# Assessment Information - Overview

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| --- | --- |
| Student name: |  |

The assessment for this unit is split into sections.

1. Theory Questions
2. Supporting documents
3. Observations

Each section needs to be completed in full and deemed satisfactory before a competency decision can be made by your Assessor. All work must be your own, any plagiarism identified may affect your enrolment into the course. Each section has individual instructions so please check these carefully each time.

The assessment sheets will track the satisfactory progress through each section while your competency declaration will be made directly into your electronic enrolment.

Sections may be completed in any order under direction from your Assessor. One section does not have to be completed to start or continue working on another. Sections may be worked on concurrently.

The information for each assessment section will be provided to you in advance. A proposed Due Date will be negotiated to guide you through to the completion of your assessment.

If at any time you require additional support, please do not hesitate to speak to your Assessor or our office.

## Proposed Completion Dates

Below is a guide for when each section is due to be completed. Keep track of your progress by filling in the actual date your work was submitted.

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Proposed Due Date** | **Actual Completed Date** | **Notes** |
| Theory Questions |  |  |  |
| Supporting Documents |  |  |  |
| Observations |  |  |  |
|  |  |  |  |

# Theory Questions

|  |  |
| --- | --- |
| Student name: |  |

**Instructions:** Complete the answer for each question in your own words. Unless advised in the questions itself there is no specific word limit however all aspects of each question must be addressed. The size of the answer box provided does not necessarily indicate the length of the required answer.

If you refer to a source document, please ensure that it is noted appropriately. **DO NOT** copy and paste information without referencing. You may provide documents (such as observation reports) that you have personally created to support your answers.

You may write your answers on a separate sheet of paper, if so please ensure to include the question number for easy reference. You may also complete the assessment electronically.

Your Assessor will verify the answers supplied through conversations held during monthly meetings, they may request you to orally recount or explain your answer.

This section of the assessment is not complete until all questions have been answered in full and deemed satisfactory by the Assessor.

Use only blue or black pen

| **Questions** | **✓ / 🗶** |
| --- | --- |
| 1. Access the National Quality Framework and list which areas within it are relevant to cultural competence? |  |
|  |
| 2. Access the National Quality Standards and list which areas within it are relevant to cultural competence? |  |
|  |
| 3. What is the relevant approved learning framework for Early Childhood Education? |  |
|  |
| 4. Access the approved learning framework and list which areas within it are relevant to cultural competence? |  |
|  |
| 5. Explain how cultural competence and diversity is outlined in the approved learning framework relevant to your service. |  |
|  |
| 6. List the policies and initiatives in your service which are designed to support participation of all cultures. |  |
|  |
| 7. List the standards, policies and procedures in your service which relate to cultural competence. |  |
|  |

**-END OF SECTION-**

**-SEE NEXT PAGE FOR RESULT-**

## Student Declaration

I declare this my own work and that it was completed with integrity.

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| --- | --- | --- | --- |
| Student Signature: |  | Date: |  |

## Theory Questions Feedback / Notes

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## Theory Questions Result

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| --- | --- | --- | --- |
| **Outcome** | **Assessor Name** | **Assessor Signature** | **Date** |
| **Satisfactory** |[ ]   |  |  |
| **Not Satisfactory** |[ ]   |  |  |

# Project One – Personal Cultural Reflection

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| Student name: |  |

**Instructions:** Consider and reflect on your own personal background and culture. Use the self-analysis to understand any potential bias and establish where there are opportunities to grow and develop cultural competency.

|  |  |
| --- | --- |
| 1. List and describe significant events that have occurred in your own family background that could’ve had an influence on your current values, beliefs and attitudes.*Include*  |  |
|  |
| 2. What are the aspects of the environment around you which has influenced your cultural identity. Consider physical and social influences. |  |
|  |
| 3. Reflecting on your personal background, identify how it may impact your interactions and relationships with those from other cultures. |  |
|  |
| 4. Reflecting on the answers you have provided above about your own background and biases. List any areas (knowledge, skills or attitudes) you feel you could improve or develop to ensure cultural competency. |  |
|  |

**-END OF SECTION-**

## Student Declaration

I declare this my own work and that it was completed with integrity.

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| --- | --- | --- | --- |
| Student Signature: |  | Date: |  |

## Theory Questions Feedback / Notes

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## Theory Questions Result

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| --- | --- | --- | --- |
| **Outcome** | **Assessor Name** | **Assessor Signature** | **Date** |
| **Satisfactory** |[ ]   |  |  |
| **Not Satisfactory** |[ ]   |  |  |

# Project One – Culture in your Service

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| Student name: |  |

**Instructions:** You will need to take a in depth look at the culture within your service and the local community aiming to identify the demographic profile you are regularly working with.

Use the below chart to critically analyse the relationships, curriculum and activities that support a culturally safe environment.

|  |
| --- |
| Cultural Demographic |
| GATHER INFORMATION AND CREATE A CULTURAL DEMOGRAPHIC PROFILE OF THE LOCAL COMMUNITY, CHILDREN, AND FAMILIES IN YOUR SERVICE.*List the different cultures you have identified in each area. You may wish to visit your shire website for more information refer to the Cultural Demographic in WA Booklet.* |
| **Local Community** |  |
| **Children & Families (Service)** |  |
| **Children & Families (Room)** |  |

|  |
| --- |
| Reflection |
| Analyse the workplace relationships, curriculum and activities within the service. Identify strengths and possible improvements. |
| **Reflection Area** | **Strengths** | **Possible Improvements** |
| **Relationships** |  |  |
| **Curriculum** |  |  |
| **Activities** |  |  |

**-END OF PROJECT-**

## Student Declaration

I declare this my own work and that it was completed with integrity.

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| --- | --- | --- | --- |
| Student Signature: |  | Date: |  |

## Project One Feedback

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## Project One Result

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| --- | --- | --- | --- |
| **Outcome** | **Assessor Name** | **Assessor Signature** | **Date** |
| **Satisfactory** |[ ]   |  |  |
| **Not Satisfactory** |[ ]   |  |  |

# Project Two – Aboriginal and/or Torres Strait Islander communities

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| Student name: |  |

**Instructions:** Understanding the historical and contemporary issues impacting Aboriginal and Torres Strait Islander communities is an important part of every ECEC service. This understanding will help ensure that you and the service provide a culturally safe and appropriate learning environment both for Aboriginal and Torres Strait Islander people and others to learn about their culture.

You will need to conduct research to complete the following activities. There is information available in your workbook/s and you may also find supporting information on the internet. You will also need to consult with an appropriate person/s to access local knowledge. If you need further assistance locating appropriate research materials, please contact your Assessor.

Answer the following questions:

| **Questions** | **✓ / 🗶** |
| --- | --- |
| 1. Research your local area and identify any historical issues relating to Aboriginal and/or Torres Strait Islander people. Provide a summary of your research.*Ensure to include references and names of individuals consulted with to gather information.* |  |
| **Local Area** |  |
| **Summary***Provide full sentences and a clear outline of the issue and how it*  |  |
| **References***This is a list of the places you gathered your research.* |  |
| 2. Outline the process you undertook to identify and establish who was the appropriate person to consult with while accessing local knowledge and information of the Aboriginal and/or Torres Strait Islander communities. |  |
|  |
| 3. Identify and describe the impacts of European Settlement (colonisation) on Aboriginal and Torres Strait Islander communities. |  |
|  |
| 4. Identify and describe the impacts of one other historical issue or event on Aboriginal and / or Torres Strait Islander people. |  |
| **Event / Issue** |  |
| **Impacts** |  |
| 5. For each of the below, identify how the impact of colonisation is still affecting Aboriginal and Torres Strait Islander people today. |  |
| **Language** |  |
| **Culture** |  |
| **Health** |  |

**-END OF PROJECT-**

## Student Declaration

I declare this my own work and that it was completed with integrity.

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| --- | --- | --- | --- |
| Student Signature: |  | Date: |  |

## Project Two Feedback

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## Project Two Result

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| **Outcome** | **Assessor Name** | **Assessor Signature** | **Date** |
| **Satisfactory** |[ ]   |  |  |
| **Not Satisfactory** |[ ]   |  |  |

# Workplace Observations

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| Student name: |  |

**Instructions**: Below is a list of tasks and activities that must be completed during this unit. These will either occur during the completion of day-to-day duties or as directed by your Assessor.

Simulations may be used where it is not possible to see an activity in your workplace particularly where there is a safety concern. Should a simulation occur it will be in an industry approved setting and fully notated.

Some activities may need to be repeated to ensure a full understanding and demonstration of the unit requirements. If an activity requirements pre-arrangement (direction) by the Assessor both the student and centre will be provided with adequate time to plan and agree a date for observation.

Observations will occur over multiple visits to ensure the activities have been completed more than once and across multiple age groups. Assessors will provide dates and details, this includes what age group was involved in the activity, as to what was observed to ensure clear mapping back to the unit of competency.

Assessors may pose “what if” questions to the student to expand on knowledge where the full range of experience is not viable to observe. Clear notes will be made on these scenarios.

Supporting documents may be gathered which provide further clarity on observations made.

A qualified supervisor, as identified during enrolment, may be required, depending on your enrolment type, to sign off on workplace tasks to confirm that continued practice if skills within the service are to the appropriate industry standard.

Once all activities have been observed at the appropriate level a satisfactory result can be achieved.

|  |  |
| --- | --- |
| Location: |  |
| Conditions: |  [ ]  WORKPLACE |  [ ]  SIMULATION |

| Activities / Tasks | Observation Notes |
| --- | --- |
| Using daily routines to support practicing and learning new skills.Should include:1. Good use of daily routine (planned and unplanned time)
2. Correctly Selects and arranges appropriate equipment
3. Develops fine motor skills
4. Develops gross motor skills
5. Allows for choice and spontaneity
6. Identifies emerging skills and provides further opportunities to encourage these.
7. Identifies links back to NQS/NQF and EYLF
 | *Assessor can collect copy of Daily Routine and Curriculum to underpin observations.**Assessor to note dates and age groups as well as observations to ensure multiple occasions and developmental stages.* |
| Supports children to take increasing responsibility for their own health and wellbeing.Should include:1. Letting them have a drink of water when thirsty
2. Allowing them to stop playing if feeling tired or “puffed out”
3. Xxx
4. Identifies links back to NQS/NQF and EYLF
 | *Assessor to note dates and age groups as well as observations to ensure multiple occasions and developmental stages.* |
| Supporting children to manage their own behaviours. Should include:1. providing a range of strategies so the child can make informed choices
2. supports to manage and express feelings appropriately
3. guidance to understanding and accept responsibility for actions
4. age and development stage appropriate
5. supporting children who may be experiencing frustration
6. encouraging children to see mistakes as an opportunity to learn
7. Identifies links back to NQS/NQF and EYLF
 | *Assessor to note dates and age groups as well as observations to ensure multiple occasions and developmental stages.* |
| Interacting with children holistically, supporting their development and learning appropriate to the child’s age and abilityShould include:1. one-on-one interactions
2. participates in social experiences with other children
3. model language that children can use to:
	1. express ideas
	2. negotiate roles
	3. collaborate to achieve goals
4. provide play choices
5. respect child’s choice to watch and observe
6. offer encouragement
7. offer support and praise for all attempts and achievements
8. promotes children’s sense of belonging and connectedness
9. Identifies links back to NQS/NQF and EYLF
 | *Assessor to note dates and age groups as well as observations to ensure multiple occasions and developmental stages.* |
| Support cognitive development.Should include:1. Providing a range of materials, resources technologies and experiences
2. Resources and materials offered provide
	1. Challenge
	2. Intrigue
	3. Surprise
	4. experimentation
	5. Opportunity to explore new ideas
3. explores a range of concepts
4. Allows children to explore and problem solve
5. Supports and initiates the inquiry process
6. Identifies links back to NQS/NQF and EYLF
 | *Assessor can collect copy of Daily Routine and Curriculum to underpin observations**Assessor to note dates and age groups as well as observations to ensure multiple occasions and developmental stages.* |
| Being a positive role model to children.Should include:1. Demonstrating care, empathy and respect for
	1. Children
	2. Educators
	3. Families and Visitors
2. Encourage to respect each other’s differences
3. Children develop trusting relationships with educators and other adults
4. Identifies links back to NQS/NQF and EYLF
 | *Assessor to note dates and age groups as well as observations to ensure multiple occasions and developmental stages.* |
| Model appropriate use of language.Should include:1. Supporting children to communicate effectively with their peers
2. Ask questions and listen carefully to encourage growth of communication skills
3. provide opportunities for group discussions
4. engage children in sustained conversations to extend their thinking
5. encourage exchanging opinions and views
6. Identifies links back to NQS/NQF and EYLF
 | *Assessor to note dates and age groups as well as observations to ensure multiple occasions and developmental stages.* |
| Select, read & tell developmentally appropriate stories.Should include:1. Use props (e.g. puppets) to stimulate storytelling and increase enjoyment.
2. Involve children through open ended questions
3. Answers questions to encourage participation
4. encourage exchanging opinions and views
5. Identifies links back to NQS/NQF and EYLF
 | *Assessor can collect copy of Daily Routine and Curriculum to underpin observations**Assessor to note dates and age groups as well as observations to ensure multiple occasions and developmental stages.* |

**-END OF SECTION-**

**-SEE NEXT PAGE FOR RESULTS-**

## Qualified Supervisor Declaration:

This signature confirms that the student consistently completes the above-mentioned tasks and activities during their work day to the required industry standards.

## Workplace Feedback

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| **Name:** |  | **Signature:** |  | **Date**: |  |

## Workplace Observations Feedback / Notes

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## Workplace observation Result

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| --- | --- | --- | --- |
| **Outcome** | **Assessor Name** | **Assessor Signature** | **Date** |
| **Satisfactory** |[ ]   |  |  |
| **Not Satisfactory** |[ ]   |  |  |