

CHC50121 Diploma in Early Childhood Education and Care

Practical Assessment

Candidate Instruction Guide

Candidate Instructions

Assessment 3 - Practical Assessment	
Overview	<p>In this practical assessment you are required to demonstrate a series of work based practical tasks and answer questions for each of the 15 Units of Competency you are being assessed.</p> <p>The Assessments may occur at one time or over a period.</p> <p>All tasks are to be undertaken with the same performance expectations and to the same standard as if you were employed in the workplace meeting regulatory requirements, workplace policies and procedures as per your job description.</p> <p>The specific tasks to be undertaken must be applied to the described task outlined in each section. These tasks and the observable behaviours which comprise the tasks are detailed further in the body of this guide.</p>
Unit(s) of Competency for	<p>CHCECE042 Foster holistic early childhood learning, development, and wellbeing</p> <p>CHCECE043 Nurture creativity in children</p> <p>CHCECE047 Analyse information to inform children’s learning</p> <p>CHCECE048 Plan and implement children’s education and care curriculum</p> <p>CHCECE041 Maintain a safe and healthy environment for children</p> <p>CHCECE049 Embed environmental responsibility in service operations</p> <p>CHCPRP003 Reflect on and improve own professional practice</p> <p>CHCECE045 Foster positive and respectful interactions and behaviour in children</p> <p>CHCECE046 Implement strategies for the inclusion of all children</p> <p>CHCECE050 Work in partnership with children’s families</p> <p>CHCECE044 Facilitate compliance in a children’s education and care service</p> <p>CHCPOL003 Research and apply evidence to practice</p> <p>CHCPOL002 Develop and implement policy</p> <p>CHCMGT003 Lead the work team</p> <p>BSBTWK502 Manage team effectiveness</p>
Grading	<p>This is an ungraded, competency-based assessment. Undertaking all tasks and answering all questions to a satisfactory standard will result in an overall assessment determination of satisfactory. Satisfactorily completing all assessment required by a unit of competency will result in the candidate receiving a result of competent for that unit.</p>
Marking Criteria	<p>You are to be assessed against the responses provided in the exemplar marking guide. You are not required to produce the same responses as are detailed in the exemplar, however you do need to have covered any mandatory points which are indicated, and you need to have provided a response which is similar enough in content to the exemplar to be considered satisfactory.</p> <p>You are required to achieve satisfactory performance across each question to be deemed to have satisfactorily completed the examination as a whole.</p>


Assessment 3 - Practical Assessment	
Context for Assessment	<p>This assessment will be undertaken in a childcare service or in a simulated workplace environment and will be undertaken following a period of theoretical and practical instructions toward the skills and knowledge described by the unit(s) of competency.</p> <p>If the assessment tasks are conducted in a simulated environment, the assessor will ensure that all resources are provided to successfully complete the tasks.</p>
Submission	<p>You will undertake the assessment in the workplace or simulated environment on a specified day or over a period. You are required to prepare for this assessment as indicated in the tasks and your assessor will record when you have demonstrated each observable behaviour and answered each question satisfactorily.</p>
Feedback	<p>You will be provided with feedback immediately. The feedback will outline both which tasks and questions you completed satisfactorily and which you did not and will explain which specific observable behaviours or responses led to a result of unsatisfactory in a task.</p> <p>If you require feedback that is more detailed, you are encouraged to request to see the completed checklist during a one-on-one interview with your assessor.</p>
Reassessment	<p>If you have not completed all tasks and questions to a satisfactory standard, you will be given the opportunity for reassessment. This opportunity may be immediate however, all reassessments must be conducted in accordance with AIWT's <i>Re-assessment Policy and Procedures</i>.</p> <p>Reassessment either will require you to complete the entire simulated practical assessment again or will require you to complete a specific task or question. This will depend on your overall level of performance and the number of observable behaviours against which you were assessed as not having performed satisfactorily.</p> <p>If you require a re-assessment later, your assessor will discuss the requirements with you and will set a new due date for the reassessment. All information is documented in the re-assessment form.</p> <p>AIWT has a Reasonable Adjustment Policy under which modifications to the assessment process can be made if you have specific needs. Reasonable adjustment cannot be used to compromise the requirements of the unit(s) of competency.</p>
Reasonable Adjustment	<p>Where it is determined appropriate for the purposes of reasonable adjustment, a verbal competency conversation can occur to cover these areas with the permission of the course coordinator. Where this occurs, all additional evidence must be documented and maintained with the original assessment documentation.</p>

Prepare for Practical Assessment

Portfolio of Evidence	Throughout your learning journey with AIWT you will develop a Portfolio of Evidence with resources and examples of work. The Portfolio of Evidence is a tool that can be used throughout your professional career and is used as supplementary evidence for Assessment. In this Guide, each Unit of Competency has tips on what to include in your Portfolio of Evidence. Talk to your Trainer/ Assessor for more information.
------------------------------	---

CHCECE042 Foster the holistic early childhood learning, development and wellbeing	
Instructions to the candidate	Performance: This unit describes the performance outcomes, skills and knowledge required to foster and enhance the holistic learning, development, and wellbeing of children from birth to six years of age. It includes the ability to use detailed knowledge of different developmental domains and developmental theory and how these domains link to support holistic development.

	Tips for the Portfolio of Evidence: <i>These must be included in your portfolio</i> You must complete four experiences using Template A of which must be at least one of each of the following: <ul style="list-style-type: none">○ Routine○ Play○ Transition Of the four experiences, you must cover the following developmental areas once each: (these may be combined as a holistic development) <ul style="list-style-type: none">○ Cognitive○ Communication○ Social○ Emotional○ Physical These 4 Experiences must be 1 group & 1 Individual completed in 2 different age groups. <ul style="list-style-type: none">● Please include:<ul style="list-style-type: none">○ <i>photos, work samples, record of conversations, songs, crafts, paintings, games, drawings, links to EYLF outcomes</i>○ <i>Reflections, lists of materials</i> <i>Your trainer will assess one of these activities in a physical observation onsite.</i>
--	--

CHCECE043 Nurture creativity in children	
Instructions to the candidate	<p>Performance:</p> <p>This unit describes the performance outcomes, skills and knowledge required to develop, implement, and evaluate experiences that nurture creativity in children through construction, digital technologies, dramatic play, imaginative play, movement, music, and visual art.</p>
	<p>Tips for the Portfolio of Evidence:</p> <p><i>These must be included in your portfolio</i></p> <p>Using Template, A, you must complete a minimum of three experiences of any age group for the following areas which must be completed once each:</p> <ul style="list-style-type: none">• Construction• Digital technologies• Dramatic play• Imaginative play• Language and story telling• Movement• Music• Visual arts• Science, technology, engineering, arts, and math (STEAM) <p>Play areas can be combined.</p> <ul style="list-style-type: none">○ <i>Please include photo's, work samples, record of conversations, songs, crafts, paintings, games, drawings, links to EYLF outcomes</i>○ <i>Reflections, lists of materials, videos, evaluations</i> <p><i>Your trainer will assess one of these activities in a physical observation onsite.</i></p>

CHCECE047 Analyse information to inform children's learning

Performance:

This unit describes the performance outcomes, skills and knowledge required to gather and analyse information about children's learning to inform practice.

Tips for the Portfolio of Evidence:

If required by your service, please use the parent permission attached.

- You must observe on the same child of any age group on six different occasions using a minimum of three different observation methods. (Template O, P, Q, R, U)
- In your analysis across the six observations, you must cover the following information about the child:
 - Their overall development
 - Knowledge
 - Ideas
 - Strengths
 - Interests
 - Social interactions
 - Reactions to play environments

You do not need to complete the following:

- Create and implement two play experiences for any age group on any domain and critically reflect on these experiences. (Template A)

If you have completed either of the following units:

- CHCECE042
- CHCECE043



CHCECE048 Plan and implement children's education and care curriculum

Performance:


This unit describes the performance outcomes, skills and knowledge required to plan, implement, and evaluate curriculum over a period of time to foster children's learning and development.


Tips for the Portfolio of Evidence:

These must be included in your portfolio

- 2-week program/curriculum including the following:
 - Using 3 different children and 1 group of at least 5 children
 - Observations for the children above across a range of observation styles (Templates O, P, Q, R, U)
 - Play experiences
 - Routines
 - Transitions
 - Indoor activities
 - Outdoor activities
 - At least one activity that represents Aboriginal and/or Torres Strait Islander Peoples' their culture and languages
 - Principles and practices
 - Outcomes
 - Consultation with families and other educators
 - Service philosophy
 - Reflections
 - Photos
 - Work samples
- Personal philosophy



CHCECE041 Maintain a safe and healthy environment for children	
Instructions to the candidate	<p>Performance:</p> <p>The unit describes the performance outcomes, skills, and knowledge to monitor and maintain health and safety in the areas of individual health, hygiene, infectious disease, supervision, risk management, incident and emergency management. It includes the ability to contribute to the ongoing improvement of workplace health and safety policies and procedures.</p>
	<p>Tips for the Portfolio of Evidence:</p> <p><i>These must be included in your portfolio</i></p> <ul style="list-style-type: none"> • National Quality Framework for Early Childhood Education and Care • EYLF • WHS policies and procedures on the following: <ul style="list-style-type: none"> ○ Emergency evacuations ○ Food handling ○ Medication ○ Infectious diseases and illnesses ○ Asthma ○ Anaphylaxis ○ Excursions ○ Incident and injury ○ Medical conditions ○ Drop off and collection of children ○ Supervision ○ Visitors ○ Transportation of children ○ Lock down • Action plans: <ul style="list-style-type: none"> ○ Asthma ○ Anaphylaxis ○ Other medical emergency <i>for example epilepsy</i> • Parent's authorisation forms for excursions • Risk assessments for excursions (<i>Template F</i>) Completed • Floor plans of the service for emergency exits

CHCECE049 Embed environmental responsibilities for children	
Instructions to the candidate	<p>Performance:</p> <p>This unit describes the performance outcomes, skills and knowledge required to develop, implement, and evaluate a sustainability management plan and support children’s environmental responsibility.</p>
	<p>Tips for the Portfolio of Evidence:</p> <ul style="list-style-type: none"> • Document three times you have observed children demonstrating their understanding of their environmental responsibilities. This can be any type of documentation. Example: <ul style="list-style-type: none"> ○ Conversations ○ Mat session ○ Play experiences • Complete the following checklists (Template I) <ul style="list-style-type: none"> ○ Air, ○ Chemicals, ○ Energy, ○ Waste, ○ Water • Using the above information complete table 6.4 on page 274. Consult with another educator and gain their signature and feedback on this document. • Policy on sustainability • Service Philosophy • Curriculum/programming policy

CHCPRP003 Reflect on and improve own professional practice

Performance:


This unit describes the skills and knowledge required to evaluate and enhance own practice through a process of reflection and ongoing professional development.


Tips for the Portfolio of Evidence:

These must be included in your portfolio

- Document the process of reflection (*Template K*)
 - *Recognise the effect of values, beliefs and behaviour in practice*
- Service staff appraisal
- Certificates of any workshops attended



CHCECE045 Foster positive and respectful interactions and behaviour in children	
Instructions to the candidate	Performance: This unit describes the performance outcomes, skills and knowledge required to develop guidelines that foster positive and respectful interactions and behaviour, and to monitor and support children’s learning, development, and wellbeing in this area.
	Tips for the Portfolio of Evidence: <i>These must be included in your portfolio</i> <ul style="list-style-type: none">• Code of ethics• Must complete 3 Social interaction observations of one child using Template R using these to following into one of the Behaviour management plans.• 2 Behavioural management plans (Template B) on two different children who require assistance with self-regulation and pro social skills. <p style="text-align: center;"><i>These plans must be completed in full.</i></p>

CHCECE046 Implement strategies for the inclusion of all children	
Instructions to the candidate	Performance: This unit describes the performance outcomes, skills and knowledge required to promote inclusion and diversity and to plan, implement and monitor individual support strategies.
	Tips for the Portfolio of Evidence: <i>These must be included in your portfolio</i> <ul style="list-style-type: none">• Inclusion Policy• Service Philosophy• Completed support inclusion plan (Template X)• PD for inclusion support (<i>If completed</i>)• Implement one activity demonstrating inclusion (Template A)• Use critical reflection to evaluate 3 different areas of practice in the service in terms of how you support inclusion and inclusive practices on a word document.

CHCECE050 Work in partnership with children's families

Performance:

This unit describes the performance outcomes, skills and knowledge required to establish relationships with families, connect with the local and broader community and promote opportunities for collaboration and sharing of information with families to support effective education and care for children.

Tips for the Portfolio of Evidence:

These must be included in your portfolio

- Document with two different families (must include two communications per family) how you have supported their education and care, using all of the following:
 - Active listening
 - Collaborative discussion and decision making
 - Provision of clear verbal information
 - Questioning
 - Negotiation
- Parent handbook
- Policies regarding partnerships with families
- Information to families in other languages



CHCECE044 Facilitate compliance in a children's education and care service


Performance:

This unit describes the performance outcomes, skills and knowledge required to facilitate legislative, regulatory and National Quality Framework compliance in an education and care service.

Tips for the Portfolio of Evidence:

These must be included in your portfolio

- Complete self assessment of 2 quality areas from your service QIP
- Copy of the service A&R

CHCPOL003 Research and apply evidence to practice	
	<p>Performance:</p> <p>This unit describes the skills and knowledge required to establish the information need, gather information, and critically analyse the information for relevance to own work.</p>
	<p>Tips for the Portfolio of Evidence:</p> <p><i>These must be included in your portfolio</i></p> <p>Must show evidence of 2 research activities on current Early Childhood Industry Issues examples such as Staff shortages, Wages.</p> <p>Ensure you read each of the 4 elements to meet the criteria required.</p>

CHCPOL002 Develop and implement policy

Performance:


This unit describes the skills and knowledge required to research, develop, and implement new policy initiatives


Tips for the Portfolio of Evidence:

These must be included in your portfolio

- Select one policy and complete the following:
 - Review and highlight changes
 - Show evidence of current information through research
 - Discuss changes with supervisor
 - Create a draft
 - Present the draft
 - Feedback from all stakeholders
 - Develop the policy
 - Seek feedback – formal approval
 - Implement policy
 - Review follow up date



CHCMGT003 Lead the work team	
Instructions to the candidate	Performance: This unit describes the skills and knowledge required to undertake supervisory and coordinating activities in work groups in health and community service organisations.
	Tips for the Portfolio of Evidence: <i>These must be included in your portfolio</i> <ul style="list-style-type: none">• 2 Meeting minutes (Template E)• Grievance policy• Induction policy• Staff appraisal for 1 staff member showing 1 identified issue (Template Y)• Performance management of 1 staff member regarding the above issue as stated in Template Y• Confidentiality policy

BSBTWK502 Manage team effectiveness	
Instructions to the candidate	Performance: This unit describes the skills and knowledge required to lead teams in the workplace and to actively engage with the management of the organisation.
	Tips for the Portfolio of Evidence: <i>These must be included in your portfolio</i> <ul style="list-style-type: none">• Job description• Self-Reflection