# Assessment Information - Overview

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| Student name: |  |

The assessment for this unit is split into three sections.

1. Theory Questions
2. Supporting Documents
3. Workplace 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. An 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 |  |  |  |
| Workplace Observations |  |  |  |

# Theory Questions – Section One

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| 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 write your answers on a separate sheet of paper, if so please ensure to include the question number for easy reference. Use only blue or black pen. 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.

| **Questions** | **✓ / 🗶** |
| --- | --- |
| 1. What are the nutritional needs of children and babies in your care and how do you ensure they are met? What are the requirement for children's sleep and rest?How do you provide children with adequate food, water and shelter? What are the dietary requirements and nutritional needs of babies and toddlers? Describe how you follow the food safety guidelines, model healthy food choices and meet infant feeding requirements.What are the recommendations for oral health for babies & toddlers, including restricting bottles? |  |
|  |
| 2. What is your attitude to breast feeding?Outline the procedure to make and warm bottles? (formula & breast milk) |  |
|  |
| 3. Discuss toileting incidents/accidents and relevant hand hygiene for minimising infectious diseases? And how you ensure children’s self-esteem and show empathy through this process? |  |
|  |
| 4. Identify and describe the regulation in relation to cots, bedding and associated equipment |  |
|  |
| 5. Identify and describe the areas in the frameworks and standards in relation to caring for babies and toddlers |  |
|  |
| 6. What are the food handling requirements and the importance of meeting individual dietary needs and preferences, also able to read and interpret food labels |  |
|  |
| 7. What is SIDS (sudden Infant Death Syndrome)?What is the process for ensuring information available regarding SIDS current?Describe how you implement safe sleep practices. |  |
|  |
| 8. What are appropriate interactions with babies and toddlers, including The individual differences of babies and toddlers, Their need for rest and sleep, sleep/rest patterns, andList common signs of stress, distress or pain in babies and toddlers.How do you gather information regarding to their individual needs? |  |
|  |
| 9. What is the policy and procedure for infection control?How are you responsible for implementing these? |  |
|  |
| 10. Describe what “safe & unsafe” work practices with babies mean?How do you ensure safe areas for babies to roll, sit, crawl, walk and explore with their hands, mouths and bodies? |  |
|  |
| 11. How do you support the different practices and routines used by various families and how do reflect on your own cultural backgrounds and beliefs when considering their underlying cultural and personal rationale? |  |
|  |
| 12. Discuss the legislation and how it impacts on workplace regulations, codes of practice and industry standards including WHS authorities, rights and responsibilities of employers and workers, including duty of care |  |
|  |
| 13. Describe babies & toddlers emotional & social, physical and language development, including babies & toddlers brain development. Including Attachment Theory.How you support the child learning something new based on what they can already do? (scaffolding) |  |
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**-END OF SECTION-**

## Section ONE Feedback / Notes

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## Section ONE Result

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

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| Supporting Documents – Section TWO |
| Student name: |  |

**Instructions:** Provide at least example of each document as listed below. If a certain number of examples are requested, please ensure all are provided. All documents provided must be your own work as directed by the context of the unit.

This section of assessment is only complete once all documents have been supplied and deemed satisfactory by the Assessor.

Supporting documents may be sent electronically or be provided in hard copy.

|  |  |
| --- | --- |
| List of Documents | Date PRovided |
| Policy/Procedure for ensuring child’s immunisation status is current |  |
| Recommended Immunisation Schedule |  |
| Safety Checklist - sleep room  |  |
| Front Page and Contents page of Policies and Procedures |  |
| Staff and Parent communication record regarding baby/toddler- sleep/rest or meal/bottle needs |  |
| Daily Routine/individual patterns and routines for babies and toddlers |  |
| Sleep/Rest Environments that include, light, noise and ventilation safe sleep practices(SIDS) |  |
| Current SIDS recommendations |  |
| Belonging, Being and Becoming: The early Years Learning Framework for Australia |  |
| Un Convention Rights of the Child |  |

## Section Two Feedback / Notes

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## Section Two Result

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

# Workplace Observations – Section Three

|  |  |
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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.

Observation notes will be made on your monthly Training Record sheet which will describe activities and tasks in context and how they apply to the unit of competency.

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 Date |
| --- | --- |
| 1 | 2 | 3 |
| Discuss with families the needs and interests or any concerns or significant events occurring in the child's life (meaningful routines) |  |  |  |
| Supervising children effectively position, look, listen, direct contact, communicate, rules of play and safety redirect inappropriate play positively, involve children in setting limits and developing consequences (age appropriate) - including babies who are sleeping |  |  |  |
| Change and feeding baby/child following centre's policies and procedures including heating up breast milk and formula and food and feeding the baby/child – individually |  |  |  |
| During meal times sitting with children and ensuring they are seated, role modelling healthy eating habits, discussing preferences and interests and food, creating a positive and relaxed, unhurried environment during mealtime - discussing hygiene and health |  |  |  |
| Role modelling acceptable behaviours - Washing hands, Safety awareness, healthy habits, developing children's awareness for safety. |  |  |  |
| Identifies rest areas/quiet areas and demonstrates the relevant centre's policies and procedures |  |  |  |
| Identifies and follows the centres policies and procedures for toileting and toileting accidents with care and compassion |  |  |  |
| Welcoming all families and the children to the centre, ensuring relaxed and unhurried separation, reassuring and comforting the parents and children. |  |  |  |
| Set up an environment suited to the children’s age and development promoting physical activity, contribute to their emotional and psychological well-being, modifying the environment and interactions to support the babies/children’s changing requirements |  |  |  |
| Set up play area inside and outside suited to children’s interests and development encouraging participation and offer sufficient time for experience that stimulate children and aid learning experiences, including allowing for children to make decisions and those that allow exploration of natural materials, environments and experience |  |  |  |
| Praise children’s attempts at tasks, provide opportunities to develop self-knowledge and awareness and treat all communications respectfully - discuss with individual children their interests. |  |  |  |
| Communicate positively both verbally and non-verbally, respectfully and interact effectively to assist in the child’s development in a manner suited to their age and development being positive and sensitive towards the situation. |  |  |  |
| Discussing with child, choice of activity or experience and supporting this, encouraging children to be involved and responding to distress in ways that meet the children's needs, participate where invited. |  |  |  |
| Changing nappy as per policies and procedure |  |  |  |
| Communicating positively with families - discussing family background, history, current values, beliefs and attitudes, reflecting on own cultural identity and biases ensuring to maintain confidentiality -modify as required |  |  |  |
| Interacting with children both in a small and large group and one on one encouraging children in discussions and decision making and planning, interpreting nonverbal cues of children, prepare children for change in a secure and timely manner |  |  |  |
| Providing care and responding appropriately to a varying age range of children using safe and hygienic practices and identify and respond to the individual child's daily requirements, comforting children who cry or show signs of distress, for at least 3 different situations |  |  |  |
| Smooth transitions for children, new arrivals, transitioning from younger room, ensure children are supported through the transition and change. |  |  |  |
| Identifying and responding to individual requirements related to food allergies, medical conditions and religious requirements ensuring food labels are read and interpreted also including needs and requirements for clothing |  |  |  |
| Safe food handling, preparation and storage of food and drinks, engaging children by involving them in food handling and meal preparation |  |  |  |
| Supporting the development of babies & toddlers in at least 3 different situations/activities including differing ages and abilities |  |  |  |
| Cleaning of bedding after sleep and the storage of children’s sleep equipment |  |  |  |
| Responding to babies and toddlers when participating in language development |  |  |  |
| Demonstrate a nurturing, securely attached relationship with at least 3 different babies and toddlers, engaging in 1-on-1 interactions, settling new babies & toddlers & appropriately interacting with them and their family members |  |  |  |
| The student for 120 hours preforming the criteria of the relevant units |  |  |  |

**-END OF SECTION-**

## 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**: |  |

## Section Three Feedback / Notes

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## Section Three Result

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