

CHCECE038

Observe children to inform practice

Table of Contents (Extract)

NOTE: This is a sample only. This cover page is not included in Catapult Smallprint's printed books.

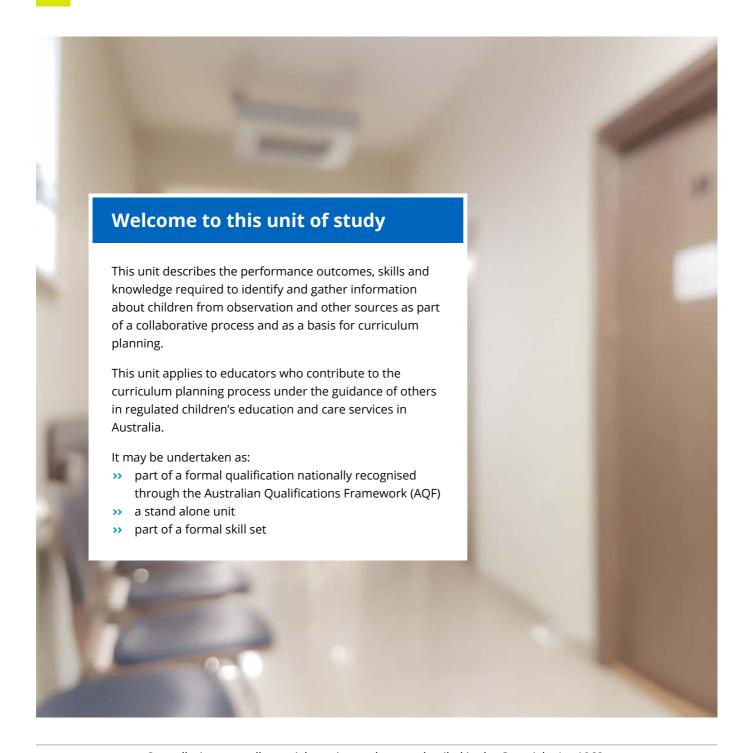
This Table of Contents extract is taken from Catapult Smallprint's full hardcopy Trainer/Assessor Guide for the unit CHCECE038.

For more information, including using our enhanced online version of this unit in Catapult LMS, or to purchase the Learner or Trainer printed books, please see this unit on our website by clicking this link:

https://catapultlearning.com.au/product/CHCECE038/

Trainer/assessor guide

CHCECE038 Observe children to inform practice



Contents

About this trainer/assessor guide	4
Learning resource	5
Topic 1: Observe and interact with children	5
Identify children's interests, ideas, knowledge, skills and strengths based on observation a	and
interactions	5
Observation techniques and their application	7
Seek guidance from colleagues about observation tools and processes	9
Select the appropriate observation technique	11
Check your understanding	13
Topic 2: Seek information from secondary sources	15
Use records to assist with curriculum planning	15
Collaborate with others to collect information about children	18
Check your understanding	21
Topic 3: Record and communicate information	23
Observe the child and accurately record meaningful information according to service poli-	cies and
procedures	23
Discuss information gathered with relevant people to inform planning	26
Discuss and record information objectively	28
Check your understanding	29
Topic 4: Analyse and interpret information and observations	31
Reflect on information	31
Discuss reflections with colleagues and gain their perspectives	33
Identify learning and development aspects of the child based on gathered information	34
Determine and document links to the approved learning framework	40
Check your understanding	43
Topic 5: Contribute to curriculum planning	45
Use information to contribute to the planning of programs	45
Interactions that are responsive and respectful of individual needs	47
Check your understanding	49
References	51
Assessment workbook	53
Unit information	
What is competency-based assessment?	
How will my competency be assessed?	
Assessment agreement	
Foundation skills checklist	
Skills recognition	
Topic 1: Observe and interact with children	
Topic 2: Seek information from secondary sources	
Topic 3: Record and communicate information	
Topic 4: Analyse and interpret information and observations	
Topic 5: Contribute to curriculum planning	
Topic 5. Contribute to carricularit planning	

Knowledge questions	66
Topic 1: Observe and interact with children	68
Topic 2: Seek information from secondary sources	72
Topic 3: Record and communicate information	76
Topic 4: Analyse and interpret information and observations	80
Topic 5: Contribute to curriculum planning	85
Projects	
Practical assessment	
Overview	91
Instructions for the learner	93
Learner agreement	
Instructions for trainer/assessor or third party	95
Third party evidence collection agreement	96
Practical demonstration	97
Completion record	107
Unit mapping	108
Trainer/assessor instructions and requirements	112



About this trainer/assessor guide

Learning resource

The learning resource is divided into the following topics:

- >> Observe and interact with children
- >> Seek information from secondary sources
- >> Record and communicate information
- >> Analyse and interpret information and observations
- >> Contribute to curriculum planning

Each topic provides information to help you gain the skills and knowledge required to perform the work tasks to which they refer. Read the information and practise the skills described. You should also take the opportunity to undertake additional independent research. Your trainer/assessor may also provide supplementary information including interpretation of the contents of this resource.

At the end of each topic is:

- >> a set of true or false questions
- a set of multiple choice questions

These questions provide an opportunity to check your understanding and progress. They are self-marking and do not form part of the assessment for the unit.

Assessment workbook

To have this unit recognised as a formal qualification you need to have your skills and knowledge assessed. The assessment workbook provides:

- >> information on competency-based assessment
- >> instructions on how you will be assessed
- assessment tools to assess your competence
- >> instructions on how to complete the assessment tasks within each assessment tool

To be assessed as competent you need to provide evidence that you have the skills and knowledge to undertake the requirements of this unit. This assessment of competency is made by a qualified trainer/assessor from a registered training organisation. You must complete all the assessments as directed by your trainer/assessor to the required standard. It is not necessary to work through the guide in the order in which it is written. However this is at the discretion of your trainer/assessor.

Disclaimer

Information contained in this resource is drawn from sources believed to be reliable. The firm, its employees, agents and contractors do not warrant the correctness of the sources used and accept no responsibility to any person for any errors or omissions or for any loss or damage howsoever caused from the use of this resource.