

## **Errata**

**ISBN:** 978 1 74349 270 3

**Title:** CHCECE013 Use information about children to inform practice – Trainer's and assessor's guide (TAG)

**Affected editions:** Version 1.1, December 2013; Version 1.2, March 2014, Version 1.3, October 2014, Version 1.4, August 2016

**Page numbers:** 24, 27, 29, 30

<b>Attachments</b>
NEW p. 24, 27, 29, 30: CHCECE013 Use information about children to inform practice – (TAG)

**Please use the attached page/s to replace erroneous page in the above resource.**

Aspire Learning Resources

## 2.2 Training strategies

The following training strategies can be used to deliver *CHCECE013 Use information about children to inform practice*. These strategies, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember; it is your responsibility as the trainer to use the most appropriate strategies for your learners.

<b>Topic: Gathering information about the child through observation</b>	
<p><b>Suggested time allocation:</b> 8 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 2–17</p>
<b>Recommended reading</b>	<b>Terminology checklist</b>
<p>Aspire learner guide <i>CHCECE013 Use information about children to inform practice</i></p> <p>Chapter 1: Gathering information about the child through observation</p>	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Pedagogy</li> <li>▪ Professional practice</li> <li>▪ Anecdotal</li> <li>▪ Learning stories</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE013 Use information about children to inform practice</i>. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.</li> </ul>	

<b>Topic: Gathering information about the child from secondary sources</b>	
<p><b>Suggested time allocation:</b> 4 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 18–25</p>
<b>Recommended reading</b>	<b>Terminology checklist</b>
<p>Aspire learner guide <i>CHCECE013 Use information about children to inform practice</i></p> <p>Chapter 2: Gathering information about the child from secondary sources</p>	<ul style="list-style-type: none"> <li>▪ Secondary information</li> <li>▪ Confidentiality</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>▪ Learners should brainstorm the sources of information that are available to educators about the children in the service. Debrief the brainstorming activity by asking learners to rank the various sources in terms of reliability, accessibility and usability.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ A suitable workplace activity for section 2A involves obtaining samples of relevant workplace policies and procedures for a resource folder. This activity may be based on the instructions for practice task 4.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ During work placement, learners should complete practice task 5 and use their learning journal to reflect on the methods they observed experienced educators using to gather information about children.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Role-plays and case studies are suitable for delivery of section 2A. Learners should be assigned a case study that describes a family enrolling their child who has special needs in the service. Learners may either role-play the enrolment interview or write a plan of the methods they would use to gather information about the child and their individual characteristics and needs.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Skills practice for section 2A should involve learners in conducting a discussion with parents about their child at the beginning of the day. A workplace supervisor should observe to give feedback.</li> </ul>	
<b>Discussion topics</b>	
<ul style="list-style-type: none"> <li>▪ How can you ensure you have an ongoing professional relationship with parents and family members, co-workers and specialist services?</li> <li>▪ Identify and discuss the reasons why maintaining confidentiality when recording information about children and their families is vital. What implications may there be if confidential information is exposed?</li> </ul>	
<b>Revision tasks</b>	<b>Assessment</b>
<p>Complete learner guide practice tasks 4–5</p>	<p>Complete learner guide assessment activity 2</p>

<b>Topic: Recording observations appropriately</b>	
<p><b>Suggested time allocation:</b> 4–5 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 26–32</p>
<b>Recommended reading</b>	<b>Terminology checklist</b>
<p>Aspire learner guide <i>CHCECE013 Use information about children to inform practice</i></p> <p>Chapter 3: Recording observations appropriately</p>	<ul style="list-style-type: none"> <li>▪ Objective</li> <li>▪ Subjective</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>▪ For section 3A, use examples to demonstrate the distinguishing features of subjective and objective language. Facilitate a brainstorming session or group discussion where participants consider the importance of recording quality information about children.</li> <li>▪ Learners should review appropriate examples and then complete a suitable case study. This could involve watching a video clip of children participating in an experience and then recording their observations. Peer review of the completed observations should identify where the observer has used subjective and objective language.</li> <li>▪ In section 3B, learners develop the competence to discuss information about children with relevant people. Learners should refer to workplace policies and procedures and the relevant national standards for information about the service’s obligations and constraints when sharing information about children. Facilitate a discussion where learners reflect on current issues impacting services when they gather, store and share information. For example, how do services use policies and procedures to manage the risk associated with educators recording images of children on their mobile phone and posting information about children and/or their families on social media such as Instagram and Facebook?</li> <li>▪ Learners should shadow an experienced educator who meets with families to discuss observations. Encourage learners to use reflective practice to identify how the educators follow workplace standards, policies and procedures to comply with frameworks.</li> <li>▪ You may facilitate skills practice for Chapter 3 using a simulation where learners use sample observations and role-play meeting with a family to discuss the information they have gathered.</li> </ul>	
<b>Discussion topics</b>	
<ul style="list-style-type: none"> <li>▪ Writing observation records that are factual and free from bias and negative labelling takes time to master. Think of any words that are part of your vocabulary that you may find difficult to eliminate from your record-taking.</li> <li>▪ When recording children’s abilities, which recording method do you feel most comfortable using? Which recording method seems the least appealing? Why?</li> </ul>	
<b>Revision tasks</b>	<b>Assessment</b>

<b>Topic: Recording observations appropriately</b>	
Complete learner guide practice tasks 6–7	Complete learner guide assessment activity 3

<b>Topic: Using observations and information collected to contribute to program planning</b>	
<p><b>Suggested time allocation:</b> 5 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>▪ Recommended reading</li> <li>▪ Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 33–39</p>
<b>Recommended reading</b>	<b>Terminology checklist</b>
<p>Aspire learner guide <i>CHCECE013 Use information about children to inform practice</i></p> <p>Chapter 4: Using observations and information collected to contribute to program planning</p>	<ul style="list-style-type: none"> <li>▪ Planning cycle</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>▪ Use a diagram from the <i>Educator’s guide to the Early Years Learning Framework for Australia</i> and a suitable example to explain the planning cycle. Learners should describe a similar example from their own experience where they have applied the cycle in their workplace.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Sections 4A and 4B are appropriate for integrated delivery. Learners will need access to either an actual workplace or a sufficiently detailed case study that includes profiles of a number of children. For example, simulated enrolment information should be included.</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Following completion of practice task 8, learners may complete a small group activity (either with their workplace team or with learning peers online or face-to-face) where they critically review a case study that includes images or video of a childcare service to identify whether it is well set up for facilitating the types of experiences described in the learner guide. Learners should apply their findings from the practice task to agree on the process they would follow to develop and implement experiences in this environment. Learners should collaborate to develop an experience designed for a specific aspect of development for the children in the case study. In planning the experience, learners should consider how they would observe the children during the implementation phase of the experience.</li> </ul>	