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| **ASSESSMENT – WRITTEN REPORT** | | | |
| **Student Name:** | | **Due Date:** | |
| **Unit Information** | | | |
| **Qualification Code**  **and Title** | CHC50113 Diploma of Early Child Education and Care | | |
| **Unit Code(s)** | **Unit Title(s)** | | |
| CHCECE026 | Work in partnership with families to provide appropriate education and care for children | | |
| **Assessment Task** | | | |
| **Assessment Result** | The assessment will be marked as Satisfactory or Not Satisfactory. | | |
| **Submission Method** | Online - Moodle | | |
| **Submission Requirements** | Online submission required (via Moodle). Please ensure your file/s will be saved and uploaded in PDF.  If signatures are required by the assessment (e.g. supervisor and/or CSE assessor), students can attach a photo of the original document **alternatively** students can scan the page/s as supportive evidence. | | |
| **Unit/s of Competency** | **Application** | | |
| CHCECE026  Work in partnership with families to provide appropriate education and care for children | This unit describes the skills and knowledge required to work in partnership with families to provide appropriate education and care for the child. | | |
| Elements and criteria: 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3 | | Performance Evidence & Knowledge Evidence: PE 1 & 2 KE 1, 2, 3, 4, 5 |
| **Student Declaration: *To be acknowledged prior to commencing the assessment*** | | | |
| 1. I will access the unit/s of competency for this assessment by clicking on the unit title link/s as shown above 2. The purpose and consequences of the assessment have been explained to me 3. I understand the conditions under which the assessment is conducted 4. I have had the opportunity to discuss any special needs I may have 5. I am aware that plagiarism is not permitted and if I am requested to re-submit an assessment due to plagiarism 6. I will be required to pay a fee 7. I am responsible for keeping a copy of all submitted assessment work in case the original is lost 8. I have adequately prepared to undertake this assessment, and 9. I understand my right of appeal under the [Complaints and Appeals Policy and Procedures.](https://moos.scos.com.au/index.php?controller=authentication) | | | |
| **Student name**: | | | **Date acknowledged:** |
| **Instructions for the Student** | | | |
| You must answer all parts/questions of the assessment. All your answers will need to meet the criteria (please refer to criteria outline onto next page). Your answers must be typed, you can use one of the following fonts: Arial, Verdana, or Times New Roman; font size must be 11 pt. and spacing of 1.15.  You will be required to read the electronic student declaration and tick the declaration prior to submitting your assessment on Moodle. Assessment must be submitted prior to or on the due date given to you by your relevant trainer (unless written permission for an extension has been granted).  As part of this assessment you must ensure you utilise the student assessment guide in conjunction with the following documents:   * Education and Care National Quality Framework * Education and Care Services National Regulations * The relevant approved learning framework under the National Quality Framework for Early Childhood Education and Care. * United Nations Convention on the Rights of the Child * Early Childhood Code of Ethics | | | |
| * Organisational standards, policies, and procedures.   You are required to attach a **reference list** at the end of your assessment following APA referencing system (copy available on Moodle under “Study Skills”). | | | |
| **Task Overview** | | | |
| Part 1 Questions  Part 2 Scenarios | | | |

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| **Part 1 - Question**  *Please answer the following questions and provide detailed explanations for every answer* | | | |
| **Question 1**  Quality Area 6: Collaborative partnerships with families and communities. | | | |
| **QA6** | | **Collaborative partnerships with families and communities** | |
| **6.1** Supportive relationships with families | | Respectful relationships with families are developed and maintained and families are supported in their parenting role. | |
| **6.1.1** Engagement with the service | | Families are supported from enrolment to be involved in the service and contribute to service decisions. | |
| **6.1.2** Parent views are respected | | The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing. | |
| **6.1.3** Families are supported | | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. | |
| **6.2** Collaborative partnerships | | Collaborative partnerships enhance children’s inclusion, learning and wellbeing. | |
| **6.2.1** Transitions | | Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. | |
| **6.2.2** Access and participation | | Effective partnerships support children's access, inclusion and participation in the program. | |
| **6.2.3** Community engagement | | The service builds relationships and engages with its community. The service builds relationships and engages with its community. | |
| The above shows the standards and elements of Quality Area 6- Collaborative partnerships with families and communities. For each standard and element, you will need to provide 3 examples of how this standard and element can be practised and promoted in an early childhood education and care service. | | | |
| **QA6** | **Collaborative partnerships with families and communities** | | **Examples** |
| **6.1** Supportive relationships with families | Respectful relationships with families are developed and maintained and families are supported in their parenting role. | | 1. |
| 2. |
| 3. |
| **6.1.1** Engagement with the service | Families are supported from enrolment to be involved in the service and contribute to service decisions. | | 1. |
| 2. |
| 3. |
| **6.1.2** Parent views are respected | The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing. | | 1. |
| 2. |
| 3. |
| **6.1.3** Families are supported | Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. | | 1. |
| 2. |
| 3. |
| **6.2** Collaborative partnerships | Collaborative partnerships enhance children’s inclusion, learning and wellbeing. | | 1. |
| 2. |
| 3. |
| **6.2.1** Transitions | Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. | | 1. |
| 2. |
| 3. |
| **6.2.2** Access and participation | Effective partnerships support children's access, inclusion and participation in the program. | | 1. |
| 2. |
| 3. |
| **6.2.3** Community engagement | The service builds relationships and engages with its community. The service builds relationships and engages with its community. | | 1. |
| 2. |
| 3. |
| **Question 2**  ‘Families should be able to contribute to the operation of the early childhood service in an advisory, consultative or decision-making role’.  Write a report (at least 200 words) on strategies for involving family members to contribute to the service.  Link your answer to the National Quality Standards (NQS).  Link your answer to the Early Years Learning Framework (EYLF) including Principles, Practices and Learning Outcomes. | | | |
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| **Question 3**  Explain the importance of family and educator relationships according to the following theories.  (Write 250 words for each theory).  Link your answer to the National Quality Standards (NQS).  Link your answer to the Early Years Learning Framework (EYLF) including Principles, Practices and Learning Outcomes.  **Lev Vygotsky’s Socio-Cultural Theory:** (Minimum 250 words). | | | |
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| **Urie Bronfenbrenner’s Ecological Model Theory:** (Minimum 250 words) . | | | |
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| **Part 2 - Scenarios** |
| **Scenario 1 – Family Support**  My name is Sam. I lost my wife 1 year ago due to terminal illness. I have a 2-year-old son. I currently work full time and I am finding it difficult to cope. |
| 1. **What support can you offer me?** |
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| 1. **What questions do you have for me?** |
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| **Scenario 2 – Family Support**  My name is Marianna. I am from India. I arrived in Australia with my husband 3 months ago. We do not have any other family. I have 3 children who are 2, 3 and 5 years old. We do not understand English. We need support. |
| 1. **My children have never been to a childcare service, how will you support me?** |
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| 1. **What questions do you have for me?** |
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| **Scenario 3 – Welcoming Families**  **Orientation Week 1 - All About John**  I was very nervous when I arrived at the childcare centre for our first orientation visit. John (10 months) hadn’t slept well the night before – he had been awaking every two hours, so we were both feeling a little stressed. As I got John ready that morning, I kept telling him that we were going to child care and that he would have lots of fun. Even as I was saying this I felt bad. I was going back to work and John was going to be cared for by strangers. He would be at their mercy and he had no way of telling me if he had been well cared for, if he had been cuddled or if he was scared.  I told John that his dad and I had carefully investigated this centre and had heard many good reports about it – the staff seemed very friendly and it looked clean and well maintained.  As I walked through the door the Director was waiting for me. She smiled and said she was pleased to see us and that she knew that I must be feeling a little anxious. She put her arms out to John and he went to her with a big smile. She then took us through to the nursery, all the time explaining to me what was happening in the room. We were introduced to the educators and to several of the children. John’s primary educator, Rachel was wonderful.  The Director was very patient with all my questions and was gentle with the children. She showed me the cot room and asked about John’s daily routine. She took lots of notes and asked lots of questions. I felt that she was genuinely interested in knowing all about John. Several times she commented on what a lovely nature John had and what a good job we were doing as parents. She asked how I felt about going back to work and reassured me that they would take very good care of John.  As we left on that first day I felt so relieved and was looking forward to returning the next day. |
| 1. **Identify the practices demonstrated in this scenario that have assisted in nurturing a true partnership with the parent.** |
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| **Orientation Week 2 - Getting to Know John**  Today Rachel is going to show me how she will plan to support John’s development. I was quite surprised when Rachel said that she would like me to help her set some goals for John. I didn’t think that I could be so involved! Yesterday we looked at the communication book which will tells me all the details of John’s day, what he ate, how long he slept and when his nappy was changed. Rachel sings a lot to the children and is always smiling. John just loves her. I have learnt some of the songs and have started to sing them to John at night before he goes to sleep. |
| 1. **What kind of information has been exchanged and why?** |
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| **Orientation Week 3 - Information Sharing**  It’s been three weeks since we started our orientation. John now gets excited when he sees the centre and always has a big smile for his educator. Last night my partner and I took the time to read though the parent handbook. I was surprised by the number of policies they have. It was really reassuring to know that so many procedures are in place to ensure that care practices are consistent. I was really interested to read about the quality improvement process. My partner and I are looking forward to being involved in the service. There are a few things that I read in the handbook that I want to ask Rachel about today. She is such a kind and patient person. We feel so lucky to have her as John’s educator. |
| 1. **Describe how you would explain the reason for having in place a range of policies and procedures for the operation of the service.** |
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| **Orientation Week 4 – Happy Family**  Next week when I go back to work full time, I know I am going to be sad because I will miss my little boy, but I will also be happy knowing that he is happy and safe with people who care about him and care about me as his mother. Rachel said I can ring her just to see how John is going and to reassure myself that he is okay. Rachel is so caring. She makes me feel so special and she really respects me as a parent. The orientation process has been great for John and for me. Some of my friends felt that being expected to have a four-week orientation was too much, but I’m so glad we did. John is happy, I am happy, and my partner is happy. The orientation process also allowed him to get to know the carers. We are looking forward to the family fun night and getting to know some of the other parents. The centre is now very much a part of our lives. |
| 1. **Why is an extended orientation process effective, especially for children under two years?** |
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| **Please add your references for this assessment here.** |