

Student Assessment

CHCECE023 Analyse Information to Inform Learning & CHCECE026 Work in Partnership with Families to Provide Appropriate Education and Care for Children



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ASSESSMENT OVERVIEW

This Student Assessment Booklet includes all your tasks for assessment of two units in this topic.

About your assessments

This unit requires that you complete three assessment tasks.

You must complete all tasks to achieve Competency for this unit.

Assessment Task	About this task
Assessment Task 1: Written questions	You must correctly answer all 3 questions to show that you understand the knowledge required of this unit.
Assessment Task 2: Case studies	You are required to complete the case studies by answering each of the questions.
Assessment Task 3: Project - Observe, document and analyse information about children	<p>There are five parts to this assessment:</p> <ul style="list-style-type: none"> ▪ Part A: You are required to observe, document and analyse information for three focus children. ▪ Part B: You are required to prepare a summative assessment to reflect on the learning outcomes of three focus children. ▪ Part C: You are required to write an invitation to three families to collaborate with the service. ▪ Part D: You will collaborate with others to plan for the future learning of each of the three focus children. ▪ Part E: You will answer a set of written questions relating to Parts A and B of this assessment.
Assessment Task 4: Role play in the classroom	You are required to participate in a role play providing and receiving information to a parent whose child is enrolling in the service.

How to submit your assessments

When you have completed each assessment task you will need to submit it to your assessor.

Instructions about submission can be found at the beginning of each assessment task.

Make sure you photocopy your written activities before you submit them – your assessor will put the documents you submit into your student file. These will not be returned to you.

Assessment Task Cover Sheet

At the beginning of each task in this booklet, you will find an Assessment Task Cover Sheet. Please fill it in for each task, making sure you sign the student declaration.

Your assessor will give you feedback about how well you went in each task, and will write this on the back of the Task Cover Sheet.

Assessment appeals

You can make an appeal about an assessment decision by putting it in writing and sending it to us. Refer to your Student Handbook for more information about our appeals process.

ASSESSMENT PLAN

The following outlines the requirements of your final assessment for this topic. You are required to complete all tasks to demonstrate competency for the Units in this topic.

Your assessor will provide you with the due dates for each assessment task. Write them in the table below.

Assessment Requirements	Due date
1. Written questions	
2. Case studies	
3. Project - Observe, document and analyse information about children	
4. Role play in the	

AGREEMENT BY THE STUDENT

Read through the assessments in this booklet before you fill out and sign the agreement below. Make sure you sign this before you start any of your assessments.

Have you read and understood what is required of you in terms of assessment? Yes No

Do you understand the requirements of this assessment? Yes No

Do you agree to the way in which you are being assessed? Yes No

Do you have any special needs or considerations to be made for this assessment?
If yes, what are they? Yes No

Do you understand your rights to appeal the decisions made in an assessment? Yes No

Student name: _____

Student signature: _____ Date: _____

Assessor name: _____

Assessor signature: _____ Date: _____

ASSESSMENT TASK COVER SHEET – ASSESSMENT TASK 1

Please fill out this cover sheet clearly and accurately. Make sure you have kept a copy of your work.

Name:			
Date of submission:			
Topic: Observations and family partnerships			
Units:			
<ul style="list-style-type: none"> ▪ Error! Reference source not found. 			
Assessor to complete			
Assessment Task	Satisfactory/ Not Satisfactory	Date	Was this a re- submission? Y/N
Written questions			

STUDENT DECLARATION

I _____ declare that these tasks are my own work.

- None of this work has been completed by any other person.
- I have not cheated or plagiarised the work or colluded with any other student/s.
- I have correctly referenced all resources and reference texts throughout these assessment tasks.
- I understand that if I am found to be in breach of policy, disciplinary action may be taken against me.

Student signature: _____

Student name: _____

ASSESSOR FEEDBACK

Assessors: Please return this cover sheet to the student with assessment results and feedback.
A copy must be supplied to the office and kept in the student's file with the evidence.

Assessor signature: _____

Assessor name: _____

Date: _____

ASSESSMENT TASK 1: WRITTEN QUESTIONS

TASK SUMMARY:

You are to answer all the questions in this task.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials.
- Access to a computer and the Internet (if you prefer to type your answers).

WHEN DO I DO THIS TASK?

- If you're a workplace-based student you will do this task in your own time.
- If you're a classroom-based student you will do this task in the classroom or as homework – your assessor will advise.

Write in the due date as advised by your assessor: _____

WHAT DO I NEED TO SUBMIT?

Your answers to all the questions.

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor marks any of your answers as incorrect, they will talk to you about resubmission. You will need to do one of the following:

- Answer the questions that were incorrect in writing.
- Answer the questions that were incorrect verbally.

Instructions:

- This is an open book test – you can use your learning materials as reference.
- You need to answer all 3 questions correctly.
- You must answer the questions by writing in the space provided.
- If you need more space, you can use extra paper. Make sure you write on each extra piece of paper your name and the question number/s you are answering.
- You may prefer to use your computer to type your answers. Your assessor will let you know if you can email your answers as a Word file, or if you must print and submit hard copies.

QUESTION 1

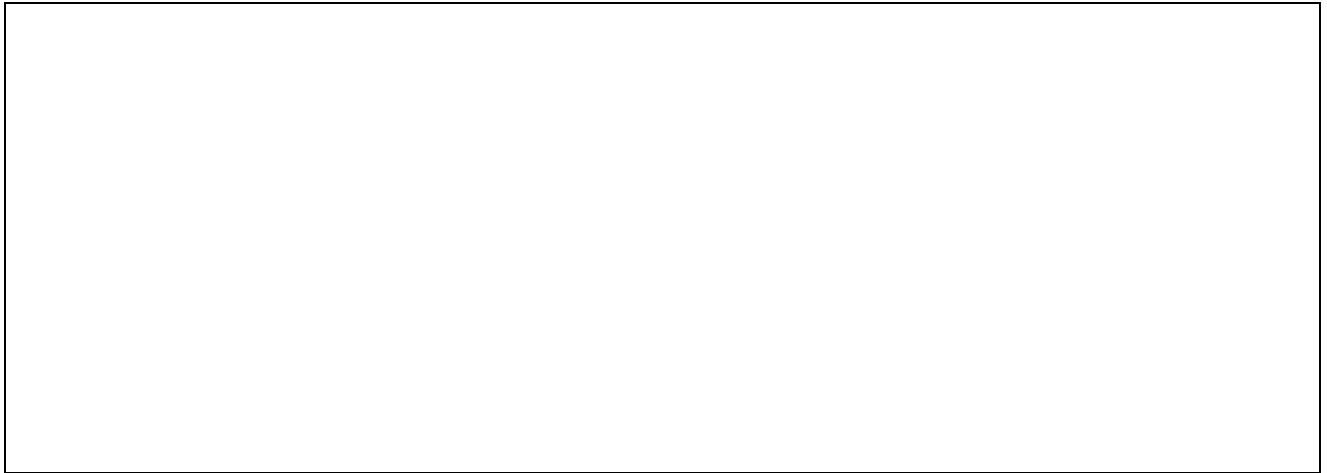
- a) Explain the concept of assessment in an early education and care setting, including the purpose, principles and ethical and legal implications.

Assessment in early education and care setting

Purpose of assessment	
Principles of assessment	
Legal and ethical implications	

b) What is the purpose of a summative assessment?

c) Who has access to the information contained in children's assessments?



QUESTION 2

- a) *Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning.*

(Early Years Learning Framework, DEEWR, 2009 p9 Commonwealth of Australia)

Referring to at least two theorists discuss this statement from the Early Years Learning Framework.

b) Discuss three different strategies that can be used to involve family members in an early education and care service. Explain the advantages and disadvantages of each strategy.

Strategies	Advantages	Disadvantages

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QUESTION 3

Access the National Quality Framework and the Early Years Learning Framework and answer the following questions.

- a) Under the Education and Care Services National Regulations, what rights do parents have to enter an education and care service?

- b) What are two exceptions to a parent being allowed to enter an education and care service?

1.
2.

- c) What is required by Regulation 74 for children preschool age or under?

- d) Choose one of the EYLF learning outcomes and describe how educators can promote learning through relationships with families.

e) Choose another of the EYLF Learning Outcomes and describe how educators can use observation and assessment to further a child's learning in this area.

f) Which Element from the National Quality Standard refers to using information about children's knowledge, ideas, abilities and interests as a basis for designing the curriculum?

What do I need to hand in for this task?	Have I completed this?
Your answers to each question	<input type="checkbox"/>

ASSESSMENT TASK COVER SHEET – ASSESSMENT TASK 2

Please fill out this cover sheet clearly and accurately. Make sure you have kept a copy of your work.

Name:			
Date of submission:			
Topic: Observations and family partnerships			
Units:			
<ul style="list-style-type: none"> ▪ Error! Reference source not found. 			
Assessor to complete			
Assessment Task	Satisfactory/ Not Satisfactory	Date	Was this a re-submission? Y/N
Case studies			

STUDENT DECLARATION

I _____ declare that these tasks are my own work.

- None of this work has been completed by any other person.
- I have not cheated or plagiarised the work or colluded with any other student/s.
- I have correctly referenced all resources and reference texts throughout these assessment tasks.
- I understand that if I am found to be in breach of policy, disciplinary action may be taken against me.

Student signature: _____

Student name: _____

ASSESSMENT TASK 2: CASE STUDIES

TASK SUMMARY:

You are required to complete the case studies by answering each of the questions.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Access to textbooks and other learning materials
- Access to a computer and the internet.

WHEN DO I DO THIS TASK?

- If you're a workplace-based student you will complete this task in your own time
- If you're a classroom-based student you will complete this task in the classroom or as homework – your assessor will advise

Write in the due date as advised by your assessor: _____

WHAT DO I NEED TO SUBMIT?

- Answers to the questions for each case study.

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor marks any of your answers as incorrect, they will talk to you about resubmission. You will need to do one of the following:

- Answer the questions that were incorrect in writing.
- Answer the questions that were incorrect verbally.

INSTRUCTIONS:

Read through each case study and answer the questions that follow.

CASE STUDY 1: JASON

Jason has just turned 18 months old. He has been attending day care for two weeks now. On enrolment Jason's mother said that she was a bit concerned about him. It was often very difficult to get his attention and he didn't seem to be talking much.

Observations of Jason have included the following comments:

- *Jason often does not respond when his name is called.*
- *Jason was babbling to himself today. He was saying a-aa, oooooo, aa-ooo, goo. I noticed it was very much like a very young baby would babble. I also noticed that Justin didn't alter his pitch – the sounds he made were all on the same level.*
- *Today I was talking with Jason. He would say a-aa and I would repeat it. I tried sounds with consonants eg dada and mama but he did not repeat these.*
- *Today Jemima dropped a wooden box on the floor – it made a loud bang and made some of the children jump. I was observing Jason at the time and saw that he did not seem to notice what had happened.*

QUESTION 1

What do you think these observations may be indicating about Jason's needs and development?

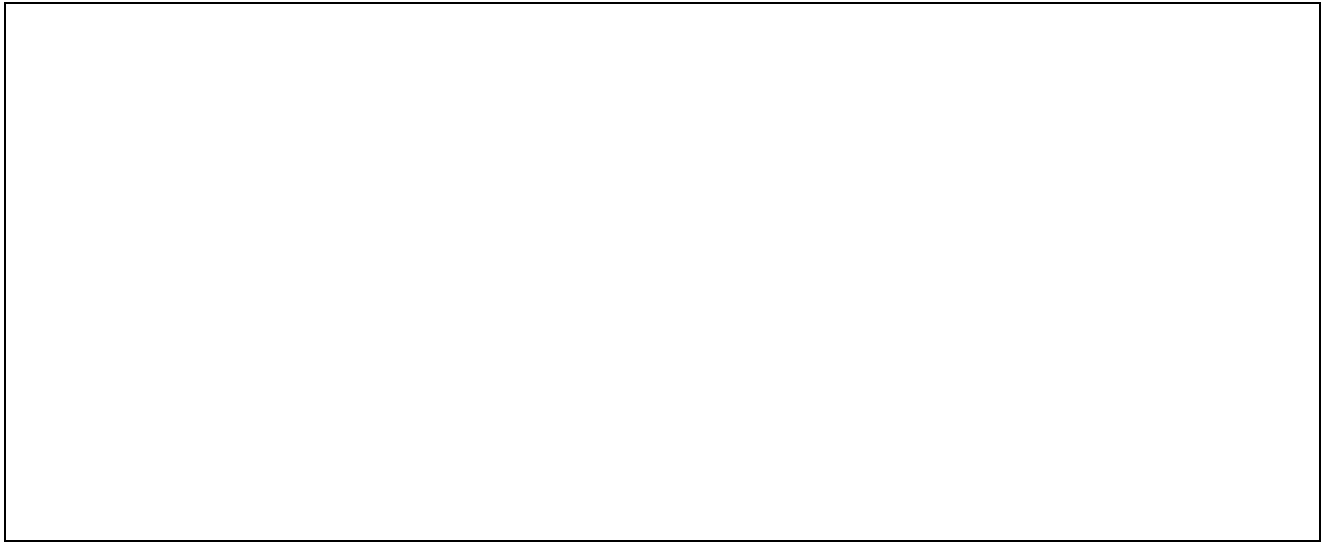
QUESTION 2

From the evidence in the observations, what areas of the EYLF learning outcomes are being affected?

QUESTION 3

During discussions with Jason's mother she breaks down crying. 'I don't know what to do. I was a bit worried that he didn't seem to be listening to us but I thought he just wasn't concentrating or something. What if there is really something wrong. Oh what am I going to do?'

- a) What would you do to provide support to Jason's mother to help her to decide what she should do next? In your answer include contact details for a professional resource in your local area that Jason could be referred to.



- b) As well as supporting Jason's mother to decide what she should do next, what other support could the service provide both to Jason's mother and Jason himself?

QUESTION 4

Jason's mother consults a medical professional, Dr Smith. Dr Smith contacts your service to ask for a report about Jason's interactions at the service.

- a) How could the observations help Dr Smith with his treatment of Jason?

- b) Is it permissible to provide this information to Dr Smith?

CASE STUDY 2: SIENNA

Sienna is three years old. She has been at the service for more than 12 months. During this time she has shown herself to be a happy, confident child.

However all is not well with Sienna – she has suddenly become quiet, sad and bad-tempered. She has started having toilet accidents after which she goes and hides in the corner hoping that nobody notices.

When her father arrives to pick her up, the educator has a word with him to explain their concerns. The father says that their world has been turned upside down. Sienna's mother walked out last week without even saying goodbye.

The father is beside himself and is worried about the effect this is having on Sienna. She isn't sleeping very well and cries all the time. She thinks her mother doesn't love her any more.

QUESTION 1

- a) Discuss additional support that the service could provide to Sienna while she deals with the absence of her mother.

- b) Discuss support that the service could provide to Sienna's father during this period.

- c) Sienna's father has asked you who he can get advice from about Sienna. He is very worried about her levels of anxiety. She sleeps beside the phone because she thinks her mother is going to call – but she never does. When she does go to sleep she has nightmares.

Suggest a service in your local area that Sienna's father could consult and provide contact details.

What do I need to hand in for this task?	Have I completed this?
Your answers to both case studies	<input type="checkbox"/>

ASSESSMENT TASK COVER SHEET – ASSESSMENT TASK 3

Please fill out this cover sheet clearly and accurately. Make sure you have kept a copy of your work.

Name:
Date of submission:
Topic: Error! Reference source not found.
Units:
<ul style="list-style-type: none"> ▪ Error! Reference source not found.

Assessor to complete

Assessment Task	Satisfactory/ Not Satisfactory	Date	Was this a re- submission? Y/N
Part A – Observe, document and analyse information for three focus children			
Part B – Complete a summative assessment			
Part C – Invite families to collaborate			
Part D – Collaboration with others			
Part E – Questions			

STUDENT DECLARATION

I _____ declare that these tasks are my own work.

- None of this work has been completed by any other person.
- I have not cheated or plagiarised the work or colluded with any other student/s.
- I have correctly referenced all resources and reference texts throughout these assessment tasks.
- I understand that if I am found to be in breach of policy, disciplinary action may be taken against me.

Student signature: _____

Student name: _____

ASSESSMENT TASK 3: PROJECT - OBSERVE, DOCUMENT AND ANALYSE INFORMATION ABOUT CHILDREN

TASK SUMMARY:

There are five parts to this assessment:

- Part A: You are required to observe, document and analyse information for three focus children.
- Part B: You are required to prepare a summative assessment to reflect on the learning outcomes of three focus children.
- Part C: You are required to write an invitation to three families to collaborate with the service.
- Part D: You will collaborate with others to plan for the future learning of each of the three focus children.
- Part E: You will answer a set of written questions relating to Parts A and B of this assessment.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- Workplace policies and procedures relating to observing, documenting and analysing information about children
- National Quality Standard
- Approved Learning Framework
- Three focus children of different ages and development stages.
- Camera (or mobile device that can be used as a camera)
- Portfolio for each child.

WHEN DO I DO THIS TASK?

- If you're a classroom-based student you will complete this task in your work placement

Write in the due date as advised by your assessor: _____

WHAT DO I NEED TO SUBMIT?

- Part A - Completed observations and analysis for each child organised in a portfolio format.
- Part B – Completed summative assessments for each child
- Part C – Invitation to families
- Part D – Collaboration with others template
- Part E – Answers to questions.

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor sees that you have not completed the task satisfactorily, you will need to redo the parts of the task that are incorrect and then resubmit the entire assessment. Timeframes and details for resubmission will be discussed with you when you are provided with the outcome of this task.

PART A - OBSERVE, DOCUMENT AND ANALYSE INFORMATION FOR THREE FOCUS CHILDREN

INSTRUCTIONS:

Identify three focus children to observe over a period of five days. Using the permission form at the end of this assessment, obtain permission from each child's parent or guardian and your supervisor. You will need to make copies of this permission form for each child.

The children must be of different ages and development stages. You may also be able to continue to study these same children during the 'Development and Curriculum' topic later in this qualification.

Spend time closely observing, listening and talking to your focus children to gather the information. Make sure you use one-on-one interactions as well as group interactions to gather information.

You must gather information using a variety of settings and sources.

Put together a portfolio for each child that includes:

- Secondary information
- Anecdotal observation of one indoor and one outdoor experience
- Running record
- Jottings
- Learning story
- Record of conversation
- Samples of children's work.

All information collected must be in line with assessment principles of reliability, validity and be free from bias.

Include the voices of children, educators, peers, family and other professionals when relevant.

You will provide an analysis of each observation to identify the children's strengths, interests, relationships, play preferences, interactions and learning.

If possible, obtain information from the family about the child (verbally or through completion of an 'About Me' form). If this is not possible (eg due to workplace restrictions, unavailability of the parent or some other reason) you may use information that has already been provided by the parent under other circumstances.

Discuss each observation with your supervisor (or other relevant person) and obtain sign-off.

You should use the appropriate Learning Framework to guide you in your observations and your analysis.

You should ensure that each of the Learning Outcomes is covered in your observations so that you obtain a holistic impression of the child.

Remember!

- You may be able to study these same focus children in a future topic (Development and Curriculum)
- Obtain permission from parents/guardians and your supervisor to work with each child using the permission form at the end of this assessment.
- If possible obtain permission to use photographs of the children. If this is not given, photographs must not identify the child. Other children must not be identifiable in photographs.
- You must protect the privacy of all children. Do not refer to any child by name in this assessment.
- You must ensure that your discussions and reporting are unbiased. Avoid labelling children in a negative manner and be respectful in your writing
- Templates have been provided. You may use these, or the relevant templates from your own service.

If in doubt, always check with your supervisor and/or assessor.

TEMPLATE 1 – SECONDARY INFORMATION

Photocopy this form three times – one for each child.

When complete, add the template to the child's portfolio.

A. Information from child's records

Child 1 Child 2 Child 3 (Circle which child this relates to)

Child's initials:

Date of birth:

Age:

Commenced at the Early Learning Centre:

Attendance:

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
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Separation routine

Learning goals

Document the goals set for this child against each of the learning outcomes:

Learning outcomes	Goals
Learning Outcome 1	
Learning Outcome 2	
Learning Outcome 3	
Learning Outcome 4	

Learning Outcome 5			
B. Information from discussions from family			
What is the child's background?			
What are the child's interests?			
Do you have any concerns about your child?			
C. Information from discussions from colleagues			
Names of colleagues consulted with:			
Colleagues' comments on different domains of development:			
Physical development	Social/emotional development	Language development	Cognitive development
Student signature:			Date

TEMPLATE 2 – ANECDOTAL OBSERVATION

Photocopy this form three times – one for each child.

Use this template to provide a short account of an outdoor and indoor experience. Support the observations with photos where possible.

When complete, add the template to the child's portfolio.

A. Observation of outdoor experience

Child 1, Child 2, Child 3 (Circle which child this relates to)

Child's initials:

Date:

Setting:

Description of experience:

Focus of Observation:

What was observed? (include children's reactions to play/learning experiences and social interactions)

Analysis of observation (include strengths, interests, relationships, play preferences, behaviour and learning)

B. Observation of indoor experience

Date:

Setting:

Description of experience:

Focus of Observation:

What was observed? (include children's reactions to play/learning experiences and social interactions)

Analysis of observation (include strengths, interests, relationships, play preferences, behaviour and learning)

Student signature:

Date

TEMPLATE 3 – RUNNING RECORD

Photocopy this three times – one for each child.

Use the running record template to provide a detailed, factual description of the child participating in an activity over a period of at least 15 minutes.

During this time there must be three observations.

When complete, add the template to the child's portfolio.

Child 1, Child 2, Child 3 (Circle which child this relates to)

Date:

Description of activity:

This activity links to the following Learning Outcomes (Tick relevant outcomes)

- LO1 – Children have a strong sense of identity
- LO2 – Children are connected with and contribute to their world
- LO3 – Children have a strong sense of wellbeing
- LO4 – Children are confident and involved learners
- LO5 – Children are effective communicators

Observation number	Time	Observation
1		
2		
3		

Analysis of observations:

a) Child's Development

b) Knowledge, ideas, and interests	
c) Social interactions	
d) Learning	
Student signature:	Date

TEMPLATE 4 – JOTTINGS
<p>Photocopy this three times – one for each child.</p> <p>Use the jottings to write down quick informal notes of anything significant you notice during the day.</p> <p>You should make at least two jottings each day. At the end of each day write an analysis of the jottings for that day.</p> <p>If you wish to make more jottings take more copies of this form, or do them on a separate sheet of paper and staple it to this.</p> <p>When complete, add the template to the child’s portfolio.</p>
Child 1, Child 2, Child 3 (Circle which child this relates to)
A. Day 1 jottings
Date:

Day 1 Jotting 1

Day 1 Jotting 2

Day 1 Analysis of jottings:

Jottings link to the following EYLF Learning Outcomes:

- LO1 – Children have a strong sense of identity
- LO2 – Children are connected with and contribute to their world
- LO3 – Children have a strong sense of wellbeing
- LO4 – Children are confident and involved learners
- LO5 – Children are effective communicators

Comments:

B. Day 2 jottings

Date:

Day 2 Jotting 1

Day 2 Jotting 2

Day 2 Analysis of jottings:

Jottings link to the following EYLF Learning Outcomes:

- LO1 – Children have a strong sense of identity
- LO2 – Children are connected with and contribute to their world
- LO3 – Children have a strong sense of wellbeing
- LO4 – Children are confident and involved learners
- LO5 – Children are effective communicators

Comments:

C. Day 3 jottings

Date:

Day 3 Jotting 1

Day 3 Jotting 2

Day 3 Analysis of jottings:

Jottings link to the following EYLF Learning Outcomes:

- LO1 – Children have a strong sense of identity
- LO2 – Children are connected with and contribute to their world
- LO3 – Children have a strong sense of wellbeing
- LO4 – Children are confident and involved learners
- LO5 – Children are effective communicators

Comments:

D. Day 4 jottings

Date:

Day 4 Jotting 1

Day 4 Jotting 2

Day 4 Analysis of jottings:

Jottings link to the following EYLF Learning Outcomes:

- LO1 – Children have a strong sense of identity
- LO2 – Children are connected with and contribute to their world
- LO3 – Children have a strong sense of wellbeing
- LO4 – Children are confident and involved learners
- LO5 – Children are effective communicators

Comments:

E. Day 5 jottings

Date:

Day 5 Jotting 1

Day 5 Jotting 2

Day 5 Analysis of jottings:

Jottings link to the following EYLF Learning Outcomes:

- LO1 – Children have a strong sense of identity
- LO2 – Children are connected with and contribute to their world
- LO3 – Children have a strong sense of wellbeing
- LO4 – Children are confident and involved learners
- LO5 – Children are effective communicators

Comments:	
Student signature:	Date

TEMPLATE 5 – LEARNING STORY TEMPLATE	
<p>Photocopy this three times – one for each child.</p> <p>Use the learning story template to illustrate a story about the child's learning. Describe and evaluate the learning then suggest follow up experiences.</p> <p>You must include photos in this learning story.</p> <p>NB: If permission has not been granted to use photographs of child take a photo of the environment instead and describe how the child used the environment.</p> <p>When complete, add the template to the child's portfolio.</p>	
Child 1, Child 2, Child 3 (Circle which child this relates to)	Date:

Place photo here

Describe the learning

Evaluate the learning

Place photo here

What next?

This learning story link to the following EYLF Learning Outcomes:

- LO1 – Children have a strong sense of identity
- LO2 – Children are connected with and contribute to their world
- LO3 – Children have a strong sense of wellbeing
- LO4 – Children are confident and involved learners
- LO5 – Children are effective communicators

Student signature:

Date

TEMPLATE 6 – RECORD OF CONVERSATION

Photocopy this three times – one for each child.

Use this template to record a conversation that you have with the child. Make sure you ask questions to stimulate the discussion.

When complete, add the template to the child's portfolio.

Child 1, Child 2, Child 3 (Circle which child this relates to)

Date:

Provide a summary of the conversation.

What did you learn about the child from this conversation?

How did this conversation link to the EYLF Learning outcomes? (Tick relevant outcomes)

- LO1 – Children have a strong sense of identity
- LO2 – Children are connected with and contribute to their world
- LO3 – Children have a strong sense of wellbeing
- LO4 – Children are confident and involved learners
- LO5 – Children are effective communicators

Student signature:

Date

TEMPLATE 7 – SAMPLE OF CHILD’S WORK

Photocopy this three times – one for each child.

Include a sample of the child’s work in the portfolio (you may use a photograph of the work instead of the original).

Complete this template and place it with the sample.

Child 1, Child 2, Child 3 (Circle which child this relates to)

Date:

Provide a short analysis of the child’s knowledge, ideas, abilities and interests.

Which EYLF learning outcomes are related to this sample of work?

This learning story link to the following EYLF Learning Outcomes:

- LO1 – Children have a strong sense of identity
- LO2 – Children are connected with and contribute to their world
- LO3 – Children have a strong sense of wellbeing
- LO4 – Children are confident and involved learners
- LO5 – Children are effective communicators

Student signature:

Date

PART B - COMPLETE A SUMMATIVE ASSESSMENT

INSTRUCTIONS:

Consider the observations and analysis that you did for the three children in Part A. You may also, if you wish, consider observations and analysis that have been made by other educators so that you can analyse information over a longer period of time, but ask your supervisor for permission before you do this.

Use this information to complete a summative assessment (assessment of learning) for each of the three children.

Each assessment must be in line with assessment principles of reliability, validity and be free from bias.

The assessment must identify each child's strengths, interests, relationships, play preferences, interactions and learning and include at least three goals that can be used to plan future learning.

Discuss each assessment with your supervisor (or other relevant person).

Remember you must include:

- strengths, interests, relationships, play preferences, interactions and learning
- at least three goals to plan future learning.

Remember!

- Check that you have permission from parents/guardians and your supervisor to work with each child using the permission form at the end of this assessment.
- Do you have permission to use photos of the child? If this has not been given, any photographs used must not identify the child. Other children must not be identifiable in photographs.
- You must protect the privacy of all children. Do not refer to any child by name in this assessment.
- You must ensure that your work is unbiased. Avoid labelling children in a negative manner and be respectful in your writing

If in doubt, always check with your supervisor and/or assessor.

Summative Assessment Child 1:	
Summary of Learning and development	Date:
Current strengths and interests:	
Relationships:	
Play preferences:	
Interactions and learning:	
Learning and development progress:	
Outcome 1: Children have a strong sense of identity	
Outcome 2: Children are connected with and contribute to their world	
Outcome 3: Children have a strong sense of wellbeing	
Outcome 4: children are involved and confident learners	
Outcome 5: children are effective communicators	
Family comments and goals:	

Planning to support further learning and development:

Summative Assessment Child 2:	
Summary of Learning and development	Date:
Current strengths and interests:	
Relationships:	
Play preferences:	
Interactions and learning:	
Learning and development progress:	
Outcome 1: Children have a strong sense of identity	
Outcome 2: Children are connected with and contribute to their world	
Outcome 3: Children have a strong sense of wellbeing	
Outcome 4: children are involved and confident learners	
Outcome 5: children are effective communicators	

Family comments and goals:
Planning to support further learning and development:

Summative Assessment Child 3:	
Summary of Learning and development	Date:
Current strengths and interests:	
Relationships:	
Play preferences:	
Interactions and learning:	
Learning and development progress:	
Outcome 1: Children have a strong sense of identity	
Outcome 2: Children are connected with and contribute to their world	
Outcome 3: Children have a strong sense of wellbeing	
Outcome 4: children are involved and confident learners	
Outcome 5: children are effective communicators	
Family comments and goals:	

Planning to support further learning and development:

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PART C - INVITE FAMILIES TO COLLABORATE

INSTRUCTIONS:

Write an invitation to the family of each of the three focus children inviting them to view and discuss your completed portfolios (parts A and B of this assessment), with a view to involving the family in decision making about the needs of their child for future planning for learning.

Before starting this assessment, speak with your supervisor about whether the family are to be involved in Part D of this assessment or whether this will be done in a role play situation. This will depend on the policy of your service and whether the family wish to participate.

Note!

You will be assessed on the invitation only. You will not be disadvantaged if the family is unable or unwilling to participate in this part of the process.

If in doubt, always check with your supervisor and/or assessor.

Your invitation must:

- Create a welcoming invitation for the family to view and discuss the portfolio that you have produced for their child.
- Thank the family for allowing you to work with their child.
- Provide a summary of the information that is included in the portfolio.
- Explain the goals for future learning that you have identified in Part B.
- Invite the family to be involved in decision making for their child's individual needs (see Part D and note the supervisor's permission requirements).

Your invitation must be professionally written in line with workplace procedures.

PART D - COLLABORATION WITH OTHERS

INSTRUCTIONS:

For this part of the task you are to collaborate with others to plan for the future learning of each of the three focus children.

You must discuss the information you have gained from your observations (Part A) and your summative assessment (Part B) with one other educator and either a family member (if permission has been given), or your assessor who will role play the parents during a workplace visit.

During the discussions you should identify three experiences for each child that would build towards the goals you have identified.

Complete the template on the following page.

COLLABORATION AND PLANNING TEMPLATE

Photocopy this three times – one for each child.

Use this template to record outcomes of collaboration and to plan for experiences to meet the individual needs of children.

Child 1, Child 2, Child 3 (Circle which child this relates to)

Record of discussion with educator.

Name of Educator:

Date:

Signature of Educator:

Record of discussion with parent:

Name of parent (or role play participant):

Date:

Signature:

<p>Planned experiences.</p> <p>Complete the following information about experience ideas resulting from collaboration with educator and family.</p>		
<p>Experience 1:</p>		
<p>Short description of experience:</p>		
<p>Relationship to goals.</p>		
<p>What are the learning outcomes of this experience?</p>	<p>LO1</p>	
	<p>LO2</p>	
	<p>LO3</p>	

	LO4	
	LO5	
Experience 2:		
Short description of experience:		
Relationship to goals.		
What are the learning outcomes of this experience?	LO1	
	LO2	

	LO3	
	LO4	
	LO5	

Experience 3:	
Short description of experience:	
Relationship to goals.	
What are the learning outcomes of this experience?	LO1
	LO2
	LO3
	LO4

	LO5	
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PART E - QUESTIONS

INSTRUCTIONS:

Answer the following questions that relate to Parts A and B of this assessment task.

QUESTION 1

Consider the observation tools you used in Part A, and the summative assessment you prepared in Part B. How do these satisfy the assessment principles?

	Assessment principles
Observation tools	Reliability
	Validity
	Bias-free
Summative assessment	Reliability

	Validity
	Bias-free

QUESTION 2

Discuss how you made sure that your observations and assessments were 'inclusive'.

QUESTION 3

Reflect on the observations and assessments that you made for each child. Based on your experience during this process, answer the following questions:

<p>What did you do well when working with each child?</p>	<p>Child 1</p>
	<p>Child 2</p>
	<p>Child 3</p>
<p>How do you feel you could have improved?</p>	<p>Child 1</p>
	<p>Child 2</p>

	Child 3
What would you do differently next time?	Child 1
	Child 2
	Child 3

Gathering information and observations – Permission Form

Family member or guardian's approval.

Dear _____

My name is _____

and I am studying the Diploma of Early Childhood Education and Care.

As part of my study I am required to observe, document and analyse information about three children in the service.

I am asking your permission to work with _____
<insert child's name> for this assessment.

The assessment will involve:

- Collecting and documenting observations of your child including:
 - Behaviour and learning
 - Play preferences
 - Strengths, interests and relationships.
- Applying the information gathered to:
 - Make an assessment of the child's progress
 - Collaborate with family
 - Inform future planning.

I will be supervised by a qualified childhood educator at all times during this assessment.

I would welcome your participation in this project if you would like to be involved.

If possible I would also like to include photos of your child as part of my observations – however this is not essential if you do not wish for this to occur.

Your child will not be mentioned by name in any part of the assessment that is handed in.

Please sign below to show your agreement.

I do/do not agree to my child participating in this project. (Please circle)

I do/do not agree to participate in this project by discussion about my child's interests and development and planning for his/her individual needs. (Please circle)

I do/do not agree to photographs of my child being used in this project. (please circle)

Family member/Guardian Name: _____

Signature: _____

Date: _____

Supervisor's approval

I, _____,

<Supervisor's name> approve _____

<student's name> to undertake this project with _____

<Child's name>.

Approval is dependent on the following conditions:

- The student must be supervised by a qualified childhood educator at all times when working with the child.
- The family or guardian may request that this project be stopped at any point. In this case, other arrangements will be made in consultation with the student, the student's assessor and myself.
- Photos where the child can be identified will only be used with permission from parent/guardian.
- The assessor may role play the part of the parent in Part D of the assessment if the parent is unable to participate themselves.

Supervisor's name: _____

Signature: _____

Date: _____

What do I need to hand in for this task?	Have I completed this?
Part A: Completed observations and analysis for each child organised in a portfolio format.	<input type="checkbox"/>
Part B: Completed summative assessments for each child	<input type="checkbox"/>
Part C: Invitation to families	<input type="checkbox"/>
Part D: Collaboration with others template	<input type="checkbox"/>
Part E: Answers to questions	<input type="checkbox"/>

ASSESSMENT TASK COVER SHEET – ASSESSMENT TASK 4

Please fill out this cover sheet clearly and accurately. Make sure you have kept a copy of your work.

Name:			
Date of submission:			
Topic: Error! Reference source not found.			
Units:			
<ul style="list-style-type: none"> ▪ Error! Reference source not found. 			
Assessor to complete			
Assessment Task	Satisfactory/ Not Satisfactory	Date	Was this a re- submission? Y/N
Role play in the			

STUDENT DECLARATION

I _____ declare that these tasks are my own work.

- None of this work has been completed by any other person.
- I have not cheated or plagiarised the work or colluded with any other student/s.
- I have correctly referenced all resources and reference texts throughout these assessment tasks.
- I understand that if I am found to be in breach of policy, disciplinary action may be taken against me.

Student signature: _____

Student name: _____

ASSESSOR FEEDBACK

Assessors: Please return this cover sheet to the student with assessment results and feedback.
A copy must be supplied to the office and kept in the student's file with the evidence.

Assessor signature: _____

Assessor name: _____

Date: _____

ASSESSMENT TASK 4: ROLE PLAY IN THE

TASK SUMMARY:

You will participate in a role play providing and receiving information to a parent whose child is enrolling in the service.

WHAT DO I NEED IN ORDER TO COMPLETE THIS ASSESSMENT?

- National Qualification Framework and relevant approved learning framework
- Workplace policies and procedures relating to observing, documenting and analysing information about children and working in partnership with families
- Access to enrolment documentation, including information about the service available in other languages
- Role play participant.

WHEN DO I DO THIS TASK?

- If you're a classroom-based student you will complete this task in the classroom

Write in the due date as advised by your assessor: _____

WHAT DO I NEED TO SUBMIT?

- Video clip of your role play or scripts with your picture during the role play..

WHAT DO I NEED TO DO IF I GET SOMETHING WRONG?

If your assessor sees that you have not completed the role play satisfactorily, you will need to redo it. Timeframes and details for resubmission will be discussed with you when you are provided with the outcome of this task.

INSTRUCTIONS:

1. Before the beginning of the role play, prepare a process for yourself to make sure you gather all the necessary information from the 'parent' so that you can use this for planning for the child. (For example a checklist of what you will need to cover.)
2. During the role play you will need to follow workplace policies and procedures, NQF Standards and Regulations to:
 - Provide the parent with the information that they need about the child's enrolment and how the service works.
 - Find out about the child's interests, development, and family and community context.
 - Work with the parent to make decisions about planning for the child's individual needs.

See below for a full list of what you will need to show your assessor to successfully complete this task.

Your assessor will be looking to see that you:

- Create a welcoming environment for families and communicate effectively
- Respond to questions and concerns promptly and politely
- Demonstrate a process to gather information for planning purposes
- Encourage family to share information about the child's family life and culture

- Explain how the service will involve the family in decision making about their child's care and learning
- Discuss how information and observations will be used to plan for the child's learning through play, intentional teaching, modelling and the learning environment
- Discuss how the family can access documentation about their child's progress and development as well as samples of their work
- Encourage families to be involved in the operation of the service
- Explain how the service and families are able to share information about the child's interests and experience both inside and outside the service
- Explain what will happen if their child is involved in an incident
- Discuss privacy and confidentiality procedures
- Discuss the standards of behaviour that is expected of educators (code of conduct/ethics)
- Provide written information about the operation of the service in language other than English if necessary
- Describe information that the service can provide about community services and resources in the local area and explain the process for keeping this information current and relevant
- Provide information about how families can give feedback on the service and program.

What do I need to hand in for this task?	Have I completed this?
Video clip of your role play or scripts with your picture during the role play.	<input type="checkbox"/>