# 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. 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 |  |  |  |
| 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. Access & identify areas of the regulations, standards & frameworks that relate to promoting children’s agency |  |
|  | |
| 2. How do you ensure the flexibility & respond to children’s unplanned interest paths? |  |
|  | |
| 3. What observation techniques and how do you use children’s observations to guide the program?  How do you follow-up activities of high-interest? |  |
|  | |
| 4. How do you support the child learning something new based on what they can already do? (scaffolding) |  |
|  | |
| 5. How do you encourage children to respect and appreciate the creative efforts of others and how do you show enthusiasm towards children's creations |  |
|  | |
| 6. What is the process for assessing & evaluating planned & unplanned teaching & learning? |  |
|  | |
| 7. Research & describe 2 theorists of childhood learning that is relevant to you as an educator & why? |  |
|  | |
| 8. List strategies used for intentional teaching |  |
|  | |
| 9. Describe techniques & strategies you have used to encourage & support children to participate, use an example in your answer. |  |
|  | |

**-END OF SECTION-**

**-SEE NEXT PAGE FOR RESULTS-**

## Section ONE Feedback / Notes

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## Section ONE Result

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

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |
| Cover and contents page of policies & procedures |  |
| Staff Meeting Minutes showing input at staff meeting |  |
| Daily Routine |  |
| Belonging, Being and Becoming: The early Years Learning Framework for Australia |  |

**-END OF SECTION-**

**-SEE NEXT PAGE FOR RESULTS-**

## 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 |
| Consulting with other educators & make recommendations of activities to add to the program based on the needs, interests and abilities of the child using children’s observations & views to guide & contribute to the program/planning. |  |  |  |
| Discuss with families the needs and interests or any concerns or significant events occurring in the child's life & use information to guide curriculum planning |  |  |  |
| Ability to work effectively as part of a team and employing child focused work practices to uphold the rights of the children and young people including group and one on one interactions with children. |  |  |  |
| Role modelling acceptable behaviours & encourage children to gain skills with a developmentally significant activity (riding a bike, self-toileting etc) Providing opportunities for children to learn through play and intentional teaching. |  |  |  |
| 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-(outside checklist) |  |  |  |
| 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. Ensure adequate quiet space and/or privacy for children. |  |  |  |
| 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. Encourage cooperation and conflict resolution between children |  |  |  |
| Planning and implementing a range of experiences and supportive environments across developmental domains to stimulate development, cultural awareness, learning and expression and that also offer a challenge to the children, in consultation with other educators & stakeholders |  |  |  |
| Discussing with child, choice of activity or experience and supporting this, responding appropriately to children who may require additional support or attention, encouraging children to be involved and responding to distress in ways that meet the children's needs, participate where invited & respecting children’s choice to not participate Promote cooperation and conflict resolution. |  |  |  |
| 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. |  |  |  |
| Working collaboratively with another educator to plan & implement at least 2 programs that promote and encourage children’s agency, including, establishing environments & opportunities in response to children’s interests & using a range of strategies to engage children in experiences. |  |  |  |
| Interacting with children holistically and supporting their development and learning as appropriate to the child's abilities and age, by promoting experiences that allow children to learn through play & intentional teaching, organizing routines to maximise children’s learning & responding appropriately to children who may require additional support or attention. |  |  |  |
| Create opportunities for children to experience individual strengths and successes during play and allowing for the children to engage in tasks independently, to challenge their capability and emerging skills, that encourages self-image and provides the opportunity to express feelings and emotions. |  |  |  |

**-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**: |  |

## Section Three Feedback / Notes

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## Section Three Result

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