Certificate III in Children’s Services

Written assessments
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Assessment 21870/01

Assessment task 001: Supportive Relationships

TEXT REFERENCE: THE BIG PICTURE: Chapter 5

CHCCN305B Provide care for babies

Element 1. Respond to cues and needs of babies/infants.

Element 2. Develop and maintain a nurturing relationship with babies/infants

Element 4. Provide an environment that provides security for babies/infants

CHCCN302A Provide care for children

Element 4. Respond to the emotional needs of children

These tasks also assesses essential knowledge.

The relationships between educators, children and families are a crucial element in the provision of quality nurturing care.

Go to pp. 192-194 of your text.

Go to Readings:

- Australian Children’s Education and Care Quality Authority: Guide to the National Quality Standard (3) Quality Area 5
- Delaware Early Learning Foundations:
  - Infants and Toddlers
  - Preschool

NOTE: These readings will assist you to complete this unit of study as well as Cluster 4 & 5. You will find these readings a valuable resource when thinking about child development, your role in supporting development and planning appropriate experiences.

1. List the three key components for the provision of nurturing care.

2. What is the goal of an effective educator-parent relationship?

3. The relationship between educators and children is a crucial element in the provision of nurturing care. List three areas of professional knowledge that informs/guides child care practice:

4. Explain why it is essential for child care workers to have a sound knowledge of child development.

5. Refer to the National Quality Standards: Quality Area 5 Relationships with Children and name the following Quality Areas and Elements:

Go to Readings:

- Australian Children’s Education and Care Quality Authority: Guide to the National Quality Standard (3) Quality Area 5
- Community Child Care Co-Operative: National Quality Standard
Quality Area 5.1:
  a. Element 5.1.1
  b. Element 5.1.2
  c. Element 5.1.3

Quality Area 5.2:
  d. Element 5.2.1
  e. Element 5.2.2
  f. Element 5.2.3

6. Refer to the Early Years Learning Framework: Learning Outcome 1: Children have a Strong Sense of Identity.

Go to Readings:
  › Australian Government Department of Education, Employment and Workplace: Belonging, Being & Becoming The Early Years Learning Framework
  › Australian Government Department of Education, Employment and Workplace: The Educators Guide to the Early Years Learning Framework

Go to Website:
  › Australian Children's Education and Care Quality Authority http://www.acecqa.gov.au/
     › Early Childhood Education and Care in Australia
     › Learning Frameworks
     › Early Years Learning Framework

List two ways Educators can promote this learning for:
  a. Children develop knowledgeable and confident self identities
  b. Children learn to interact in relation to others with care, empathy and respect

7. Complete the following sentences. Go to pp. 201 of your text.

A. Child Development Knowledge: Critical Social and Emotional Developments
   i. A great deal of social learning occurs as a result of
   ii. The feelings children have about themselves are influenced by
B. Child Development Knowledge: Building Trust in the World
   i. Establishing a relationship of trust is essential for
   ii. Attachment is the term used for a
   iii. Bonding between a baby and his or her parents is the basis for

C. Child Development Knowledge: Gaining Autonomy and Independence
   Gradually babies become aware that they can influence their environment – this is the beginning of a

D. Child Development Knowledge: Supporting Separation
   A significant factor in developing a sense of autonomy is the ability to

E. Child Development Knowledge: Individual Differences
   Temperament is based on three key elements:
   i. 
   ii. 
   iii. 

F. Child Development Knowledge: Developing Initiative
   In order to use initiative children must:

G. Child Development Knowledge: Developing Positive Self-Esteem
   Self-esteem refers to

8. The emotional needs of children can be met by developing a trusting and respectful relationship with each child and having in place consistent routines and behaviour management strategies.

For each practice give a reason why the practice would be regarded as supportive or unsupportive in relation to preschool children’s emotional development. Go to pp. 211-216 of your text.

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>SUPPORTIVE?</th>
<th>REASON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators have a roster for children so that they can take turns helping to set the table for lunch.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All children are required to participate in large group (20) show and tell/news time. This usually last around 20-30 minutes.</td>
<td>&gt;</td>
<td></td>
</tr>
<tr>
<td>The service has in place a conflict resolution program for the children. All children are encouraged to use ‘I’ messages.</td>
<td>&gt;</td>
<td></td>
</tr>
</tbody>
</table>
Every child has their own space to put their personal belongings.

The educator often threatens children that she will remove certain equipment if it can't be used properly; however she rarely follows-up.

At rest/sleep time all children must lay quietly on their mattress for 40 minutes.

The educators are always busy and rarely have time to spend one-to-one with any child.

The program and children's resources at ZZ Child Care Centre reflect the rich cultural diversity of the local and broader community.

9. In the following scenario Archie and the educator are exploring sound. The educator is using a number of simple strategies to support Archie's emotional development. Look carefully at the photographs and read the scenario.

Go to Readings: Delaware Early Learning Foundations:

- Infants and Toddlers
- Preschool
The educator, Jill, shows Archie (13 months) the music maker. ‘I wonder what this does, Archie?’ Archie looks intently but does not attempt to press any buttons. Jill pauses, allowing Archie to explore the music maker.

Jill then presses one of the buttons – she continues to maintain eye contact with Archie.


Archie places his hand on the buttons and gets an instant response. He laughs and bangs his hand on the buttons to make more sounds.

The educator smiles and responds: ‘Archie’s making music. Clever boy, Archie!’

Jill and Archie continue to play and interact.

Identify three strategies the educator is using to support Archie’s emotional development.

---

10. Educators must respond positively to the emotional needs of infants and toddlers to support the long process of self-regulation.

Following is a list of strategies that can be used to respond to infants and toddlers who are upset, angry or distressed. Match the most appropriate strategy to the behaviour, taking into account the age of the child.

Go to Readings: Delaware Early Learning Foundations:

- Infants and Toddlers
- Preschool

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 mth old infant crying with colic</td>
<td>a. Sit on knee and cuddle, offer dummy</td>
</tr>
<tr>
<td>3 mth old who has woken up distressed</td>
<td>b. Comfort with something cold on gums</td>
</tr>
<tr>
<td>5 mth old lying on floor crying</td>
<td>c. Pick up and rub tummy or back</td>
</tr>
<tr>
<td>6 mth old who is teething</td>
<td>d. Redirect and engage in play</td>
</tr>
<tr>
<td>12 mth old who is tired</td>
<td>e. Reposition and interact</td>
</tr>
<tr>
<td>15 mth old toddler tantruming</td>
<td>f. Wait until crying stops, talk quietly, wash face</td>
</tr>
<tr>
<td>20 mth old crying because another child has taken toy away</td>
<td>g. Nurse cuddle, ‘Shhhh...’, sing, rock</td>
</tr>
</tbody>
</table>

11. Describe two ways in which you can effectively communicate with children to enhance the educator-child relation.

Go to Readings: Delaware Early Learning Foundations:

- Infants and Toddlers
- Preschool

12. Children will respond to emotional distress in different ways. For each example suggest an appropriate educator response
Go to Readings: Delaware Early Learning Foundations:

- Infants and Toddlers
- Preschool

<table>
<thead>
<tr>
<th>EMOTIONAL RESPONSE</th>
<th>APPROPRIATE EDUCATOR BEHAVIOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal (preschooler)</td>
<td></td>
</tr>
<tr>
<td>Outburst of anger followed by sobbing (toddler)</td>
<td></td>
</tr>
<tr>
<td>Crying (infant)</td>
<td></td>
</tr>
</tbody>
</table>

13. The key indicator of a quality environment is the development of a trusting and caring relationship between educator and child. This is particularly critical for children under 2 yrs.

Go to Reading: National Association for the Education of Young Children: Self Regulation, A Cornerstone of Early Childhood Development

Read the scenario and suggest the educator’s strategies that could be used to respond to or support the infant and the family.

a. Ethan (12 mths)

Ethan has been walking for around six weeks. Usually a happy toddler, Ethan now delights in walking over to other babies and pushing them or pulling their hair.

Educator response: Firmly say ‘No Ethan! We need to be gentle with babies.’ The educator redirects Ethan to another area and gives the other child comfort and attention.

How this response supports Ethan social/emotional development:

14. Maintaining a supportive and nurturing relationship with infants and toddlers is critical for their emotional development. Read each scenario.

a. Lachlan (19 mths)

Lachlan has attended child care for 18 months. During that time he has developed a close bond with the educators in the nursery. Lachlan is now old enough to move to the toddler room where the educator feels his developmental needs will be better met. The educator has worked with Lachlan and his parents over several weeks to make the transition to the toddler room as smooth as possible. Unfortunately, Lachlan has not responded well to the change. He cries whenever he catches sight of his previous educator and calls out to her. Lachlan seems overwhelmed by the ‘bigger’ toddlers. The new educator, Heather, has not been able to make a strong connection to Lachlan.

Suggest one strategy the educator could use to support the educator:child relationship.

b. Inas (12 mths)

Inas has a difficult temperament. She is often fussy and finds it hard to settle for a sleep. When she does sleep she usually wakes up crying and is difficult to comfort. Inas often lashes out at the younger infants and screams if another toddler encroaches on her play space.
The educator, Marc, admits that he has not been able to warm to Inas and worries that he is contributing to be unsettled behaviour because she may sense his discomfort.

Suggest one strategy the educator could use to support the educator:child relationship.

15. Educators must respond positively to the emotional needs of infants and toddlers to support the long process of self-regulation. Read each scenario and in the context of child development knowledge and suggest how the educator can respond to or support the child’s emotional development.

An example scenario and responses have been provided below.

**Infants up to 9 months**

Hanna (4 mths) has only been in care for two weeks. She attends Tuesdays and Fridays. Hanna usually cries for at least two hours and is then so tried that she falls asleep.

**What are the child’s needs? How is this child feeling?**

- Still adjusting to separation and establishing relationship with primary educator.
- Different sounds, smells, sights.
- Will be feeling unsettled in unfamiliar environment.
- Routines will need to be re established.

One educator strategy/action that could be put in place to respond to the child’s needs:

- Work with parent to establish a routine
- Spend one-to-one time to help her settle and build relationship with educator
- Ensure familiar things from home e.g. comforter teddy bear, blanket, etc

**9 mths–12 mths**

a. Sara (9 mths) screams whenever she is placed in a cot. She pulls herself to a standing position and sometimes flings herself backwards, arching her back as she screams.

   Sara has been in care for two months.

**What are the child’s needs? How is this child feeling?**

- Sara is obviously frightened by being in cot.
- Doesn’t like to be left alone

One educator strategy/action that could be put in place to respond to the child’s needs

**12 mths –18 mths**

b. Ethan (18 mths) is the oldest of the toddlers, is large for his age and has well developed motor skills. Ethan loves to be a ‘helper’ and in his exuberance often upsets his younger peers who want to do things for themselves.
What are the child’s needs? How is this child feeling?

- Wants to exercise his independence and utilise his skills.
- Excited - typically unaware of the feelings/needs of others.

One educator strategy/action that could be put in place to respond to the child’s needs

18 mths–24 mths

c. Cooper (24 mths) loves to play with the train set and can spend long periods of time making tracks and pulling the trains along. He becomes frustrated when other children interrupt his play and will cry if the educator tells him he must share.

What are the child’s needs? How is this child feeling?

- Needs long uninterrupted period to complete task on his own.
- At the age of two he is still learning to share.
-Feels frustrated when others interrupt his play.

One educator strategy/action that could be put in place to respond to the child’s needs
Assessment task 002: Physical Environments

TEXT REFERENCE: THE BIG PICTURE

CHCCN305B Provide care for babies

Element 4. Provide an environment that provides security for babies/infants

CHCCN302A Provide care for children

Element 3. Establish an environment that encourages children to complete tasks for themselves

These tasks also assesses essential knowledge

1. List the seven key elements that need to be considered when planning the physical environment.

To assist you with these tasks go to pp. 218-222 of your text.

2. Environments for infants and toddlers must be responsive to both their physical and emotional needs. The following photographs show baby George (9 mths) happily playing in a ball pool. George can sit independently, crawl and reach for and grasp objects.
In point form list why this is a safe and stimulating environment for George.

3. For each photograph identify two aspects of the physical space that supports the child’s learning and development. You may like to discuss this task with your supervisor.

THINK ABOUT: space, access, safety, amount of equipment, supervision, relationship to age/stage skills

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Preschoolers collage table using natural materials</td>
<td></td>
</tr>
<tr>
<td>B: Infant not yet crawling – able to roll/scoot</td>
<td></td>
</tr>
<tr>
<td>C: Toddlers participating in music experience</td>
<td></td>
</tr>
<tr>
<td>D: 3 yr olds playing in home corner</td>
<td></td>
</tr>
</tbody>
</table>
4. Answer the related questions relating to each photograph.

For each photograph write a brief comment as it relates to each key element (as indicated) that must be considered when creating physical environments for young children. To assist you with this task go to pp. 218-22 of your text.

A: Block area for 3-4 year olds

**Space:**

**Storage:**

B: Children’s bathroom – hand washing area

**Safety:**

**Space:**

C: Reading area for preschoolers

**Aesthetics:**

**Space:**

D: Outdoor play area for older toddlers

**Traffic:**

**Safety:**

E. Divided play space for non-mobile infants in infant/toddler room

**Safety:**

**Boundaries & dividers:**
F: Family grouping: lunchtime for preschoolers

Aesthetics:

Space:

G: Lockers for preschoolers

Storage & access:

Furniture:

H: Cot room for infants

Safety:

Traffic:

5. For this task go to ICCC’s Facebook Page to access ideas for inspiring environments

Go to ICCC’s Facebook Page or use the following link:
http://progressiveearlychildhoodeducation.blogspot.com/

Select one of the following tasks:

a. Design a play space for toddlers that promotes exploration of the senses

OR

b. Design a play space for preschoolers that promotes literacy development

Your design should include:

i. A sketch of the play space

ii. A rationale for your design

Describe/comment on the following:

iii. Where the play area would be located – what you would need to take into account eg size of the space needed – will it be used by individuals, 2-3 children, and large groups?

iv. Does the area require natural light?

v. How the area will be accessed - pathways for children to move in and out

vi. Noise level – does the area need to be located away from distractions?

vii. What type of furniture or soft furnishings will be required?

viii. What equipment/resources will be required?

ix. Storage requirements needed?

Attach your design and responses to this assessment.
Assessment task 003: Quality Routines

TEXT REFERENCE: THE BIG PICTURE: Chapter 5

CHCCN305B Provide care for babies

Element 1. Respond to cues and needs of babies/infants.

Element 2. Develop and maintain a nurturing relationship.

Element 4 Provide an environment that provides security for babies/infants

CHCCN302A Provide care for children

Element 1. Provide physical care

Element 2. Create opportunities for children to develop their understanding of physical needs.

Element 3. Establish an environment that encourages children to complete tasks for themselves

These tasks assess essential knowledge

1. Quality routines recognise and support individual differences in children’s routines. For each scenario explain how the educator practice demonstrates the quality care.

To assist you with these tasks go to pp. 222-241 of your text.

Go to Reading 7: Quality Care for Toddlers

a. Practice: The educator recognises and accommodates the individual differences of babies/infants needs for rest and sleep/rest patterns.

Molly (6 Months)

Molly’s parents informed the educator, Sue, that when she is tired she rubs her eyes and cries. When she is settling for a sleep, Molly likes to hold the satin edge of a baby blanket. After lunch time Sue notices Molly is restless and rubbing her eyes. She picks Molly up and says, ‘Are you sleepy Molly?’ Molly snuggles into Sue’s shoulder. As Sue changes Molly’s nappy, she talks softly to her. Sue sits on the lounge with Molly in her lap and feeds Molly her bottle. Molly ‘holds’ the bottle but Sue continues to give her attention and sings Molly’s favourite song. When Molly has finished her bottle she is giving signs of being very drowsy so Sue follows Molly’s familiar rest time routine and stays with Molly until she is asleep. All the sleeping babies are continually monitored.

How has this principle been demonstrated?
b. Practice: Babies are provided with educators who are sensitive to their emerging skills and plan an environment that is predictable and allows them to practise their new skills.

Ben (18 months)

Ben has been attempting routine tasks such as hand washing and becomes upset, saying ‘Me do’, if the educator attempts to help. To encourage him, the educator has ensured the soap on tap and paper hand towels are accessible. She also puts up photographs of ‘hand washing’ over the taps. She allows unhurried time and gives subtle reminders and support to allow Ben to be independent and have the opportunity to practice his skills.

How has this principle been demonstrated?

---

c. Practice: Educators provide older babies needs with responsive, positive guidance and support to develop emerging self-help skills and are alert to their interests and emerging abilities.

Adiva (12 months)

Adiva is still very much a ‘hands on’ eater. Sue, the educator, wipes Adiva’s hands with a damp cloth after morning tea. Sue notices Adiva offers her other hand without prompting. She’s learning the routine! The toddlers are given a damp cloth that they use to ‘clean up’ their face and hands before they go to the bathroom to wash their hands.

How has this principle been demonstrated?

---

d. Practice: Educators acknowledge that toddlers experience strong emotions which they find difficult to control. Toddlers want to be independent but often don’t have the necessary physical skills. Educators recognise that if the toddlers attempts to be independent are not handled appropriately it can undermine their developing self-esteem.

Hiya (15 months)

Hiya has been trying to take the spoon from Sue as she is being fed. Sue provides a small specially designed spoon so Hiya can ‘feed’ herself. It’s a very messy business! Hiya protests whenever Sue tries to feed her. Sue provides Hiya with a non-slip bowl and feeds her from a separate bowl.

How has this principle been demonstrated?

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2. The process for welcoming and settling children on arrival will often set the tone for the day. Children who are unsettled should be provided with a routine that involves familiar rituals that convey a sense of belonging.

When the preschool children arrive at XYZ Children’s Centre a sign-in sheet is provided so that the children can record their arrival. The children then take their photo name card from the board and place it on the tree.
3. Meeting the routine care needs of infants and toddlers with consistency and continuity requires close collaboration with parents.

The following photographs show strategies used by child care centres to record food intake and sleep times, nappy change and storage of bottles and nappies for each infant/toddler.
A. Record of meals, bottles, and sleep

Headings: Name, Woke at (am prior to arrival), Meals, Bottles, Sleep

Plan of sleep routine: Who? What? (comforter)
Where? (bed or cot)

This chart records when nappy was changed and whether there was a bowel movement or urination

a. Explain why records of meals, sleep and nappy change are necessary when caring for infants and toddlers.

Storage of individual bottles and nappies.

Children’s bottles and nappies are labelled with the child’s name and stored in individual containers.
b. This service provides a separate space for the storage of nappies and bottles. Explain why this is an example of best practice.

4. For this task:
Go to Reading 8: Quality Care for Babies
a. List the 6 key aspects of relationships identified by Stonehouse that are particularly important in quality care for babies.

b. Stonehouse identifies 4 key practices in relation to the provision of quality experiences for babies. Describe two of these practices.

c. What does Stonehouse stress in relation to the physical environment for babies?
Assessment task 004: Routines for Preschoolers

TEXT REFERENCE: THE BIG PICTURE: Chapter 5

CHCCN302A Provide care for children

Element 1. Provide physical care

Element 2. Create opportunities for children to develop their understanding of physical needs.

Element 3. Establish an environment that encourages children to complete tasks for themselves

These tasks assess essential knowledge

1. Younger preschoolers are developing more physical skills, but still need frequent reminders and support to complete care routines. They can help with, or take responsibility for many care routines. Suggest at least two ways in which preschoolers self-help skills can be encouraged in the following situations.

To assist you with this task go to pp. 223-241 of your text.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Strategies to support the development of self-help skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Packing away indoors/outdoors</td>
<td></td>
</tr>
<tr>
<td>Meal times</td>
<td></td>
</tr>
<tr>
<td>Toileting</td>
<td></td>
</tr>
<tr>
<td>Preparation to transition from indoors to outdoors</td>
<td></td>
</tr>
<tr>
<td>Caring for own belongings</td>
<td></td>
</tr>
</tbody>
</table>

By age 4 years preschoolers are able to assist in most physical care routines. They can begin to take some responsibility for own belongings, they are able to recall and apply simple rules and can usually follow 2-step directions.

For this task:

Go to Reading 9: Problem-Solving with Young Children
2. Read the following scenario

Dylan and Reid (3 yrs) had been playing with the blocks for most of the morning with several other children. When it came time to pack away Dylan and Reid found other things to do – washing their hands, putting shoes in their bag etc. The same situation had occurred on the previous two days. The educator, Mary, had asked the boys several times to help put away some blocks. In the end she decided she would wait until she had time to sit and talk to the boys without being interrupted.

Mary: ‘Dylan and Reid, I was disappointed that you didn’t help to pack the blocks away this morning.’

Dylan: ‘Well, we was busy.’

Reid: ‘Yeah we had to do other stuff.’

Mary: ‘Our rule is that when it’s time to pack away we all need to help. You left the other children to do all of the work.’

Dylan: ‘There was too many blocks!’

Mary: ‘Yes, there were lots of blocks. If everyone picks up some then it is not such a big job. Remember we talked about this yesterday and you both said you would help to pack away the blocks.’

Reid: ‘I said yes but I was too busy today.’ ‘Me too’, said Dylan.

Mary: ‘I am thinking that maybe you should not be allowed to play with the blocks tomorrow because you won’t help to pack them away. What do you think about that?’

Dylan: ‘I think it’s not fair to me.’

Reid: ‘I think it’s not fair, too.’

Suggest how Mary might conclude this conversation and what consequences would be appropriate for the boys?
3. Early childhood settings are an ideal situation in which to assist preschool children to develop a sense of shared responsibility and teamwork. Read the scenario ‘Oh, what a mess!’ and suggest how the educators could work collaboratively with the children to address the situation.

Oh, what a mess!

There are 20 children aged 4-5 years in the preschool room. Most of the group have been together for the last 18 months. The children are usually involved in a broad range of experiences, some of which might be carried over several days or weeks.

The room is set up with:

- The usual areas such as dramatic play, blocks, construction, puzzles, library etc.
- Two learning centres (currently on space and insects)
- A writing/literacy area
- Creative arts area which includes access to paint, collage, constructions, drawing etc
- Mechanics (old clocks, camera and small tools for children to construct and deconstruct)
- The children have also created their own dinosaur area with rocks, pebbles, sand tree branches etc

The children are able to leave things set up and continue their play over the days/weeks on the proviso that the room be kept tidy and equipment that is not in use be out away. However this has not been happening and room is becoming more and more cluttered and messy.

The educators have called the children together to discuss the problem. They ask children for ideas on what can be done – the following suggestions are made by the children:

‘I think that the dinosaur should go outside. It’s too messy’

‘Well we don’t care we like just like this!’

‘There’s not enough space, maybe we need a bigger room.’

‘Cameron and Vinne always leave the art area in a big mess. They should have to clean it!’

‘We could put everything away and then get just the things we need out again.’

‘How about a sign that says, “No mess”.’

‘My mum says, “Clean up your room or no play!”’

‘We could get garbage bins for all the rubbish.’
a. What questions could you ask the children?

b. How would you record these questions?

c. What housekeeping practices could be implemented by both educators and children to keep the room tidy?

d. How could you motivate the children to be involved in tidying the room?

4. Early childhood settings are an ideal situation in which to assist preschool children to develop a sense of shared responsibility and teamwork.

Read each scenario and suggest what the educator could do or say to help the child complete each task.

a. Puzzled

Alice (3.9 yrs) loves to work on the puzzles. However, she rarely completes one before starting another.

Educator Strategy/Response:

b. I Can’t!

Abia (4.6 yrs is used to having his needs catered for by his doting mother. When it comes time to putting on his shoes and socks he complains to the educator, ‘I can’t do it. You do for me.’

Educator Strategy/Response:
c. I Don’t Like It

Hayley (3.2 yrs) is a fussy eater who refuses to try any new foods saying ‘I don’t like it before even tasting the food.’

Educator Strategy/Response:


d. Drip, Drip

Babu (4.9 yrs) resists doing things for himself. He enjoys painting but rather than hang is painting to dry when finished he carries it across to the nearest educator and ask for help. Dripping paint across the floor as he goes.

Educator Strategy/Response:


e. I Forgot

Lafit enjoys his food but doesn’t like to help with the clean up. He has to be reminded everyday to put his plate and utensils the tray. His comment each time he is reminded is to say, ‘I forgot’.

Educator Strategy/Response:


Assessment task 005: Rest and Meal times

TEXT REFERENCE: THE BIG PICTURE: Chapter 5

CHCCN305B Provide care for babies

Element 1. Respond to cues and needs of babies/infants.

Element 2. Develop and maintain a nurturing relationship with babies/infants

Element 4. Provide an environment that provides security for babies/infants

CHCCN302A Provide care for children

Element 1. Provide physical care.

Element 2. Create opportunities for children to develop their understanding of physical needs.

Element 3. Establish an environment that encourages children to complete tasks for themselves

Element 4. Respond to the emotional needs of children

These tasks assess essential knowledge

Rest and Meal times need to be well planned and thoughtfully implemented by educators.

To assist you with this task go to pp. 228-233 of your text.

1. List three ways in which educators can demonstrate good practice in relation to rest/sleep routines.

2. Think about the children in your care - what physical indicators would indicate that a child is tired and in need of sleep/rest?

3. Learning to relax and to spend quiet time alone is an important skill that should be promoted from a young age.

   a. What are the benefits of developing quiet time kits for preschoolers
b. Describe what might included in a quiet time kit for a preschooler

4. Children need to feel relaxed, safe and secure before they will feel comfortable about going to sleep. For this task:

Go to pp. 222-232 of your text

Go to Reading: QLD Office of Early Childhood Education and Care: Rest and Relaxation

a. Describe how a restful environment can be created:

b. What strategies can be put in place to establish rest-time routines?

5. As toddlers develop their need to independence grows. However, often their desire for independence is not matched by their physical or emotional development.

Ellie (14 mths)
Ellie is becoming more confident and independent each day. She insists on doing most things for herself and will persist at a task even when she becomes frustrated. When Ellie becomes tired she resists the educator’s efforts to put her down for a sleep. This photograph shows a very tired Ellie who insists on finishing her lunch.

Suggest a educator strategy that could be used so that Ellie does not become overtired.

6. Meal times are valuable social experiences. Suggest how educators can use mealtimes as learning experiences

To assist you with this task go to pp. 233 - 236 of your text.
7. Suggest how educators can create a pleasant physical environment for meal-times

8. List the self-help skills that preschoolers can develop at mealtimes

9. Inevitably children will have accidents during mealtimes - spilling drinks, dropping food or dropping utensils on floor. Explain how such accidents can be used as a learning experience.

10. Read the scenario. Consider how you might respond to Beth’s concerns and the information you might offer.

Jonty (17 mths) attends care five days per week. He is very familiar with the routine and co-operates with educators during routine care tasks.

Jonty loves his food! Jonty always eats all of his meals and appears to enjoy the meal time routine. He sits in the same place with the same group of children who also attend five days per week.

Jonty can use a spoon to feed himself and he can drink from a sipper cup.

Jonty’s mother, Beth, is concerned that Jonty is not eating much of his evening meal and lately is not eating his breakfast which he used to enjoy. Beth wonders if the centre should cut down on the amount of food offered to Jonty at lunch time.
a. What questions might you ask Beth?

b. What resources/websites could you suggest for Beth to access?

c. Refer to your organisation’s nutrition policy - how can this be used when responding to Beth’s concerns?

Assessment task 006: Transitions and Settling Routines

TEXT REFERENCE: THE BIG PICTURE: Chapter 5

CHCCN302A Provide care for children

Element 5. Settle new arrivals

Element 4. Respond to the emotional needs of children

CHCCN305B Provide care for babies

Element 1. Respond to cues and needs of babies/infants.

Element 2. Develop and maintain a nurturing relationship.

Element 3. Settle new arrivals

Element 4. Provide an environment that provides security for babies/infants

These tasks assess essential knowledge

1. There are a number strategies of that can be put in place to ensure transitions reflect quality practices. Describe three transition strategies that reflect quality practice.

To assist you with this task go to pp. 239-241 of your text.
2. The process for welcoming and settling children on arrival will often set the tone for the day. Children who are unsettled should be provided with a routine that involves familiar rituals that convey a sense of belonging.

Read each scenario and answer the related questions.

To assist you with this task go to pp. 242 - 248 of your text.

A. Lali (16 mths)

Lali’s family is from India. Her parents are undertaking studies at the university and will be in Australia for two years. When Lali is not in child care she is cared for by her maternal grandmother who has made the trip with the family. Lali is used to the attentions of the adults in her life and finds the unfamiliar surroundings of child care difficult. She follows the educator around whimpering and holding her arms up to be carried. Lali has been at the centre for six weeks and attends two days per week. Lali’s parents speak fluent English. Her grandmother talks to Lali in Assamese.

i. Provide an explanation for Lali’s behaviour

ii. What could you do to support Lali to adjust to care?

B. Asher

Asher (3.3 yrs) and his mother, Tara are new to the area. Tara’s partner was killed in a motor cycle accident 6 months ago and Tara decided to relocate so she could be closer to her extended family.

Asher and Tara have been on several orientation visits to the centre and Asher has interacted well with educators and children. Today will be the first time Asher’s mother will leave him at the centre.

Tara is anxious that Asher will cry and worries that she is putting him through further emotional trauma so soon after his father’s death. During the orientation visits Tara had attempted to leave Asher for a short time but he became too distressed. Tara has secured a part-time job which she is due to start tomorrow.

Asher likes to do puzzles, build with the blocks and play with the train set. There are several other children in the group who are extremely social who have approached Asher to play. Asher appears to be developing well and has been happy and relaxed in his mother’s presence.
Asher has a rabbit called ‘Bob’ that he carried with him at all times.

i. List the questions you might ask Asher’s mother to help you develop a separation routine.

ii. Suggest a separation routine for Asher and his mother to follow.

C. Big boys don’t cry!

Milo (3.4 yrs) is having a bad day. He arrives at 7.45am with his father Jon, who is looking a little harassed. Milo has been attending the centre for 18mths and usually separates quite happily. Today he is upset and both father and son appear to be on edge. The following occurs:

Jon: ‘Okay, Milo put your bag away and give daddy a kiss.’

Milo doesn’t move, he is looking down.

Jon: ‘Come on Milo daddy has to go to work.’

Milo does not respond, so Jon takes Milo’s bag from him and puts it in Milo’s bag bay. Jon then bends down and kisses Milo, saying ‘Have a good day. I’ll see you this afternoon.’

Milo begins to cry and clings to his father’s leg. Jon gets annoyed.

‘Milo, don’t be silly. Go and play with your friends.’

Milo cries louder and clings on. Jon extracts Milo from his leg and holds Milo away from him saying, ‘Milo, big boys don’t cry. Stop being so silly. You know daddy has to go to work and I am already late!’

Jon looks around for a educator, ‘Here’s Jenny, she’ll look after you.’

Jon makes a rapid exit with Milo continuing to cry.

When Jon returns in the evening to collect Milo he comments to the educator: ‘Milo was a real sook this morning, weren’t you Milo.’
D. Lachlan (19 mths)

Lachlan has attended child care for 18 months. During that time he has developed a close bond with the educators in the nursery. Lachlan is now old enough to move to the toddler room where the educator feels his developmental needs will be better met. The educator has worked with Lachlan and his parents over several weeks to make the transition to the toddler room as smooth as possible. Unfortunately, Lachlan has not responded well to the change. He cries whenever he catches sight of his previous educator and calls out to her. Lachlan seems overwhelmed by the ‘bigger’ toddlers. The new educator, Heather, has not been able to make a strong connection to Lachlan.

i. In this situation what strategies could you use assist Lachlan to adjust to the toddler room?
3. The process for welcoming and settling children on arrival will often set the tone for the day. Children who are unsettled should be provided with a routine that involves familiar rituals that convey a sense of belonging.

Read the scenario below.

Here I am!

Most children in the preschool room arrive at Blue Bay Children’s centre between 7.30am – 8.15am.

› There are 20 children in the group aged 2.9 yrs-5.2 yrs.
› Over the week there are seven children who are new to the centre and 12 children who have moved up from the older toddler room.
› There are two staff rostered on from 7am and one staff who commences at 8.15am.
› The staff who arrive at 7am complete the room set-up. One staff member sets up outside with the help of a team member from the other room.
› The parents enter the room to sign-in, place their child’s belongings in their bag bay and convey or exchange information with a educator.

This is usually an extremely busy period and the educators are often caught up talking to parents while also trying to supervise children. There are usually 3-4 children each day who are still having separation anxiety – some cry, one screams and a few cling to their parent and have to be held while the parent leaves.

The room setup always includes art/craft, table games and play dough, as well as the usual play areas such as puzzles, books, blocks, dramatic play etc. By the time most children have arrived at around 8.30am the room is already a mess. The noise level is high and there are often children squabbling or crying. The educators trying to manage the separation issues are already feeling stressed – they feel they can’t spend much time with any one child and as a result the children remain unsettled for a longer period of time.

After what seems like a particularly difficult hour Kelly, the room leader, sits down at the puzzle table to collect her thoughts. Thomas (3yrs) comes and sits next to her. “Here I am Kelly. You didn’t know I was here did you? ’Cause you didn’t say good morning to me today!

Kelly looks at Thomas and smiles, ‘I’m so sorry Thomas. I don’t think I saw you come in this morning. How are you?’

Suggest the changes that could be made to the morning routine to ensure children are greeted and helped to settle on arrival.