark answer.

A sample answer is provided below.

Educators have a sphere of influence with children and their families because of their role as a knowledgeable education professional. Children trust educators and respond well to guidance and development of behaviours such as recycling, taking care of the garden and reducing the use of packaging and waste. Children learning something in an educational setting are more likely to retain and share this information with their families. This expands the sphere of influence beyond the service.

Educators can use their sphere of influence to encourage families to do things such as recycle and provide 'nude food'.

Question 9

Research and identify at least five (5) current and innovative strategies or approaches to embedding environmental responsibility into education and care service practice.

(Approximate word count: 30-50 words)

- Appointing environmental sustainability leaders or 'energy officers.'
- Developing an environmental sustainability service plan.
- Observing Earth Hour, by turning lights off for a set period weekly.
- Building a worm farm for food scraps.
- Using natural products when cleaning rather than chemicals.

Question 10

Read and review the Little.ly service Philosophy and ML7 Sustainability Policy and Procedure and respond to the following questions.

	Little.ly Early Learning Centre, a simulated childcare centre. Access information and policy and procedure documents associated with Little.ly.
	This can be done by logging in to the Educator Hub on Little.ly's website with the following credentials:
	- Username: SOE - Password: earlychildhood

a)   Discuss the service position on environmental responsibility and sustainability.

(Approximate word count: 40-60 words)

The service believes this is its responsibility and is determined to embed practices and learning experiences that enhance children's learning related to sustainability and environmental responsibility. They stand strong in the responsibility to encourage children and families to reduce their carbon footprint.

The service believes environmental responsibility is important and adheres to the National Quality Framework requirements.

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b)   Outline at least three (3) suggestions to enhance the service's documented practices concerning environmental responsibility.

(Approximate word count: 30-50 words)

c)   List three (3) ways a service can plan for and support children's learning related to environmental sustainability.

(Approximate word count: 20-40 words)

Assessor Instructions: Students must list any three (3) ways a service can plan for and support children's learning in environmental sustainability. The suggestions from the student will vary depending on their experience and focus but will demonstrate an understanding of ways that will support children's learning in environmental sustainability. Responses should approximate the benchmark answer.

A sample answer is provided below.

- Teaching children about water usage and saving water.
- Reusing items in art, craft, and play.
- Creating a recycling station where children can bring their boxes, jars, and plastics from home to use in the service.

d)   List three (3) elements the service could include in their philosophy/policies/procedures to ensure that children can learn about Aboriginal and/or Torres Strait Islander Peoples practices related to environmental sustainability and responsibility.

(Approximate word count: 30-50 words)

Assessor Instructions: Students must list any three (3) elements the service could include in their philosophy/policies/ procedures to ensure that children can learn about Aboriginal and/or Torres Strait Islander Peoples practices in environmental sustainability and responsibility. The suggestions from the student will vary depending on their experience and focus but will demonstrate an understanding of elements that can be included to ensure the service embeds learning about ATSI practices. Responses should approximate the benchmark answer.

A sample answer is provided below.

- Engage with First Nations elders to learn how they care for the land.
- Read stories about how First Nations people used the resources of the land.
- Learn about the Aboriginal and/or Torres Strait Islander Peoples protocols around the land.

Question 11

a)   Identify the Quality Area, Standard and Element in the National Quality Standard that guides educators in engaging in environmental responsibility.

Assessor Instructions: Students must identify where the NQS guides educators to engage in environmental responsibility. Responses will refer to QA3 – standard 3.2 and element 3.2.3 that relate to environmental sustainability. Students can quote the wording used in the quality area.

A sample answer is provided below.

Quality area (5-10 words)	Standard (10-20 words)	Element (15-25 words)
Quality Area 3 – Physical environment	Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Element 3.2.3 – Environmentally responsible The service cares for the environment and supports children to become environmentally responsible. Source: ACECQA, N.D., Quality Area 3 – Physical Environment, https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-3-physical-environment

b) Identify four (4) examples of potential ethical dilemmas when planning for environmental sustainability in Children's Education and Care Services.

(Approximate word count: 80-100 words) repeated question

Assessor Instructions: Students must include any four (4) examples of ethical dilemmas that services may face when planning for environmental sustainability. The examples from the student will vary depending on their experience and focus but will demonstrate an understanding of ethical dilemmas that could arise for services when planning for environmental sustainability in the service. Responses should approximate the benchmark answer.

A sample answer is provided below.

- Resource allocation when staff are busy and throw food scraps in a bin rather than collect them and move them into compost later.
- Health and safety concerns for upcycled items, e.g., wooden pallets used in play that have rough edges and cause splinters.
- Environmentally friendly cleaning products may not clean as effectively as harsher chemicals.
- Ethical considerations when using food for craft, e.g., potato stamps or dried pasta jewellery, when some families and cultures may have limited access to food to eat and the service uses food for play.

c) Define qualitative and quantitative evaluation methods and provide one (1) example of each that early childhood services can use to support sustainability planning.

(Approximate word count: 70-90 words) repeated question

Assessor Instructions: Students must include a definition of qualitative and quantitative evaluation methods and any one (1) example for each that services can use to support sustainability planning in early childhood. The student will use their own words in the definition and responses should approximate the benchmark answer. The student will provide an example under each definition. The examples will vary depending on the student's experience and focus but will demonstrate an understanding of data that can measure outcomes achieved in environmental responsibility to support the service plan for sustainability. Responses should approximate the benchmark answer.

A sample answer is provided below.

Qualitative methods include observing and describing practices and using open-text questionnaires.

Example: Services can review environmentally friendly cleaning products to identify how 'green' the ingredients are and if they are working well

Quantitative methods gather data and statistics to measure outcomes (often numerical data).

Example: Services can examine statistics, such as the quantity of paper saved, food waste reused, and percentage of environmentally friendly cleaning products being used and share the data with stakeholders.

Question 12

As part of the National Quality Framework, teams are required to critically reflect on their practice.

    a)   Define critical reflection in your own words.

(Approximate word count: 70-90 words)

Assessor Instructions: Students must include a definition of critical reflection using their own words. The Assessor must be satisfied that the definition provides sufficient detail to displays the student's understanding of critical reflection. Responses should approximate the benchmark answer.

A sample answer is provided below.

> Critical reflection is a process of engaging in open discussion, dialogue or thinking around practices currently used to determine what is working and new ways of approaching things. It involves thoughtful and analytical thinking focused on improving the educator's practice and the quality of the service's practice. It provides a platform for educators to think openly and analytically about key topics or questions that focus on the reflection. The insight educators and other staff gained during critical reflection can improve.

    b)   Explain the purpose of critical reflection in an Education and Care Service.

(Approximate word count: 25-35 words)

Assessor Instructions: Students must include an explanation about the purpose of critical reflection in an education and care service using their own words. The Assessor must be satisfied that the response provides sufficient detail to displays the student's understanding of the purpose of critical reflection. Responses should approximate the benchmark answer.

A sample answer is provided below.

> The purpose of critical reflection is to:
> - Ensure practices align with current research
> - Identify new ways of approaching things and support quality improvement
> - Continue to engage in dialogue and innovative thinking.

    c)   Outline processes that educators can use to engage in critical reflection.

(Approximate word count: 60-80 words)

Assessor Instructions: Students must include an outline of processes that educators can use can engage in critical reflection using their own words. Responses will vary depending on the student's experience. The Assessor must be satisfied that the processes provide sufficient detail to demonstrate the student's understanding of how to use critical reflection. Responses will include the use of questioning to enhance future practice, timetabling opportunities and recording outcomes of reflection.

A sample answer is provided below.

> - Educators review beliefs and practices using questioning and assessment to make decisions that will enhance future practices. Educators can identify questions ahead of the reflection, for example, they can follow a questioning process of what, so what and what next as they go.
> - Educators timetable opportunities for self (e.g., end of the working day) and set up meetings with others to critically reflect on practices.
> - Recording the outcome for the reflection and determining actions and goals to improve practice.

    d)   Explain what makes critical reflection meaningful and list three (3) strategies educational teams can use to ensure a meaningful critical reflection or self-assessment process.

(Approximate word count: 60-80 words)

A sample answer is provided below.

Meaningful reflection occurs when quality information is gathered in response to key questions about what has occurred and why. Reflection is meaningful when it is genuine, open, and sincere to seek improved practices.

Reflection is meaningful when:

- multiple perspectives are gathered on key practice questions

- theories are researched, and a review occurs of how other people are doing things

- educators share new approaches and improvements they have tried to review outcomes. These can be revisited through discussion on an ongoing basis.

Question 13

a)   In the following table, you have been provided with the different aspects of conflict theory. Research each aspect and provide an overview of their components.

A sample answer is provided below.

Conflict theory	List of Conflict Theory components (5-20 words)
Signs of conflict	• dysfunctional meetings or inappropriate communications • anger or anxiety • productivity slow-down and high turn-over (of staff) • complaints and repetitive disagreements • lack of and reduced trust • cliques forming
Stages of conflict	• latent stage • perceived stage • felt stage • manifest • aftermath.
Levels of conflict intensity	• problem • disagreement • contest • fight • war.

Conflict theory	List of Conflict Theory components (5-20 words)
Factors involved in the conflict	- gender - self-concept - expectations - situation - position (power) - practice - determining the best mode - communication skills - life experiences.

b) In the following table, identify the outcomes of effective conflict management versus poor conflict management within a service.

Assessor instructions: Student response must demonstrate an understanding of the results that come from managing conflict effectively and poorly managed conflict. Students can base their responses on the Conflict Theory Chart in Topic 3.2 of the Learner Guide – Outcomes to Conflict section. The student can use their own words by paraphrasing the content (see benchmark answer below) or quote the content in the chart.

A sample answer is provided below.

Positive outcomes of effective conflict management (30-40 words)	Negative outcomes of poor conflict management (30-40 words)
Managing conflict effectively can be a positive solution for all and a continued relationship of trust. It leads to collaboration that creates the best possible idea or outcome, increased innovation, and improved services.	Where it is not handled well, this can cause a fracture in the relationship, such as reduced trust, which cannot be easily repaired. It can lead to ongoing conflict (especially if it is never resolved), building dysfunctional relationships and workplaces

Question 14

Identify the principles of mediation and explain for each principle how this works in a service.

(Approximate word count: 90-110 words)

Assessor Instructions: Students must describe the principles of mediation and explain how this works when used in a service. The response can quote the Learner Guide content Topic 3.2 – Mediation or the student can paraphrase and out it into their own words. A paraphrased version is shown in the benchmark answers.

A sample answer is provided below.

- Mediation is voluntary. Services can offer this as a method to assist with resolving differences and difficulties. Parties will agree to participate.
- Mediation is impartial. Service can use an independent accredited mediator to help employees, employers, families, and other stakeholders to find solutions to disputes and conflicts.
- Mediation is confidential. Services ensure that information gathered and disclosed, including agreements, is not shared without the parties' consent.
- In mediation, the clients are in charge. The service provides information to clients so they can make decisions about the mediation, as they are in charge of their participation and the process.

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Question 15

Read and review Little.ly Early Learning Centre service standards, policies, and procedures and answer the following questions.

	Little.ly Early Learning Centre, a simulated childcare centre. Access information and policy and procedure documents associated with Little.ly. This can be done by logging in to the Educator Hub on Little.ly's website with the following credentials: • Username: SOE • Password: earlychildhood

a)   Review the Little.ly policy CR1 - Interactions with Children and Families Policy and Procedure and summarise the content related to collaborating with children, families, educators, and relevant communities.

(Approximate word count: 160-180 words)

Assessor Instructions: Students must refer to the Littl.ly interacting with children and families policy and procedure and provide a summary. The student can quote the Little.ly service policy or paraphrase them into their own words. The paraphrased version will use sufficient detail to demonstrate an understanding of the service's expectations and actions to collaborate with each listed group.

A sample answer is provided below.

> The interactions with children and families procedure for Little.ly advises staff to:
>
> Develop and maintain positive relationships with families and children. Interactions can include verbal language or the use of body language. This also includes completing a task or playing with and alongside children. Staff should be aware of how to be intentional during their interactions.
>
> • Educators will actively be available to have positive interactions with children one on one and in groups. They will listen, respond, and consider the children's thoughts. This will build trust and respect that will allow the child and educators to work together and create a thriving learning environment
>
> • Educators will respect families as the child's first person. Building trusting relationships and providing support in their parenting role. Educators will value families as a main resource and collaborate with them to establish a transparent and consistent routine and learning plan for the child. Families should feel that the staff members are approachable and can address any concerns or queries they may have.

b)   Review the Little.ly policy ML3 - Grievance and Complaint policy and provide a summary of the complaint management procedure.

(Approximate word count: 80-100 words)

Assessor Instructions: Students must refer to the Littl.ly complaint procedure and provide a summary.

A sample answer is provided below.

> The grievance procedure for Little.ly advises the team to respond in an appropriate timeframe, speak to the person concerned and then follow a process for reporting concerns.
>
> The steps outlined in the policy to manage a complaint or grievance include:
>
> • Refer parent, guardian, or family member to the Room Leader
>
> • Listen with the intent of understanding the complaint
>
> • Acknowledge the complaint by summarising the concern back to the parent

- Provide parent information / discuss solutions that meet all needs
- If the complaint cannot be resolved, encourage the parent to put a grievance complaint in writing to the Centre director.

c) Outline and describe the typical features of a complaint procedure for an early childhood education service.

(Approximate word count: 250-260 words)

Assessor Instructions: Students must provide an outline of the typical features that a complaint procedure has in ECEC. The student will provide a description of the identified features. The assessor can refer to Queensland Government, n.d., Guide for effective complaints management, https://earlychildhood.qld.gov.au/legislationAndGuidelines/Documents/effective-complaints-management-guide.pdf to see the key features of a complaints policy. The student can quote or paraphrase the content. Alternatively, the student can use the Little.ly ML3 Grievance and Complaints Policy and copy or paraphrase the key features of a complaints procedure.

A sample answer is provided below.

A complaint procedure will include the following typical features:

- Acknowledging the complainant's effort to bring concerns and validate the problem: Attempt to diffuse emotions by acknowledging the complainant's feelings and positively stating that you wish to seek a solution to the issue causing concern.

- Asking questions and respectfully listening to the complainant to help identify or clarify the concerns or key issues. It is important to note that sometimes the complaint is not the actual issue – it may be deeper and need more investigation.

- Asking the complainant if they already have strategies or solutions to solve the issue.

- Confirm the steps involved in complaint management and seek the complainant's agreement.

- Explain to the complainant what can and cannot be expected of the investigation process.

- Provide information to the complainant about the procedures and other forms available to them if the complaint cannot be resolved.

- The educator will ensure that the complaint, investigation, gathered evidence, and the outcome is documented in the agreed format (e.g., a handwritten complaint form, a spreadsheet, or a word-processed document) and is recorded using digital media such as computer technology and software to create, edit and store the plans.

Question 16

Explain the process and requirements for reporting complaints and grievances to the Regulatory Authority.

(Approximate word count: 60-80 words)

Assessor Instructions: Students must provide an explanation of the process and requirements for reporting complaints and grievances to the Regulatory Authority. The assessor can refer to ACECQA, 2018, Key Changes To Notifications, Incidents And Complaints, https://www.acecqa.gov.au/sites/default/files/2018-10/KeyChangesNotificationComplaints.pdf to confirm required actions. The student can quote or paraphrase the requirements set by ACECQA in their response.

A sample answer is provided below.

Services must notify the regulatory authority within 24 hours of any complaint alleging that a serious incident has occurred while the child is educated and cared for or complaints alleging that the Law has been contravened (Section 174(2)(b)).

Complaints, incidents, and serious incidents must be notified to the regulatory authority through the National Quality Agenda IT System (NQA IT System). Log in to the portal to select the incident or complaint type and enter the required information.

Source: ACECQA, 2018, *Key Changes to Notifications, Incidents and Complaints*, https://www.acecqa.gov.au/sites/default/files/2018-10/KeyChangesNotificationComplaints.pdf

Question 17

Explain the privacy and confidentiality obligations of educators, directors, and the service regarding handling complaints and grievances. (Approximate word count: 100-120 words)

Assessor Instructions: Students must describe the privacy and confidentiality requirements of roles of educators, directors, and service concerning the confidentiality of grievances and complaints. The student can quote or paraphrase the content of the Little.ly ML10 Privacy and Confidentiality Policy and copy or paraphrase the requirements for educators, directors, and the service.

A sample answer is provided below.

Confidentiality policies and practices reinforce how roles, and the service will manage privacy.

- Educators observe confidentiality of information by not sharing gathered information outside of the work environment or the details of a complaint with other staff who do not need to know.
- The director will ensure files and information remain confidential and seek permission from the source before passing on information (except for mandatory reporting requirements, referrals to community or multicultural services, housing services, Centrelink, and counselling.)
- The service will ensure families feel safe to make a complaint by ensuring that a private place is available at the centre so that sensitive information can be gathered and/or shared.

Question 18

Research and list at least two (2) support services where you can seek advice before investigating and resolving complaints.

(Approximate word count: 10-20 words)

Assessor Instructions: Students must list the two (2) support services where they can seek advice before investigating and resolving complaints. The national regulator must be ACECQA. State-based regulatory bodies in Australia will vary depending on the state/territory where the student lives/or where the service operates. The assessor can review state based regulatory bodies in Australia: Contact Your Regulatory Authority from the ACECQA https://www.acecqa.gov.au/help/contact-your-regulatory-authority

A sample answer is provided below.

- ACECQA
- The State/Territory Regulatory Authority in the state where the service is operating.

Question 19

Identify the relevant Code of ethics used in Early Childhood Education and Care and identify one (1) point that is relevant to relationships with families.

(Approximate word count: 30-50 words)

The relevant Code of ethics is the Early Childhood Code of Ethics by the Early Childhood Association.

Principles that are related to families include:

- Support families as children's first and most important teacher and respect their right to make decisions about their children.

- Listen to and learn with families and engage in shared decision-making, planning and assessment practices concerning children's learning, development, and well-being.

- Develop respectful relationships based on open communication to encourage families' engagement and to build a strong sense of belonging.

- Learn about, respect, and respond to each family's uniqueness, circumstances, culture, family structure, customs, language, beliefs, and kinship systems.

- Respect families' right to privacy and maintain confidentiality.

Question 20

Describe each of the following communication techniques that can be used when responding to grievances and complaints in the service:

- active listening
- collaborative decision-making
- empathising with the person's situation while upholding service policy
- non-verbal communication and recognition of non-verbal signs
- language style
- questioning techniques
- techniques appropriate to different social and cultural groups

Communication technique	Summary (70-90 words)
Active listening	Active listening is the conscious decision to demonstrate careful and accurate listening and understanding of what another says (this can include verbal and non-verbal communication). These strategies are used to get as much information out of the conversation as possible. They demonstrate to the speaker that the listener is focused on what is being communicated. It is important to use active listening at all times with others, but certain situations require it more than others, such as sensitive conversations.
Collaborative decision-making	Collaboration decision-making is a deliberate act to improve outcomes for children, families, and the surrounding communities. Features of collaborative decision-making include: - A commitment to sharing information responsibly

	• Genuine mutual respect and respect for differences
	• The creation of common goals and a commitment to resolve the problem/conflict
	• Cooperation
	• A willingness to consider others' perspectives
	• Open communication
	• Active and genuine listening
	• How they value the role of the parent as the child's first educator
Empathising with the person's situation while upholding service policy	Effective complaints and grievance management procedures encourage staff to empathise and understand the other person's perspective. The receiver of the complaint can respond in a calm, measured and empathetic way to de-escalate an emotional reaction. The educator will use appropriate communication, such as active listening and displaying empathy. Empathising involves listening without judgment, acknowledging the pain, or hurt of others, sharing your feelings and being supportive of the other person's feelings.
Non-verbal communication and recognition of non-verbal signs	Each person may interpret a non-verbal or verbal cue differently. Non-verbal communication includes gestures, nodding, volume and tone of voice, eye contact and affirmations. Interpretation of non-verbal communication accounts for body language 55% and tone of voice 38% of the message received. A person's reactions will depend on their previous experience with the person they are interpreting, their background and culture, the volume and tone of voice, body language and other non-verbal cues used during communication.
Language style	There are three main styles: • Aggressive communication is concerned with meeting your own needs and desires. • Passive communication is about meeting the needs of everyone else • Assertive communication is a combination of both aggressive and passive behaviours. The language style used varies depending on the situation (its sensitivity, the emotions involved, the potential for anger and conflict, etc.), the age, personality, temperament and needs of the other person, and your relationship with the other person.
Questioning techniques	Questioning is a tool that is used to gather information and confirm understanding. Different forms of questioning will increase the likelihood that services can get the information they need to reach a solution. They also assist the complainant will feel they have fully expressed their concerns and it has been understood. Typically, questions can be open- or closed-ended questions. Open questions use words like how, why, explain, describe, etc., whereas closed questions use words like is, would, do, what, etc.
Techniques appropriate to different social and cultural groups	Using language that meets the needs of the family is paramount. A family may need additional support if they have English as a second language or come from a diverse culture. Services will consider how the conversations should be approached and the use of suitable verbal and non-verbal communication. Services can consider using an interpreter service.

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	Cultural considerations also need to be made, such as appropriate greetings, level of eye contact, and gender considerations, to ensure each family feels comfortable and the message can be received as intended.

Question 21

Provide a summary of each of the following conflict resolution techniques that an Early Childhood Service can use:
- assertiveness
- diffusing escalated reactions
- negotiation
- use of appropriate communication

Assessor Instructions: Students must provide a summary of each conflict resolution technique that a service in the table below can use. Responses will be in the student's own words and will vary but must include sufficient detail to allow the assessor to be satisfied that responses demonstrate the student's understanding of the listed conflict resolution techniques and should approximate the benchmark answer.

A sample answer is provided below.

Conflict resolution technique	Summary (40-85 words)
Assertiveness	Assertive involves a mix of aggressive and passive communication styles. Being assertive allows staff to honestly express their opinions, feelings, attitudes, and rights in a way that considers and respects their rights and the rights, welfare and needs of others. Assertive communication is the most effective way to manage interpersonal problems and reduce conflict. However, it is a skill that most people do not possess and therefore need to learn.
Diffusing escalated reactions	Services can attempt to diffuse emotions by acknowledging the complainant's feelings. Before beginning the discussion, the staff can state that they desire to seek a solution to the issue that is causing concern to the person. The receiver of the complaint can respond in a calm, measured and empathetic way to de-escalate an emotional reaction.
Negotiation	Negotiation requires the interaction of two or more people who are both driven to find an amicable, safe, and legal solution that is the most suitable to achieve a goal or problem. Negotiation aims to create a win-win situation. Negotiation can require compromise or an attempt to meet the other person or people 'in the middle'. Services cannot negotiate on laws or service guidelines, and sometimes there are boundaries to 'what is possible' regarding the responses or actions of a service during a negotiation.
Use of appropriate communication	The educator will use appropriate communication, such as active listening and displaying empathy. They will ensure they do not overreact or become defensive. Educators will remain polite, open, and patient and use appropriate body and verbal language to resolve conflict.

Question 22

Read the below scenarios and explain how you think the family might respond in both situations. Consider the impact on the family based on the service's response. You will then explain how the approach could be improved.

Document your responses in the table below.

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Assessor Instructions: Students must explain how the family might respond to the service's approach and how the approach taken to manage the issue could impact the family's response. Student responses must explain how the service could improve the approach. Responses will be in the student's own words and will vary but must include sufficient detail to allow the assessor to be satisfied that responses demonstrate the student's understanding of meeting family needs and providing a quality response including understanding typical or predicted responses and identify improvements to the response. the listed communication techniques and should approximate the benchmark answer.

A sample answer is provided below.

	How the family might respond to the approach. (25-35 words)	The impact on the family from the response (20-35 words)	Explain how the approach could be improved (70-90 words)
Scenario 1 A parent called the centre at 9:00 a.m. to discuss their child's medication that they had been given. She wanted to talk with the director about managing this medication and checking what else she needs to do before her daughter can attend tomorrow. The director did not respond until 5:30 p.m. The response was provided by email, stating, *'Sorry I missed your call. I'll chat with you tomorrow when you come in'*.	The parent might be disappointed and feel disrespected. This approach is inappropriate and does not support the parent in getting the child ready for attendance.	The family may feel they do not have a relationship with the service and will be reluctant to communicate information when needed as it is ignored. The family may have reduced trust in the service.	The director should have called the family or arranged for someone else to call them. The director should apologise to the family for the delayed response and reassure them of the communication processes. They could investigate if other factors prevented the message from being received by the director earlier. If there was an issue with the message taking, they could advise staff how to take messages effectively. They would also provide feedback to the family about the improved process. The director can reflect on why they did not call and set goals to improve their practice.
Scenario 2 A parent approached the team leader of their child's room and told them that their child had been bitten yesterday by another child. The educator said, *'Actually, come to think of it, they did cry, but I just thought they were being a bit whiney because it was almost home time. Sometimes children bite, and there's not much we can do about it'*.	The parent might be angered by this response and feel like the service is not providing adequate support and supervision to the child and not showing care when the child has been bitten.	The family may lose trust. They may fear that the educators' response reduces their confidence that this situation may occur again.	The student should not use subjective and negative language like 'whiney'. Educators should always record all incidents and advise families in an appropriate timeframe. They should apologise and ask some open-ended questions to provide an opportunity for the family to express their concerns. They should discuss new strategies to ensure it does not happen again. The educator can reflect on their language and failure

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			to follow policies and set goals to improve their practice.

Assessment checklist:

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

1	Twenty-two (22) short answer questions	☐

✓   **Congratulations, you have reached the end of Assessment 1**